

Institutions and Resources for Effective Employee Training in the Public Sector in Tanzania

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Abstract

Over the years, the mainstream literature in human resource management shows that employee training especially in the public service does not reflect the actual skills gaps of the employees. Tanzania, like other developing countries experience similar problem despite the initiative taken by government through public sector reforms. The objective of this paper was to explore how policies and procedures together with the availability of resources, staff engagement and the exemplary management affect the effectiveness of training at the Public Service Commission in Tanzania. In doing this, the qualitative enquiry was adopted, and the Public Service Commission in Tanzania was selected as a case study. The actual research involved the review of important documents including the training policy, procedures, guidelines and budget and plan. The completion of review was followed by 66 in-depth interviews with 45 respondents picked from different departments of the public service commission purposively. The review of documents was analyzed through content analysis and the interviews was coded and categories into themes through thematic approach for analysis. The findings indicate that various government documents including Public Service Act, regulations and standing orders provide the procedures for employee training in the public service. Nevertheless, the interviewed respondents were less aware of the issues pertaining to budgetary allocation for employee training. Apart from that, although many employees who attended the training were satisfied at the individual level, the training they received was not relevant to the commission in particular and public service in general. This was mainly attributed by the existing values and norms which bear on the belief that employee training is a source of fund and it is meant for the personal gain rather than the organizational benefits.

Key words: Public sector, employee training, public service commission, training budget, institutions for training

Introduction

Employee training and development especially in the public sectors has been perceived as an instrumental for employee performance. Some authors like Beach (1980) viewed training as an organized procedure by which people learn knowledge and/or skills for a definite purpose. The training process therefore is one of the most pervasive methods for enhancing productivity of an individuals and communicating organizational goals to employees (Ekaterini, 2009).

There is already growing consensus in the mainstream literature of human resource management that effective training influences organizational performance. The main stance of the theory which leads to this argument is that different stages of systematic training and development such as need analysis, design of the training program, implementation and evaluation of the program have direct influence on employee performance (Graham and Benett, 1991). As a first step, training is conducted when a need to improve performance has been established and is established only when a difference is obvious between actual employee performance and pre-determined/desired performance (International Business Management, 2013). Therefore, training is done when there are indicators for training needs as indicated for example by production records, number of accidents, mistakes, expansion of operation, new technology, labor or employees' turnover, cases of promotion or advancements, new recruiters and transfers of staff (Graham and Benett, 1991).

The primary objective of training is to improve the knowledge and skills, change attitude and conduct of the employees with the goal that they can without much of a stretch adjust the new innovation in the

organization for generations. This is likely to reduce the wastage of time, cash and resources if employees are appropriately prepared. Besides, the training is perceived as an indicator for upgrading the prevalent skills, knowledge and capabilities of employees. This in turn bridges the gap between job requirement and employee present specifications which results into a powerful employee performance (Adesola et al., 2013).

Therefore, organizations need well trained staff in order to maintain and improve their competitive edge for an effective and efficient provision of quality product and services to their customers. This suggests that investment in employee training is inevitable if the organization wants to improve its performance and survive in competitive environment (Ngirwa, 2006 & Habi, 2013). Nevertheless, investment in employee training alone can not realize the intended goal unless the employees are engaged in the design and the actual implementation of the program. Besides, the managers in the organization must demonstrate a preferred and the expected behavior which the employees must imitate to ensure the effective transfer of the acquired skills and knowledge to the organization (Beatrice van del et al., 2009). Apart from that, the empirical literature by Wright and McMahan (1992) and Barringer and Milkovich (1998) show that the performance of employees is not only a function of employee engagement, investment or exemplary leadership but also the institutional context. The institutional context provides a strong framework to understand the human resources practices in organization of which the employee training is part of. This has been consistently confirmed by the empirical literature which shows that not all

human resources practices are the result of rational decision making. Some practices are influenced by institutional context outside the organization. Besides, the literature shows that institutional logics and institutional work which are the variants of institutional theory have greater influence on the practice of human resources training in organization (Zilber, 2013). Despite this recognition, there are few empirical researches which integrate institutional context and human resources training.

In Tanzania, since independence in 1961, the government has embarked on employee training for the purpose of improving their knowledge and skills to best fit the changing working environments (URT, 2008). In this regard, various institutions were created to serve this purpose. These include, the Tanzania Public Service College (TPSC), the Tanzania Global Learning Agency (TaGLA) and the Institute of African Leadership for Sustainable Development (UONGOZI Institute). These institutions were established to deliver different courses and programs with the overall goal of enhancing the technical, managerial and leadership competencies of the public servants (URT, 2013). Since then, various public servants have been trained in different courses to equip them with necessary skills and knowledge. Nevertheless, with all the efforts the government is putting in, there are still whistle blowers that public offices lack necessary skills to deliver to the expected standards (Mndeme, 2011). This creates a discrepancy of performance output between what is actually performed as compared to what was expected for civil servants. Although many studies have concluded that the training procedure which includes systematic training and development improves performance, there

is little empirical literature showing how inadequate financial resources coupled with institutional context and complexities influence the effectiveness of public sector employee training in Tanzania. The goal of this paper is, therefore, to uncover the way in which inadequate resources and institutional context constrain the effectiveness of training and hence affecting the employee performance. Therefore, this paper asks: what are the resources, the policies and procedures governing employee training at the public service commission in Tanzania and how formal policies together with values and norms (elements of the institutional context) influence the training of employees at the public service commission?

The Concept of Employee Training

The mainstream literature on employee training assumes that training is a compulsory learning process for human asset development. This process is coordinated towards acquisition of explicit knowledge and skills necessary for improving employee performance (Hafeez and Akba, 2015). This assumption suggest that the focal point of training is the job or task, for instance, the need for proficiency and wellbeing in the activity of specific machines or gear (Guay et al., 2000). Others like Laing (2009) perceive training as the marker to improve unrivaled skills, knowledge, capabilities and standpoint of the employees that outcomes in successful performance of the specialists but also training broadens the generation of the organization.

Therefore, training is a sorted-out inventory of expertise skills and knowledge required for individual staff to perform to the required standards. This implies that the acquired skills and knowledge aid the

employees to increase their ability which in turn influence their performance (Hafeez and Akba, 2015; Grobler, 2002). This therefore suggest that, the training needs to be created and rehearsed within the organization by acknowledging learning of theories and methodologies. It is indeed the kind of activity which is arranged, systematically and it results in upgraded dimension of expertise, knowledge and competency that are important to perform work successfully (Guest, 1997). This suggest that, employee training is a significant device to improve the workforce performance; it eventually builds the value of an organization yet should be balance among training worth and training dispensing (Singh and Mohanty, 2012). Employee Training and Performance

The mainstream literature on human resources management has confirmed the link between employee training and performance. For example, the empirical literature by (Khan, 2012; Mumanthi, 2014; Boateng ,2011) found that, training has solid connection with organizational performance and that the large training programs upgrade employee performance but also the empirical research by Githinji Angela, (2014); and Appiah, (2010) shows that managerial performance is an outcome of systematic training offered to employees and that training is a noteworthy indicator of performance. Therefore, training upgrades knowledge, skills, properties and competencies which lead to employee performance and organizational productivity. Nevertheless, employees training improves performance if the training project is connected to explicit employee and organizational needs (Beardwell and Holden, 2013; Dewo, 2014). Kenny and Reid (2014) contended that a well-arranged training must have the accompanying

advances such as recognizing and defining training needs in order to realize the intended goal. Therefore according to them, a well arranged training must fulfill certain conditions: first, it must address the skills gap; second, it must articulate the learning required in terms of expertise, knowledge and attitudes but also the objective of the training; third, it must build up a training system intended to address the issues and objectives; fourth, it must utilize the right training strategies but also choose who deserves the training and to whom training ought to be coordinated; finally, it must assess the training, revise and approve training if needed. Therefore, arranging for training needs to highlight the requirement for training and learning necessities (Jope, 2014). To this end, the literature provides the number of theory to explain this. These theories are discussed in details in the analytical framework section below;

Analytical Frame

One of the theories which are commonly used to explain the effectiveness of training is social learning theory. This theory suggests that the change of human behavior (employee behavior) is a function of interaction between cognitive behavioral and environmental determinants. This suggests that learning can be perceived as social interaction with other people (Illeris 2011). In this theory, two things are important: first the behavior and the characteristics of organization managers. This constitutes organizational environment in which the manager is supposed to be a role model through demonstration of exemplary leadership to his subordinates. Second, the theory provides the key tenets for the organization to realize the impacts of training which includes the demonstration of preferred

behaviors from which the employees can learn and practice but also social reinforcement for employees to adopt the preferred behavior associated with the transfer of learning at work place (Chowdhury 2006; Ashton, 2004) . Therefore, this theory insists on the training as a tool to induce knowledge, skills, and capabilities to employees. This tenet is echoed in the mainstream literature on employee training which suggest that for organization to perform effectively in the competitive world, it must have well trained staff. This implies that investment in human capital have greater impact on the performance of staff in the organization (Fugar et al., 2013; Almendarez 2013; Fitzsimons, 2017; Gillies, 2017). Overall, the theory provides the general guidelines for the employer on how to develop the training programs which yield designed human capital in the organization (Booth and Bryan, 2005).

Finally, is the training engagement theory. This theory insists on the engagement of employees in the development of training goals, prioritizing of the goals and persevering of goals for the purpose of improving training effectiveness (Kenfer, 2012). The theory judge the effectiveness of training based on the extent to which employees complete training, report to their organizations as planned and increase their performance goals (Aguinis and Kraiger, 2009; Cascio & Boudreau, 2011; Ployhart and Hale, 2014; Sitzmann, 2012). To this end, the three dimensions: goal foundation, goal prioritization and goal steadiness are used as yardstick to judge the effectiveness of training. This is also associated with the appraisal of the necessities of the organization and individual employee's motivation to training. Apart from that, the three theories discussed above show that employee

training can further be explained by not only the social learning, human capital or employee engagement theory but also the institutional context within and outside the organization. According to theory, institution is a broad term which includes legislation, the formal structure of the administrative system (the distribution of responsibility) regulations and incentives (Hulst & Montfort 2011). It includes symbol systems, cognitive scripts and moral templates which provide a guiding framework for human action (Hall & Taylor 1996). According to Acemoglu and Robinson (2017) institutions can be inclusive or extractive and if institutions are inclusive they can enhance the nation's growth and prosperity but also reduce poverty. This assertion has also been used to explain the variation of development between nations regardless of the similar geography or culture. So according to them, the exiting institutions in particular nations are important explanatory variable for the variation in nation's development.

On the hand, the theory shows that the behavior of individuals in organization is not full rational but bounded by their worldviews and that the choice of action is a result of situation interpretation and not purely instrumental calculations (Hall & Taylor, 1996). With respect to human resource management, and the employee training in particular, the institutional theory has been used to explain the performance of human resources practices in organization including training (Boselie, Dietz, & Boon, 2005; Wright & Ulrich, 2017). This theory argues that institutional context (formal rules, regulations, social values and norms) is necessary to understand the nature and effectiveness of human resources practices. Therefore, this requires a deviation from a simple rationality model which focus on formal

rules and regulations and paying attention to symbolic and political processes including values and norms which constitutes institutional context (Cyert & March, 1963; Meyer & Rowan, 1977). This argument is also consistent with institutional logics perspective by (Thornton, Ocasio, & Lounsbury, 2012) and a new focus on the micro foundations of institutions by (Bitektine & Haack, 2015; Powell & Rerup, 2017) which show that organizations are not only motivated by efficiency but also legitimacy in their adoption of institutional myths, or rationalized institutional elements from their environment. With respect to the institutional context for employee training, the practice of the training follows policy and procedures which provides guidelines for the design and the implementation of training program in organization. It is a theory that when the requirement for training has been acknowledged, an organization is required to have a general training policy to guide on the structure of training and development activities. But also it is a rule that the policy must be archived and shared with the organization employees (Clardy, 2008). In large organizations, a written policy conveys the expectations of training to the entire workforce, coordinating them into its endeavors and enable them in its execution.

A key issue to recollect when planning a training policy is that it ought to underline the goals and objectives of the training rather than the techniques and procedures. (Au et al., 2008) found that training approaches which spotlight on the particular training strategies and procedures most of the time end up being far less viable than those which spotlight on the goals, the ideal results and impacts. In addition, public sector organizations often neglect to appropriately assess the genuine impacts of

their training programs. For them, just directing the training is viewed as progress, and they once in a while look at what is accomplished by the trainees and what skills and data are moved to their job performance (Rinne et al., 2011).

Therefore, for the effective training program, the organization must consider training as an investment which needs resources as argued by human capital theory. Second, the organization must engage employees and other stakeholders in the planning and implementation for training as argued by training engagement theory. Third, the organizational managers must demonstrate an exemplary leadership to ensure the effective transfer of the acquired skills and knowledge to the workplace. Apart from that, for the effective training program the organization must subscribe to the overarching institutional context which includes the government laws and regulations, the training policy and procedures and the informal social rules, values and norms which guide the behavior of the individuals and the organization

Methodology

To answer the research question stated in the preceding section which asks:

“what are the resources, policies and procedures governing employee training at the public service commission and how are the formal policies together with values and norms (elements of the intuitional context) influence the training of employees?”,

the study used a qualitative approach with a Public Service Commission in Tanzania as a case study. The public service commission is an independent government institution which is entrusted with power to regulate and ensure that public servants comply with human resource management rules and regulations. Nevertheless, the

commission experiences a poor performance in human resources inspections and facilitations due to financial constraints but also inadequate qualified staff in different professions (URT 2016). Therefore, as a representative of public sector, a Public Service Commission was chosen because it is a public service institution responsible for supervision and management of public servants training and development in particular monitoring all issues concerning training policy and programs implementation in the public sector but at the same time it experiences the problem of inadequate qualified staff and financial resources to carry out its functions.

Data collection

The actual research began with the review of different documents which govern the training in the public sector such as the training policy, the guidelines for training, public service act and regulations, standing orders, quarterly and annual report of the commission, the budgetary and training program documents like MTEF book, TNA book, Training Program and training

reports for the financial years 2019/20, 2020/21 and 2021/2022. The completion of documentary review was followed by in-depth interview. The procedure for interviews began with the request for permission and the arrangement for the interviews time and place with the participants. To this end, after the approval of permission by public service commission, a total of 45 respondents were selected purposely out of 111 employees of the commission. These participants were selected based on the position in the commission and the fact that they are largely informed about the training programs carried out in the commission, the procedures and the resources used for the training. Besides the selected participants are in charge of supervising and preparation of training budgets, training needs and the implementation of training programs. These include Secretary of the commission, directors of the departments, head of units, senior managers and lower cadre staff. Table 1 below shows the sampled respondents for in-depth interviews and their position in the Public Service Commission.

Table 1. The sampled respondents and their position in the Public service Commission

Department	Position of respondents	Total no. of staff	No. of respondents	No. of interviews respondents
Administration	Secretary of Public Service Commission	1	1	1
	Assistant secretaries	3	3	3
Human Resources and Administration	Director of Human resources department	1	1	1
	Senior Human Resource officers	3	2	3
	Human resources	10	3	5

	officer 1			
	Human resources	15	4	6
	officer 2			
Planning Department	Head of department	1	1	1
	Senior planning officer	7	3	4
	Planning officer I	10	3	6
	Planning officer II	11	3	6
Legal Department	Director of Legal Unit	1	1	1
	Legal officers	5	2	3
	Assistant legal officers	10	3	4
ICT department	Head of Unit	1	1	1
	ICT officers	11	4	7
Finance and Accounts Department	Head of Unit	1	1	1
	Senior Accountants	8	3	4
	Accountants officers	10	4	7
Internal Audit	Head of Unit	1	1	1
Procurement Management	Head of Unit	1	1	1
Total		111	45	66

The interview for each respondent took 50 minutes to one hour and the interview sessions took place in their offices located at the head quarter of the public service commission. The themes of the interviews were organized around key themes including the current status of employee performance at the commission, the procedures used by the commission for conducting training needs assessment, the objectives and goal of the training, the practice of the training policy and guidelines and the reasons for their behavior which represent their values and norms. In total all these constitutes institutional context of the commission. In addition, the interview went further to find out the way the training programs are

funded in the public service including the allocation of budget for training. Finally, the data were analyzed through thematic approach in which the data were categorized according to the number of themes which were used in the interview guide.

Procedures and policies for employee training at the Public Service Commission

To understand the procedures for employee training, the researcher reviewed the number of documents introduced in the preceding section. The review indicates that it is mandatory for the commission to conduct training needs assessment before

taking employee for training. Nevertheless, the review shows that Public Service commission has not done any Training Need Assessment in the past five years. It shows that the present training needs assessment document (of 2013) does not match with the commission's strategic plan which was formulated in the year 2017 and the medium-term expenditure framework of the year 2019. This suggests that, the training needs analysis inventory is outdated since it does not reflect the current needs of the organization. Currently, the commission is implementing a new organizational structure approved in the year 2018 but the training needs assessment is still defining the former organizational structure which was used before October 2018 when the new organizational structure was introduced (URT, 2018).

Furthermore, the review and interview with the officials of the commission indicated that in this ongoing financial year 2021/2022, the commission management did not rely on the training procedure to decide about training needs. Instead, it is an individual employee's effort to champion for training opportunities. These findings are consistent with the research by Hamis (2000) concerning the effectiveness of training program for public workers at the ministry of health which discovered that there was no training program implementation, instead individual employees' effort to champion for training opportunities was what the ministry relied on to train employees.

Moreover, the commission does not have a training committee; instead, it is the Management which decides on training matters of the employees which is contrary to the needs of the Tanzania Training Policy of 2013. Besides, the reviewed documents show that the Commission's

annual budget set aside finances for staff skill development every year and the directorate for administration and human resource management has appointed a senior officer responsible for staff skill development (URT, 2013).

Besides, the researcher did not find training reports for those who went for training. This suggests that mechanisms for monitoring and evaluating training activities of the commission were also not documented. This makes the whole training process ineffective and hence not easy to measure its output. In addition, the interview with senior managerial staff in charge of managing the Public Service Commission training program shows that the commission's training program does not suffice training needs of the employees as indicated in the interview with one of heads of departments which shows that very few staff are normally chosen for the training;

"The annual program provides limited chances for training to employees. For example the program provides a maximum of four (4) chances for employees training in local universities for long course and for some years there have been limited training opportunities owing to budgetary constraints." (Interview- Director of Human Resource and Administration department)

Allocation of budget for the Training

This section discusses the way the training program are budgeted and the associated challenges. In order to understand how the training program is budgeted, it was pertinent to review the document. The reviewed documents show that in every year the commission budgets for the skills development of the employees and the budget of the commission comprise the

entire budget of the ministry of public service which is approved by the parliament every year. The interview with senior official of the commission indicate that the training of public servants is not a discretionary matter but a constitutional as well as a legal matter regulated by the public service act (Interview- Records Management Officer).

Furthermore, the research examined the sources of finances to support employee training. The findings indicate that Public Service Training Policy (2013) puts it clear that, it is the duty of every public institution to set aside sufficient fund for training. Based on this, the study examined the implementation of this policy component by the commission. The interview indicated that the public service has been financing the training in the public institutions but also some individual employees have been financing their training by using their own fund (Interview- Director Public Service

Commission).

Building on that, the researcher went further to review the Public Service Commission budget for the last three years to evaluate budget component for financing training program and found that the annual budget of the Public Services Commission supports Training of public servants. The review of Medium-Term Expenditure shows that the estimated budget in the past three years was 259,600,000 but the released budget was almost half of the requested budget. The government does not release all the money requested and approved by parliament. As a result, the negative effect of under disbursement of the budget affects the implementation of the planned activities for the staff skills development for every financial year and hence limiting the effective implementation of training program as indicated in the table no.2 below

Table 2 shows the training budget of the commission and the type of training offered from 2018 to 2021

Financial Year	Estimated budget	Released fund	Long course training	Short course training
2018/2019	85,300,000	45,000,000	5	3
2019/2020	86,400,000	54,000,000	7	6
2020/2021	87,900,000	47,000,000	7	4

(IPSC Medium term expenditure 2021)

On top of that, 45 respondents who were interviewed indicated that the budgetary allocation for training of civil servants was insufficient. Only 16 respondents interviewed thought that the budget was sufficient. From these findings, it is very clear that budgetary allocation for training is not given the priority that it deserves. This view is further reflected during an

interview with one of the senior staff in the training section who had this to say:

"We all know the role that training plays for our staff, especially in the public services, but the biggest problem we are facing is budgetary cuts. We hardly have enough budget to cater for our training needs despite the importance of training in the public service" (Interview- Senior Human

Resources officer- Directorate of Human Resources and Administration)

Type of training attended by different staff of the commission

To understand the different types of training attended by the staff of the commission, interviews were conducted with 45 respondents from different departments of the commission. In-depth information about the implementation of the training policy by the Public Service Commission was sought from the respondents to find out if the policy administration was open or participatory involving employees of the Public Service Commission. The findings indicate that the employees were aware of the procedures to follow in order to attend training in public institutions. Only few respondents did not have enough knowledge concerning the procedures for training. This is also supported by the Director for Administration and Human Resource Management interviews below.

"I'm absolutely aware of the procedure for training which includes writing a letter to Commission Secretary requesting to go for training and accessing a chance in the institution where the course is offered but some staff are still unaware despite our efforts to educate them through meeting and general office announcement..."

(Interview- Director – Human Resource and Administration department)

Existing values and social rules in the implementation of a training program This section discusses the way the practice of training program deviates from the formal rules and procedures. To begin with, the research conducted interview with senior officials of the commission. The interview results show that the employees of the commission especially those who secure the opportunity for training attend the training program not because they want to gain more skills but because they wanted their salaries raised or get promotional

opportunities at their work stations. From this finding, it is pertinently clear that at the heart of training in the public service, lays selfish and personal interest motives the employees to attend the training. The self motivates for attending the training program is noticed at the beginning of the training program where the staffs fail to capture the goal of training because they are driven by self interest.

"We already know that when there are training opportunities, people tend to put their needs first as opposed to those of the employer (the government). This is human nature. Our needs come first"

(Interview- Human resource officer 1)

Moreover, with respect to monitoring and evaluation, the Tanzania Public Service Training Policy 2013 shows that the public service commission as a public service institution is responsible to manage training program through identification of training needs monitoring and evaluation as the core components of the systematic training development. To get more insight about this, the research asked about the actions taken by the public service commission leadership to hold staff trainees accountable when in training and after finishing training. The interviewed respondents show that it is a rule for the staff to report to office during and after the completion of the training program but in practice there is a weakness in monitoring the training program especially the formal procedure to measure the benefits of training in an individual job performance. It was recorded:

"After one has completed training course, the office gets information through one's file in which all documents are filed but in practice very rare the staff submit all the required information in their files "

(Interview- Senior Human Resource officer)

Similar result was reported by Mndeme (2011) while evaluating factors limiting effective Training at TANESCO and Hamis (2000) at the Ministry of Health in his dissertation on effectiveness of Training Program. Both found that there was no program evaluation to measure the translation of skills acquired during training into actual job performance. This makes the training program not effective since according to models of effective training program, it is mandatory for the training program to have comprehensive monitoring and evaluation system for purpose of making training countable to the organization system.

Furthermore, the interview seeks to find out if the skills acquired by the employees improve their performance after the training and the social values or rules that play a role. Besides, the researcher was interested on whether it is the institution management or individual public worker who makes decisions on the best course to undergo training. The results indicate that, the employees undergo different types of training. The decision on which course to attend is done by both management and the employees. Concerning the use of the acquired skills after the training, the respondents argued that in the public service training, the employees are motivated by benefits and that most of the employees go for training in order to get allowances. When they are back in office no body make follow up to assess their job performance (Interview - Head of Unit – Accounting Unit). This connotation is a contradiction to training policy which guides all Public Institutions Executive Officers to Implement, Monitor and evaluate their Training interventions (URT,

2013).

Apart from that, concerning the application for the skills acquired, the interview shows that the employees who went for training did not have the chance to apply the skills acquired or they did not find the skills acquired worth being applied to their respective places. But also some of them did not get the required skills because their minds was not concentrating. This serves to show that much as there might be some of trainings in the public sector, some people attend training for the sake of it, without necessarily intending to benefit the organisation. This kind of absurd trend was also amplified during interviews with Head of Legal Unit and Director of Human Resource and Administration.

Conclusion

Over the years, the public service commission realizes training as human capital and in doing that the commission has embraced this philosophy through the training policy and the implementation of different training programs. The regulations require that the training of employees to follow they systematic procedures laid down in the policy document but that does not seem to materialize for some reason. One reason is the budget allocated for the training which is often insufficient but also another reason is the fact that the commission lacks the effective program for the transfer of the knowledge acquired through training and thus making the training acquired in the public service less beneficial. While there are complaints that training of public servants is under judged, and so there are insufficient funds, the study has shown that even with available funds, there is poor conduction of a training needs assessment. For instance, there is never comprehensive needs assessment which ought to be a must

before any training. This implies that some people attend training not because they want to improve their performance but because they want to meet their individual needs, as opposed to those of the commission. To be more precise, some employees attend training because they want their pay rises, promotions and job transfers. This makes the whole training exercise a mockery of the best human resources practices. This is consistent with Cyert & March, 1963; Meyer & Rowan, (1977) who argue that it is necessary to understand the nature and effectiveness of human resources practices and that the practice of employee training deviate from a simple rationality model and transcends into values and norms which constitutes

institutional context. Therefore, the public service organizations should review and update their training needs assessment to make it a reality. This goes into three years training evaluation which does not seem to materialize because of lack of will to make follow up the employee performance after attending the training program. Therefore, there is an urgent need to increase the budgets for training in the public service, since training, if used properly, would be a cornerstone for improving the skills of the public servants but also the public service commission should design the effective mechanism for evaluating the training program which entails the performance which needs to be filled by the trained employees.

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