EMPLOYEE TRAINING AND JOB PERFORMANCE IN ORGANISATIONS, A CASE STUDY TANAPA NATIONAL PARKS:
MWANZA TANZANIA

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A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF ECONOMICS AND MANAGEMENT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR'S DEGREE IN HUMAN RESOURCE OF KAMPALA INTERNATIONAL UNIVERSITY

APRIL 2013
DECLARATION

I, KEVIN OMONDI ODHIAMBO, hereby declare that this research proposal is original it was done out of my effort, and has never been submitted by another person or to any institution of higher learning for an academic award.

KEVIN OMONDI ODHIAMBO

Date: 08/08/2013

Signature: [Signature]
APPROVAL

This is to certify that the research proposal under the topic: “The employee training and job performance in organizations,” taking place in Tanzania National Parks as the case study, has been under my supervision and is ready for submission to the department of Human resource for the award of the degree of Human Resource Management of Kampala International University with my approval.

Mr. Fred Mulindwa

Date: 08/08/2018

Signature: [Signature]
DEDICATION
I dedicate this book to Omwocha’s family, to my beloved sister Benazir Akinyi, aunt Emily Apiyo and my sweetheart Georgina George with all my love and appreciation for their support. I thank them for their prayers and words of encouragement may God forever Bless them.
ACKNOWLEDGMENT

First of all I would like to thank the almighty God for enabling me to make it to this part of my education and protecting me during the whole process of my research. On top of that my grateful thanks to my beloved brother Omwocha Onkoba.

I would to give my appreciation to my supervisor, Mr Fred Mulindwa who tirelessly devoted his time to supervise, correct and advise me wherever necessary. Thank you very much.

I wish to convey my sincere gratitude to the management of TANAPA for accepting me to conduct my research in the organization. Special thanks should go to Mr. Peter Mwengu the Managing Director and Mr. Amant Macha (Director of Marketing).

I would like to convey my sincere thanks to my Omwocha’s family for the support they gave me during my studies at Kampala International University.

I also extend my thanks to all lecturers of Kampala International University who made me, what I am today academically.

Lastly, I appreciate the contributions made by all those who supported me morally and materially in the accomplishment of this study.
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ABSTRACT

The study was about the relationship between employee Training and job performance in organizations, a case study of Tanzania National Parks. The problem was that there was no consultation of staff members on particular areas of need, where training was required before it was implemented. The objectives of this study involved close investigation of forms of training offered to the staff of Tanzania National Parks, analyzing the effects of training both positive and negative at Tanzania National Parks and also to examine the impact of absence of training on performance.

The researcher used analytical and descriptive research methods since the research concentrated on primary sources of data to solicit and analyze data from respondents thus both qualitative and quantitative methods of data collection were used. There is an indication that the impact of training in Tanzania National Parks employees is largely positive. Findings indicate that effective job performance of the employees of TANAPA is strongly influenced by employee training as a motivational factor thus employees believed that being motivated through training positively affected their effectiveness in job performance.

Training having a positive impact on TANAPA employees has impacted on job performance. After training employees experience increased sense of focus, positive attitude towards work, feel valued and discover their weakness thus much emphasis should be added for employees to react positively to any trainings offered.

Employers should focus on maximizing benefits form staff training as well as conduct training needs assessment so as to match training with employees whose skills need to be boosted with better performance.

The researcher recommends that organizations should develop multiple packages of Human resource policies and practices for each group of different employees based on their levels of education.
CHAPTER ONE

1.0 Introduction

In this chapter, the researcher presents the background of the study, statement of the problem, the purpose of the study, objectives of the study, the research questions, significance of the study, the scope of the study and the conceptual framework.

1.1 Background of the study

Training is the systematic modification of behavior; through learning which occurs as a result of education; illustration, development and planned experience (Griffith 2004).

Robert (2000) refers to training as teaching operational or technical employees how to do the job for which they were hired. According to Kreitner (1999), it is a process of changing employee’s behavior or attitudes through some type of guided experience. Training touches the lives of employees from the first day of a new job through retirement. Knowledge is transferred in settings that range from a formal classroom to trial by fire in the workplace, using organized lesson plans, survival of the fittest or an orderly transition to a well-prepared replacement (Mazin, 2009).

According to Ivancevich (1990), there are two broad categories of training programs: On the job training which takes place at the job site and off-the-job training which is deliberately situated away from the work environment. He further explains that training programs are the most widely used methods for developing employee productivity. They are designed to improve participants’ knowledge, skills, and attitudes towards their jobs and the organization.

Appropriate training is usually anticipated to have impact on the performance of the organization. Kaplan (1992) defines performance as regular measurement of the results (outcomes) and efficiency of services or programs. According to management guru, Drucker (1954), performance that is expected of the manager must be derived from the performance goals of the business. He proposes Performance by objectives, which are
measured against clear, specific and often quantifiable objectives. Here managers focus on results rather than activities.

Matteson observed that individual performance contributes to group performance, which, in turn contributes to organizational performance. And it is possible to appraise individuals. The Tanganyika National Parks ordinance CAP (412) of 1959 established the organizations now known as Tanzania National Parks (TANAPA), and Serengeti became the first National Parks. Conservation in Tanzania is governed by the Wildlife conservation Act of 1974, which allows the government to establish protected areas and outlines how these are to be organized and managed. National Parks represent the highest level of resource protection that can be provided. By February 2008, TANAPA had grown to 15 National Parks, with plans to add 1 more in the near future, as well as to expand existing Parks. Conservation of eco-systems in all areas designated has National Parks is the core business of the organization.

Nature-based or wildlife tourism is main source of income that is ploughed back for management, regulation, and fulfillment of all organizational mandates in the National Parks.

1.2 Statement of the Problem

No matter how carefully job applications are screened and selected, typically a gap remains between what employees do know and what they should know therefore training is needed to fulfill this knowledge gap (Jang, 1999). Training is not properly programmed but is usually done arbitrarily. For instance staff members are not consulted on particular areas of need where training is required before it is implemented. Similar people are usually chosen for trainings leaving out others who equally need to be trained. In spite of some trainings being implemented, they are sometimes perceived as irrelevant to the existing needs by the participants (Armstrong, 2001).

This study seeks to determine the relationship between training and job performance at Tanzania National Parks.
1.3 Purpose of the study
The study seeks to establish the relationship between training and employee performance at TANAPA.

1.4 Objectives of the study
1. To find out the characteristics of the respondents by gender, age, and level of education.
2. To investigate forms of training offered to staff at TANAPA
3. To analyze the effect of training on job performance at TANAPA
4. To examine the impact of absence of training on job performance

1.5 Research Questions
1. What are the characteristics of the respondents by gender, age, and level of education?
2. What are the forms of training offered to staff at TANAPA?
3. What is the effect of training on job performance at TANAPA?
4. What is the impact of absence of training on job performance?

1.6 Scope of the study
1.6.1 Content Scope: The study focused on the impact created by training on the performance of staff.
1.6.2 Geographical scope: The study was carried out at Tanzania National Parks headquarters.
1.6.3 Time scope
The study was conducted between April 2013 and June 2013. The research study will be carried out in Mwanza, Tanzania because the area is centre stage where women emancipation can be seen.
1.7 Significance of the study

The study will help the government in that it will influence policy regarding training in corporations, private organizations, and non-governmental organizations.

The study will help other academicians who will be interested in doing research with similar literature review. It will also add on existing literature in the school library.

The work is important to the researcher as a student as it is a requirement for the award of a bachelor's degree of Human Resource of Kampala International University.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter dealt with the theoretical perspectives under the concepts of training on job performance. It also presented a review of literature that was related to the variables that were being considered for investigation in respect to the effect of training on job performance at TANAPA. Accordingly, the chapter was divided into three sections, namely, introduction; theoretical review; conceptual framework and related literature.

2.1 Conceptual Framework

Figure 1: Showing Conceptual framework of the study

![Diagram showing conceptual framework of the study]
According to the models of training elucidated, effective training targets the gap between what is expected and what is currently being done. For employees’ performance to become more efficient, the training should be in line with the individual’s or organizational goals and objectives. Training is the only transformational strategy among the numerous motivation strategies which aim to impact performance.

2.1.1 Theoretical framework

The study was guided transitional model. It focused on the organization as a whole. The outer loop described the vision, mission and values of the organization based on which the training model was executed. The mission, vision, and values preceded the objective in the inner loop. The objective of the training was formulated keeping these three things in mind and then the training model was implemented.

According to the models of training elucidated, effective training targets the gap between what is expected and what is currently being done. For employees’ performance to become more efficient, the training should be in line with the individual’s or organizational goals and objectives (Kreitner, 1999).

Training is the only transformational strategy among the numerous motivation strategies which aim to impact performance. Jang (1999) mentions forms of off-the-job training as follows: orientation, simulations, apprenticeship and mentoring training. He also underscores the types of on-the-job training as: coaching, job rotation, planned work activities, case discussions, lectures, behavioral modeling.

Both on-the-job and off-the-job trainings will impact on performance, which is expressed in high productivity, innovation, high output, goal achievement, quality and increased knowledge. The parameters of performance are as wide as they are controversial. What gives them relevance and credence is the context. In the context of TANAPA, the above parameters of performance are relevant.
2.3 Related literature

Related literature is reviewed objective by objective.

2.3.1 Forms of training

On-the-job training is explained by Jang (1999) as one which is practiced on a day-to-day basis or as part of a specially tailored training programme. It is normally given by a senior employer/supervisor. A trainee is shown how to perform the job and allowed to do it under the trainer’s supervision.

He also defines the various forms of on-the-job training as follows: Job rotation involves shifting trainees from position to position so they can broaden their experience and familiarize themselves with various aspects of the organization’s operations. Planned work activities involve giving trainees important work assignments to develop their experience and ability. Case discussions utilize real or fictitious cases or incidents, which are discussed in small groups to derive practical lessons. Under behavioral modeling, a videotaped model is used to display behavior, which the trainee’s role-play and discuss the correct behavior, which the latter are required to emulate.

Jang 1999 also goes ahead to describe coaching as an on-the-job training form which involves training of a subordinate by his/her immediate supervisor as the most effective management development technique. Training positions as a form where trainees are given staff posts immediately under a manager often with a title of “assistance to” such assignments give trainee a chance to work with and model themselves after outstanding managers who might have little contact with them. Conferences, which involve a small group discussion of selected topics, with a trainer as a leader. Lecture also describe as an oral presentation of material by the trainer with limited or no audience participation.

Off-the job training is elucidated by Jang as one which takes place away from the employment site. He further exposes the forms under this training as follows; an orientation shows employees how to do their new job and the internal environment. Simulations duplicate key aspects of the work situation and job tasks in an artificial setting to illustrate complex situations and scenarios. Apprenticeship involves employees
receiving instructions and experience both on and off the job in all practical and theoretical aspects of the work required in a skilled occupation. Mentoring is the act of sharing experiences and insights between a seasoned executive and a junior manager.

Jang 1999 also describes other forms of off-the-job training and these include slides and video tapes, which are excellent medium to stimulate discussion and raise questions. Programmed instruction where self paced using text or computer followed by questions and answers. Virtual reality provides three-dimensional electronic environments for tasks that require rehearsal and practice or the visualization of objects and processes where many factors need to be monitored simultaneously. Vestibule training provides training on the same equipment the employees will use at work. Role playing where trainees act out roles with other trainees such as boss giving performance appraisal and subordinates reacting to appraisal to gain experience in human relations. The different categories of training aim to serve relevant needs. The study will seek to find which category and forms of trainings are used at TANAPA and how they have impacted on performance.

2.3.2 Effects of training

Training and high productivity
Employees enjoy their work, produce desired results when they know what is expected of them, and have the tools and knowledge to perform the task. (Mazin, 2009).
In other words, employees who have a knowledge framework, delivered through training, are creative in solving problems, both in the short and long term, thus improving performance (Stockley, 2005). Stockley further underscores the benefits of training; it fosters initiative and creativity of employees. Employees are able to come up with something new each time. Training unlocks potential in the individual, which in the end leads to output.

Training and quality
Training attracts high quality employees by offering those learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization (Armstrong, 2003).
Mazin (2009) reasons that training makes performance at higher levels possible. Specific skills and knowledge will be needed in order to perform at the next level in case of a promotion. These can include technical abilities and the soft skills of people or service management.

Mazin further says that employees who are trained properly not only make fewer mistakes, but they can also spot the reasons for errors. Training can change the approach from pointing fingers to identifying the steps needed to improve a situation, thereby impacting performance positively. Training also provides higher levels of service to customers that is, because training imparts new skills in the work force, customer care improves fundamentally.

Training ensures that subordinates keep up-to-date with the changes in technology, products, goals or customer needs and desires (Gareth, 2003). Keeping up with trends maintains quality.

**Training and goal achievement**

It develops employees to achieve the set goals in the required period of time (Ricky & Jang, 1999). Through adding value to its key resource (people), the organization achieves its purpose. The duo (above) explains that training makes an employee aware of the organizational goals and how she will achieve them.

Employee trainings like certification courses, evaluations and counseling sessions provide performance feedback and allow employees to be apprised of changes to both their work goals and the overall objectives of the organization.

**Training and high output**

Training improves on individual, team and corporate performance in terms of output, quality, speed and overall productivity (Jennifer, 2003). Training will equip employees
with the relevant knowledge and skills thereby enabling production to happen unhampered. Empowered workers produce more (Robbins, 2002).

Robbins further submits that training improves operational flexibility by extending the range of skills possessed by employees that is multi-skilling. This enables them to move from one job to another. Natural hazards affecting the labor force will not hinder production.

2.3.3 Absence of training

Lack of training could lower organizational productivity indirectly (Andrew, 2003). He contends that absence of training yields ineffective performers that affect organizational performance directly because employees do not accomplish their fair share of work.

It hinders flexibility in organizations or departments so absence of training of employees could lead to work over loads, slow working pace as others can’t perform their duties. Absence of training could make it hard for managers to determine what needs exist e.g. if employees don’t know how to operate the machinery necessary to do their jobs: absence of training could make it hard to determine such a need. (Jang, 1999)

Absence of training allows employees to continue to stumble along without any direction given to them having an assumption that time alone will enable them to shape up which is critical to the organization (Williams 2005). Absence of training leads to failure in indication of signals of declining job performance for example decrease in production numbers, low quality, higher scrap or rejection rates that affects the growth and development of the organization (Williams 2005).

Since training involves changing employees’ behavior or altitudes through a guided experience. Absence of training can hinder employees from experiencing such changes in skills, knowledge, attitudes or behaviors, which could lead to a hindrance in their ability to perform (Williams 2005)
Lack of training yields more accidents, human errors or inadequate maintenance, which can culminate into deaths. Wastage is also the organization incurring more unaffordable costs. (Robert 2004). Absence of training in an organization can lead to discouragement of competent employees since they feel each time they want to add more knowledge to what they have thus unskilled employees. (Williams 2005)

Absence of training leads to lack of close co-operation among employees and employers as employees feel cheated and uncared for by managers who take no time to monitor their weakness and areas of need and this affects their level of concentration and relationship thus poor interpersonal relations (Gomez 2002).

Absence of training yields lack or inability of preparation of employees to perform their jobs since some of them have the potential to perform that just need some guidance and experience to confirm to what they are doing and this kills their level of motivation and creativity (Gomez 2002).

Absence of training creates a greater difference between employees' skill levels and those required and this may lead to failure in facilitation of competition with other fast growing organization or firms especially with changes in technology (Chuck 2003).

Absence of training leads to job dissatisfaction as many employees are not given a chance to experience new skills attitudes and to add value to what they already have which lowers their levels of motivation as their feel unappreciated in their production. (Chuck 2003).
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the research design, area of study, study population, sample size and selection, data collection tools and methods how data was analyzed and ethical considerations.

The researcher used analytical and descriptive research methods since the research concentrated on primary sources of data to solicit and analyze data from the respondents. Both qualitative and quantitative methods of data collection were used.

3.1 Research Design

A cross sectional study design was used and this involved contacting respondents only once. This enabled collection of data about the effect of training on job performance. In addition, a case study design was used where relevant data related to the effect of training on job performance was collected and organized, and the findings from the study cases were generalized, and made applicable to other similar cases.

3.2 Area of study

The study is carried out at Tanzania National Parks; the Organization is located in Majengo municipality in Arusha region. The researcher chooses this study area for the reason based on the accessibility of the area.

3.3 Sample population

The researcher used simple random sampling techniques in a sense that whether one was on probation or confirmed would be put in consideration. Respondents would identify depending on the desire and availability to take part in the exercise or study. The various departments were to form samples where respondents would be selected at random. A sample of 52 respondents would be selected from 60 employees.
3.3.1 Sample size

The sample size of the study was got from a population of 200 people, it consist of people from the chosen three villages.

The sample size was got by a use of a formula. The Sloven's formula will be used to determine the minimum sample size of the study population.

\[
\frac{n}{N} = \frac{1}{1 + N(e^2)}
\]

Where

\( n \) = sample size
\( N \) = population size
\( e \) = level of significance 0.05

For this study:

Therefore the sample size will be:

\[
\frac{60}{1 + (60 \times 0.05^2)} = 52.17
\]

\[
\frac{200}{1.15} = 52.17
\]

= 52 Respondents

3.4 Data sources

Both primary and secondary sources were used. The main primary data sources were directly from questionnaires filled by the respondents and interview conducted at Tanzania National Parks. The secondary data sources included relevant manuals, work plans, journals, newspapers, textbooks, strategic plan, and department/sector profiles.
3.5 Data collection methods and tools

The methods of data collection that were employed included interviews and questionnaires. These two instruments were jointly conducted with the respondents to acquire more information for the study.

3.5.1 Interviews

This involved probing of respondents using open-ended questions upon which the interview were built, to permit greater depth of the responses from the respondents to enable in the collection of qualitative data. The interviewer was flexible to allow the interviewee freedom to alter the phrasing of the questions to suit the respondents. The interview lasted between 15-20 minutes.

3.5.2 Questionnaire

A combination of closed-ended and open-ended questions were used. Closed-ended questions aided the collection of quantitative data and open-ended questions were used in the collection of respondents’ opinions and explanations, attitudes about the effect of employee training on job performance. The researcher, to enable eliciting of raw information did not include in the codes, will administer the questionnaire. The questionnaires were short and the questionnaires were distributed to staffs.

3.6 Data analysis

After collection of data, the researcher designed a data entry file for the purpose of data entry. The data were entered in to the computer using SPSS, cleaned and analysed. Analysis of data was done by developing frequency distributions and critically looking at the link between the background characteristics of the respondents and the factors affecting job performance of administrative staff. The data was presented using tables.

3.7 Ethical Consideration

The research proposal was handed over to the supervisor and to the Kampala international University School of Public Administration for approval.
Then the researcher obtained a letter of introduction from the School of Public Administration and Management, which she presented to the respondents to seek their consent to administer research instruments.

Before engaging respondents in interviews and semi-structured questionnaires, the researcher explained to them the purpose of the study, that it was purely for academic purposes, and the findings would later benefit TANAPA in strengthening its employee training programs.

3.8 Limitations of the Study

While in the field, the researcher experienced financial constraints as data collection involved costs such as transport costs, time, airtime and other costs.

Additionally, a handful of respondents were shy to discuss confidential information that could not easily be availed and accessed regarding sensitive issues/information regarding the motivation, training and the poor working environment they were experiencing.

Furthermore many respondents assumed to be too busy to provide some vital information about the study therefore it involved rescheduling appointments for interviews leading to delays in data collection exercise. It was also difficult to arrange a group of respondents for some group discussions for more information about the study.
CHAPTER FOUR
PRESENTATION, DATA ANALYSIS AND INTERPRETATION

4.0 Introduction
This chapter presents the findings of the study that aimed at investigating into the impact of employee training on performance in organizations. Data was collected from 60 respondents of Tanzania National Parks. Data was organized, presented and analyzed in qualitative form with use of simple percentages.

4.1 Forms of training offered in TANAPA
Furthermore, findings from the study reveal that majority of the respondents (89.1 percent) had attended either formal or informal training organized by WTC, compared to 10.9 percent who admitted that apart from orientation training; they had not acquired any other form of training.

Respondents were probed about the various forms of training they had attended, and the findings are categorized into five different forms as shown in table 4.2 below.

Table: 4.1: Showing forms of training attended by employees in TANAPA

<table>
<thead>
<tr>
<th>Forms of training offered</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction or orientation training</td>
<td>16</td>
<td>34.78</td>
</tr>
<tr>
<td>Maintenance refresher training</td>
<td>10</td>
<td>21.76</td>
</tr>
<tr>
<td>On-the-job training</td>
<td>4</td>
<td>8.68</td>
</tr>
<tr>
<td>Career or development training</td>
<td>8</td>
<td>17.39</td>
</tr>
<tr>
<td>In-service training</td>
<td>8</td>
<td>17.39</td>
</tr>
</tbody>
</table>

Induction or Orientation Training
Findings from the study show that all the respondents had acquired induction training by both the Human Resource personnel and immediate bosses immediately after hiring them for employment where they were introduced to the existing staff members and their positions. Majority of the respondents observed that they became acquainted with the new organization and its personnel, developed an attitude of personal dedication to the service of people and the organization. These views correspond with the HRM’s & Senior operations manager’s opinions in interview both of whom emphasized that it was
mandatory that all new employees had to be oriented into the organization’s culture and policies. These views are also in line with Halim et. al (1988)'s observation that this form of training supplements whatever preserves training the new personnel might have had. For example, one of the senior executive members commented thus: “The day I was hired for the first time, I was eager to know what sort of people I was going to meet, what I was supposed to do, and whom I would work with”.

**Maintenance or Refresher Training**

21.76 percent of the respondents had attended this form of training, enabling them to add to the knowledge and skills they already had. This form of training was offered to update and maintain specialized knowledge of the employees. The Human Resource Manager (HRM), in an interview emphasized that this form of training was used to deal with new information, new methods of work, as well as review of older materials. As Van Desai (1962) observed, it is true that this type of training is designed to both keep employees at the peak of their possible production and to prevent them from getting into a rut (Van Desai, 1962)

**On-the-Job Training**

Findings from the study show that 8.68 percent of the respondents had attended on-the-job training such as fortnightly training. However, the HRM in an interview commented that this form of training was majorly organized to target superior officers such as head of departments. He further observed that this form of training included formal presentations, informal discussion, and opportunities to try out new skills and knowledge in the field. In addition, superior officers of each extension department played a role in providing on-the-job training to the staff while conducting day-to-day normal activities.

**Career or Development Training**

17.39 percent of the respondents reported having enrolled for career development training meant to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions. The operations manager commented that this form of training was tailored towards staff continued education as well as professional development. This opinion corresponds with Malone (1984) opinion this form of training
provides the opportunity for employees to receive the benefits of having longer tenured and more satisfied employees, which increases both their effectiveness and efficiency.

**In-service Training**

Finding also indicate that employees of Tanzania National Parks are offered in-service training. According to Malone. (1984, p. 209, in-service training, is offered by the organization from time to time for the development of skills and knowledge of the incumbents. Therefore, in-service training is a problem-centered, learner-oriented, and time-bound series of activities that provide the opportunity to develop a sense of purpose, and increase capacity to gain knowledge and mastery process of staff development for improving the performance of an incumbent holding a position with assigned job responsibilities. Respondents were interviewed about the various in-service training they had attended, and the findings are categorized into five different types:

Table: 4.1.2: Showing forms of training attended by employees in TANAPA

<table>
<thead>
<tr>
<th>Forms of training offered</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops and seminars</td>
<td>10</td>
<td>21.73</td>
</tr>
<tr>
<td>Maintenance or refresher training</td>
<td>24</td>
<td>53.1</td>
</tr>
<tr>
<td>Apprenticeship training</td>
<td>5</td>
<td>10.86</td>
</tr>
<tr>
<td>Job rotation</td>
<td>3</td>
<td>6.52</td>
</tr>
<tr>
<td>Work plan activities</td>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100</td>
</tr>
</tbody>
</table>

**Maintenance or Refresher Training**

53.1 percent of the respondents had attended this form of training, enabling them to add to the knowledge and skills they already had. This training was offered to update and maintain specialized knowledge of the employees. The Human Resource Manager emphasized that this form of training was used to deal with new information, new methods of work, as well as review of older materials. As Van Desal (1962) observed, this type of training was needed both to keep employees at the peak of their possible production and to prevent them from getting into a rut (Van Dersal. 1962).

10.86 percent of the respondents had attended Apprenticeship training where Tanzania National Parks employees receive instructions and experience both on and off the job in
all practical and theoretical aspects of the work required in a skilled occupation craft. This is also in line with what (John 1993) wrote that it is practiced with a wide range of skills thus Tanapa National Parks employees are to gain a multiple skills that will help boost the organization’s performance.

While interviewed: Tanzania National Parks employees also cited out planned work activities as a form of training offered to them for example poverty eradication training, where 8.7 percent of these workers had been given important work assignments to develop their experience and ability. Staff are always asked to head a task force or head important committee meeting and this has helped them to gain insight into how organizations operate an also improve their human relations skills. This is in line with (Ricky 1999) who emphasized that employees need to determine what needs exist in order to operate necessarily.

Another form of training that employees viewed out that is offered at Tanzania National Parks is job rotation. 6.52 percent of the respondents here were shifted from one position to another, for example crossing employees from the accounts department to finance department to broaden their experience. (Ricky 1999) emphasized the need for employees to familiarize themselves with various aspects of the office operations and also learn different jobs within a department and perform each one for a specified period.
4.2 Positive impact of training on performance in TANAPA

When the respondents asked about the positive effects of training on performance in Tanzania National Parks aired out the various views as listed below.

Table 4.2: Showing responses of positive impact of training on performance among respondents

<table>
<thead>
<tr>
<th>Positive impact</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved communication skills</td>
<td>26</td>
<td>17</td>
<td>1</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>56.5</td>
<td>37.0</td>
<td>2.2</td>
<td>4.3</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>25</td>
<td>6</td>
<td>7</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>17.4</td>
<td>54.3</td>
<td>13.0</td>
<td>15.2</td>
<td>100</td>
</tr>
<tr>
<td>Reduced conflict and tension among workers</td>
<td>44</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>95.6</td>
<td>2.2</td>
<td>0.0</td>
<td>2.2</td>
<td>100</td>
</tr>
<tr>
<td>Improved attitude towards work</td>
<td>42</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>91.3</td>
<td>6.5</td>
<td>2.2</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Improved sense of value</td>
<td>45</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>97.8</td>
<td>2.2</td>
<td>0.0</td>
<td>2.2</td>
<td>100</td>
</tr>
<tr>
<td>Achievement of a sense of ownership of the organization</td>
<td>13</td>
<td>21</td>
<td>6</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>28.3</td>
<td>45.7</td>
<td>13.0</td>
<td>13.0</td>
<td>100</td>
</tr>
<tr>
<td>Access to weak areas that need to be improved upon</td>
<td>37</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>80.5</td>
<td>13.0</td>
<td>4.3</td>
<td>2.2</td>
<td>100</td>
</tr>
<tr>
<td>learn how to cope with certain work problems</td>
<td>16</td>
<td>21</td>
<td>7</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>34.8</td>
<td>45.7</td>
<td>15.2</td>
<td>4.3</td>
<td>100</td>
</tr>
<tr>
<td>obtaining more knowledge and information about work i.e. Career development</td>
<td>38</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>82.26</td>
<td>15.2</td>
<td>0.0</td>
<td>2.2</td>
<td>100</td>
</tr>
<tr>
<td>Increased creativity and innovation in execution of duties and responsibilities</td>
<td>15</td>
<td>17</td>
<td>3</td>
<td>11</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>32.6</td>
<td>37.0</td>
<td>6.5</td>
<td>23.9</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.2 above shows that majority of the respondents had attended Workshops and seminars at Tanzania National Parks. These involve training employees in different aspects of the organization and different members have been able to acquire skills and experience that have positively affected their performance. This response could imply that the organization sought to increase employees' recovery to business continuity processes and strategies in the business environment and also address more complex skills, to include employee participation, plan documentation, first aid performance, and plan execution and communication improvement in the organization.

A larger percentage of the respondents (56.5 percent) strongly agreed that their communication skills improved after training. This implies that more respondents were able to deal with conflict after training, by increasing their openness and trust to their bosses. However, 37.0 percent agreed, 4.3 percent strongly disagreed with this impact, while the least population (2.2 percent) disagreed.

Furthermore, there were more respondents who agreed (54.3 percent) compared to those who strongly agreed (17.4 percent) that training helped to reduce tension and conflict between them and other organizational members. For example, the Human Resource Personnel confirmed that interpersonal problems were now under better control and that some of the techniques learned at the two workshops associated with the dealing with work place conflict were still being used. On the contrary, 15.2 percent of the respondents disagreed while 13.0 percent strongly disagreed.

Additionally, a higher percentage of the respondents (95.6 percent) strongly agreed that training their sense of focus towards meeting the company’s goals and objectives increased, while a small percentage (2.2 percent) agreed and disagreed respectively.

Findings from the study show that majority of the respondents (91.3 percent) strongly agreed that training improved their attitude towards work, thereby boosting their enthusiasm to work better, while 6.5 percent agreed and 2.2 percent strongly disagreed.
Study findings further show that majority of the respondents (97.8 percent) felt that training enabled them to know that they were valued as assets to the company they were working for and not liabilities, while 2.2 percent agreed.

Majority of the respondents agreed (45.7 percent) while 28.3 percent agreed that after training, they were able to achieve a measurable sense of ownership of the organisation. In addition, 13.0 percent of the respondents disagreed and strongly disagreed respectively.

A larger percentage of the respondents (80.5 percent) strongly agreed than agreed (13.0 percent) that through training, they were able to learn about their weak areas and by this; they were able to work towards correcting them, while 4.3 percent strongly disagreed and 2.2 percent disagreed.

Findings from the study show that a relatively large proportion of the respondents (45.7 percent) agreed and strongly agreed (34.8 percent) that they learnt to cope with certain work problems. These findings were also confirmed by the Human Resource personnel who noted coping with some of its other problems while a small percentage of the respondents (15.2 percent) strongly disagreed and disagreed (4.3 percent) respectively.

Study findings reveal that majority of the respondents (82.3 percent) strongly agreed that training enabled them to obtain more knowledge and information about their work, careers and professions. These responses confirm Malone (1984)'s observation that as much as workers are responsible for ensuring their own career development education, the organization has to provide their employees with training opportunities. On the contrary, 15.2 percent agreed, while 2.2 percent of the respondents disagreed.

Furthermore, a relatively large number of respondents agreed (37.0 percent) and strongly agreed (32.6 percent) respectively that training increased employees' innovativeness in execution of tasks and assignments of the organization. For example, one of the senior respondents noted on the last half-day of his past training, he was able to develop a revised action plan covering improvement activities to be undertaken to improve the
working relationships among members within the organization. Additionally the Human Resource personnel observed that he learnt new ways of monitoring the organization's performance and of coping with some of its other problems. On the contrary, 23.9 percent of the respondents who disagreed and strongly disagreed (6.5 percent) respectively.

4.2.2 Negative effects of training on performance
While questioned about the negative effects of training on performance the respondents gave out the following views below

Table 4.2.2: Showing negative effects of training employees

<table>
<thead>
<tr>
<th>Negative impact</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased employee turnover for those trained</td>
<td>7</td>
<td>5</td>
<td>25</td>
<td>9</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>15.2</td>
<td>10.8</td>
<td>54.3</td>
<td>19.7</td>
<td>100</td>
</tr>
<tr>
<td>Wastage of time</td>
<td>1</td>
<td>5</td>
<td>19</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced morale among those not trained (feeling of</td>
<td>10</td>
<td>3</td>
<td>17</td>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td>segregation among employees)</td>
<td>21.7</td>
<td>6.5</td>
<td>37.0</td>
<td>34.9</td>
<td>100</td>
</tr>
<tr>
<td>Increased conflict between trained and those not</td>
<td>5</td>
<td>4</td>
<td>15</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>trained</td>
<td>10.8</td>
<td>8.7</td>
<td>32.6</td>
<td>47.8</td>
<td>100</td>
</tr>
</tbody>
</table>

Findings from the study reveal that a high percentage of the respondents strongly disagreed (54.3 percent) and disagreed (19.6 percent) respectively that employee training increased employee turnover, whereas 15.2 percent strongly agreed and agreed (10.8 percent) respectively.

Furthermore, majority of the respondents disagreed (45.7 percent) and strongly disagreed (41.3 percent) respectively that employee training led to wastage of employees time there by reducing on their working hours and output, while a small percentage of the respondents agreed (10.8 percent) and strongly agreed (2.2 percent) respectively.
Additionally, majority of the respondents strongly disagreed (37.0 percent) that training led to the reduction of morale among employees who had not been trained, while [34.9 percent] disagreed. [6.5 percent] agreed and [21.7 percent] of the respondents strongly agreed. Findings from the study revealed that majority of the respondents (45.7 percent) disagreed that training ignited conflict between employees who had received and those who had not benefited training by the organization as those who had received training felt valued and favored compared to those who had not received training in particular fields. There for it helps to create classes among employees. This implies that interpersonal relations may suffer because there can be a clash between employees which affects their performance.

4.3 Impact of absence of training on job performance

Table 4.3: Showing impact of absence of training on job performance

<table>
<thead>
<tr>
<th>Impact of absence of training</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High employee insecurity</td>
<td>3</td>
<td>1</td>
<td>17</td>
<td>25</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>6.5</td>
<td>2.2</td>
<td>37.0</td>
<td>54.3</td>
<td>100</td>
</tr>
<tr>
<td>Lack of confidence to do</td>
<td>0</td>
<td>5</td>
<td>29</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>what employees think is</td>
<td>0.0</td>
<td>10.9</td>
<td>63.0</td>
<td>26.1</td>
<td>100</td>
</tr>
<tr>
<td>Low motivation</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>10.8</td>
<td>4.3</td>
<td>2.2</td>
<td>82.6</td>
<td>100</td>
</tr>
<tr>
<td>Limited skills i.e. low</td>
<td>3</td>
<td>15</td>
<td>7</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>innovations</td>
<td>6.5</td>
<td>32.6</td>
<td>15.2</td>
<td>45.65</td>
<td>100</td>
</tr>
<tr>
<td>Low flexibility</td>
<td>6</td>
<td>2</td>
<td>31</td>
<td>7</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>13.0</td>
<td>4.3</td>
<td>67.4</td>
<td>15.2</td>
<td>100</td>
</tr>
</tbody>
</table>

Findings from the study show that majority of respondents disagrees that absence of training leads to high employee insecurity, whereas 37.0 percent strongly disagreed, and a small percentage of the respondents strongly disagreed (6.5 percent), and agreed (2.2
percent) respectively. Respondents who agreed rather than disagreed with this opinion could have felt that absence of training disrupts employees’ behavior.

Findings from the study further show that majority of the respondents (63.0 percent) strongly disagreed that absence of training in their organization could lead to lack of confidence among employees to do what they thought was right, while 26.1 percent disagreed, 10.9 percent agreed and none of the respondents strongly agreed. Respondents who agreed rather than disagreed could have felt that absence of training disrupts employees’ behavior.

Findings from the study further show that majority of the respondents (63.0 percent) strongly disagreed that absence of training in their organization could lead to lack of confidence among employees to do what they thought was right, while 26.1 percent disagreed, 10.9 percent agreed and none of the respondents strongly agreed. Respondents who agreed rather than disagreed could have felt that absence of training disrupts employees’ behavior.

Furthermore, majority of the respondents (82.6 percent) disagreed with the opinion that absence of employee training lowered employee motivation to work harder and better whereas a small percentage (2.2 percent) strongly disagreed, 4.3 percent agreed and 10.9 percent strongly agreed. Respondents who agreed to this opinion sited employees not being given chance to experience new skills attitudes and also to add value to what they already leading to low motivation as they feel unappreciated in their production. (Chuck 2003).

Additionally, a fairly large proportion of respondents disagreed (45.7 percent) with the opinion that absence of training limited employee skills thereby leading to low innovations. whereas 32.6 percent agreed, 15.2 percent strongly disagreed and 6.5 percent strongly agreed. Respondents who agreed with this opinion observed that lack of training leads to discouragement of competent employees since they feel each time they want to add more knowledge to what they have thus unskilled employees.

Majority of respondents (67.4 percent) strongly disagreed with the opinion that absence of training reduced employee flexibility, whereas 15.2 percent disagreed, 13.0 percent strongly agreed and 4.3 percent agreed. Those who supported this argument observed that lack of training hinders flexibility in departments leading to work over loads, slow working pace as others cannot perform their duties.
CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter is a discussion of the findings. The researcher has discussed the results each question separately and some literature has been used to support the findings and make the discussion more authentic. It is based on the discussion that conclusions and recommendations are premised. The discussion is presented basing on the research questions.

5.1 Conclusion

Basing on the findings, the effective job performance of the employees and in particular Tanzania National Parks employees is strongly influenced by employee training as a motivational factor. Shown in the findings that TANAPA employees believed that being motivated through training positively affected their effectiveness in job performance. These findings corroborate with those of Jennifer (2003) who observed that training improves on individual, team and corporate performance in terms of output, quality, speed and overall productivity. These findings are in line with Roontz and Wehrich (1999) who defined motivation as a term applied to drives, wishes, desires, and wishes, which satisfy or induce employees to act in a desired manner. However, in TANAPA small proportion of the respondents had not yet enrolled or received any training since they were hired as employees to the organization.

The findings further indicate that whereas majority of the employees are satisfied with their job performances, there is a possibility that a few employees are dissatisfied with their performances. Similarly, as much as many more respondents could benefit from training, human resource managers should also be aware that for all trainings organised, there are sections of employees who may not benefit positively from them. However these findings tend to emphasise Robbins (2002)'s observation that training equips employees with the relevant knowledge and skills thereby enabling production to happen unhindered. Employers should therefore focus on maximising benefits from staff
trainings, as well as conduct training needs assessment so as to match training with employees whose skills need to be boosted for better performance.

Furthermore, the study findings reveal that the impact of training to the TANAPA employees is largely positive and this has positively impacted on job performance. For example, after training many employees experience an increased sense of focus, positive attitude to work, feel valued, discover their weaknesses and obtain knowledge and information about their work. The findings corroborate with Owen (1999) argument that people at the workplace are not that different from the machines because if the machine is looked after, cared for and maintained, it is likely to be more efficient, reliable and long lasting than the equipment that is neglected. In the same way, employees at the workplace must be given adequate attention through training.

The findings indicate that there is a need for continuous training of the employees both at TANAPA and other employment agencies. For example it was observed that computer training was necessary for majority of the employees in addition to further training in areas of public reactions, management and. However, the top managers argued that there was inadequate manpower specifically to handle its human resource training activities effectively. Generally, findings are in line with Aswathappa (2003) who believed that it is much better to train some one to the agreed quality standards to perform their duties effectively because training is seen as a planned and systematic effort to develop knowledge, skills and attitudes through learning experience in a particular activity so as to improve job performance.

According to the study findings there is general lack of knowledge about the impact of absence of training in TANAPA and other organisations generally. For example, respondents in the study were not aware that lack of training reduced an employee’s confidence to perform well, limited his skills thereby low innovations as well as flexibility. These findings are contrary to Lwanga (2007)’s opinion that by nature, people are driven by the desire to improve their performance potentials due to their set goals other than what the organisation does to them.
5.2 Recommendations

The study came up with the following recommendations:

- There is need for creation of opportunities in areas of education. The study has proved that those well-informed workers are satisfied with their jobs and this will further facilitate a good working environment.

- There should be provision of educational training especially human resources and conflicts management as an in-service program since managers in the study reached their position of authority because of their technical expertise and experience while having little experience in management.

- Human resource managers should assess and evaluate employees at all levels through some recruitment. Exercises, seminars, and workshops should be organized so that managers and workers on training get to know the importance of leadership and time management.

- To address training of employees, the organization should develop multiple packages of human resource policies and practices that match their employment satisfaction relationships and based on their level of education so as to encourage frequent and timely periodic on the job training which could boost employee performance.

- There is need to establish and strengthen organization’s collaboration with vocational and other training institutions so as to make timely plans for the training of employees with reliable education agencies for example centre for basic research to enable organizations to be updated with upcoming training and to plan for the resources that would help in implementation of the training programme for their employees.

- There is need to tackle existing divisions in accessing training opportunities in the workplace. Research findings on training a TANAPA are extremely useful for guiding those with responsibility for national skills policy in identifying areas where skill gaps are most acute in relation to particular occupations and sectors.
• There is need to design effective training activities the first step in the instructional design process is the most crucial process in which it has to be properly and correctly conducted.

5.3 Areas for further study

The researcher feels that future research should focus on different employees' performance factors like:

• Training needs assessment.
• Training programmes design.
• Development.
• Deployment to gain knowledge of their effects on the resultant employees' performance in organizations.

This is because the present study focused on the impact of training on employees' performance only but did not address a wide range of other factors that not only have relationship with the employees' performance in organizations but also have significant effects on the overall performance of organizations.

• The role of managerial and leadership factors in employees' training and performance is also of unique importance and thus required to be investigated because a good manager or leader either increase or decrease the efficiency of training which in end affect employees' performance.
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(3rd Edition)


APPENDIX A
RESEARCH INSTRUMENT

Introduction

My name is KEVIN OMONDI ODHIAMBO a student at Kampala International University. I am conducting a study about the effect of employee training on job performance: a case study of Tanzania National Parks. This information provided will be held with utmost confidence and will only be used for the purpose of the study.

Section one: Demographic characteristics of the respondents

1. Sex

   a) Male   □  b) Female □

2. Age

   a) 25-34 □  b) 35-44 □  c) 45 and above □

3. Educational level

Secondary certificate □  Diploma □  Degree □  Masters □

Section two: Forms of Training

4. Outline the forms of training that Tanzania National Parks has for its staff.
5. Are you satisfied with your present skills and knowledge?

- Very satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

6 (a). Have you attended any training organized by Tanzania National Parks?

- Yes
- No.

(b). If yes, which one?

7. Mention areas in which you need training:

8. State the training methods that are used during the training.

Section three: Effect of training on performance

9. What determines good performance in your department?
10. Are you satisfied with your performance?
   Yes ☐ No. ☐

11. If yes, how satisfied are you with your performance
   Very satisfied ☐ satisfied ☐ Dissatisfied ☐
   Very Dissatisfied ☐

12. Training impacts on performance at TANAPA
   Strongly agree ☐ Agree ☐ Disagree ☐
   Strongly disagree ☐ not sure ☐

13. How has the training you’ve had affected your performance?
   Positively
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
   Negatively
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

15. How could the absence of training in your organization impact on your job performance?
   ........................................................................................................
   ........................................................................................................
Appendix B: Time Frame of the study

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time in months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>Sept 2011</td>
</tr>
<tr>
<td>Data collection</td>
<td>Dec 2011</td>
</tr>
<tr>
<td>Dissertation writing</td>
<td>March 2012</td>
</tr>
<tr>
<td>Submitting</td>
<td>Aug 2013</td>
</tr>
</tbody>
</table>
Appendix C: Budget for the study

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount in Tanzanian shillings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing and printing</td>
<td>130,000</td>
</tr>
<tr>
<td>Data collection</td>
<td>200,000</td>
</tr>
<tr>
<td>Transport &amp; internet</td>
<td>150,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>100,000</td>
</tr>
<tr>
<td>Hard cover</td>
<td>60,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>640,000</strong></td>
</tr>
</tbody>
</table>

-END-
OFFICE OF THE HEAD OF DEPARTMENT  
FINANCE AND MANAGEMENT  
COLLEGE OF ECONOMICS AND MANAGEMENT  

July, 17th, 2013

Dear Sir/Madam,

RE: INTRODUCTORY LETTER

This is to introduce to you KIVEN OMONDI ODHIAMBO, REG NO. BHR/31390/102/DF, who is a bonafide student of Kampala International University pursuing a Bachelor’s Degree in Human Resource Management.

The purpose of this letter is to request you to avail him to do his research with your organization.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

17 JUL 2013

MS. ACEN GATHERINE BOKELLO  
HOD, FINANCE & MANAGEMENT
BIO DATA

KEVIN OMONDI ODHIAMBO

PERSONAL DETAILS

DATE OF BIRTH: 6th March 1986
MARITAL STATUS: Single
ID NUMBER: 25635519
NATIONALITY: KENYAN
RELIGION: CHRISTIAN
LANGUAGE: English and Swahili (fluently written and spoken)

CONTACT ADRESS:
CELL PHONE: +256 781785309, +254702223164
Email: omondikevin2008@gmail.com

Personal profile
An accomplished and driven professional with an entrepreneurial spirit and unmatched drive, possessing a proven ability to contribute to a company at both strategic and operational level when delivering people management strategies. Kevin is currently looking for a varied and challenging role with an organization where he can make a name for himself and be rewarded financially for hard work.
Academic qualifications
August 2010 - 2013
Kampala International University- Uganda
Bachelor’s degree in Human Resource Management awaiting upon the approval of the College Board and senate.

May 2006 – October 2008
Woodvale Institute of professional studies- Kenya
(Higher Diploma in Marketing)

Secondary level
2001 – 2004  Kisumu Boys High School - Kenya
(Certificate of secondary education)

Primary level
1993 - 2000  Wandiege primary School - Kenya
(Kenya certificate of primary Education)

Other qualifications
2011- 2013 various voluntary jobs and travel around east Africa, gaining a valuable insight into the culture and spoken language of those countries.
Participated in the World Health Organization (Under the umbrella of Havard National Model United Nation)
A member of United Nations Association of Uganda (K.I.U Chapter)

Comprehensive knowledge of Microsoft applications, including MS Word, MS Excel, MS Access, MS PowerPoint, MS Publisher and Computerized accounting.
Key competencies and skills

Able to tactfully deal with difficult and sensitive situations.
Excellent communication skills and able to relate to people from all social backgrounds.
Ability to build contacts so as to maintain a flow of information in the future.
Influencing, persuading, coaching and negotiation skills
Able to deal with setbacks and rejections.
Pro-active and self-motivated
A passion for creative ideas
Willingness to learn.

Hobbies

Travelling
Interacting
Cooking
Charity work
References

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