

A Study on Training Effectiveness and Academic Staffs Performance in Higher Learning Institutions in Zanzibar

ABSTRACT

Training has become an essential part of today's successful **businesses** of any nature and not only for acquiring capabilities but for focusing on the effectiveness with linking to employee performance and retention. This paper examines the training effectiveness and performance of academic staff in higher learning institutions with case observation at the Institute of Public Administration Zanzibar. The study specifically determines the contribution of training outcomes to the level of academic performance of staff in the Institute of Public Administration and examines the trends of training schemes for the academic staff and their influence within the institute. A descriptive survey approach was employed to tackle the target and a survey questionnaire was used as a tool to gather data together with interviews and documentary review to elicit the information from the sample. Fairly representative samples of 115 respondents who make up 10% of the total population were chosen from academic staff trainees, non-academic staff, and students. The qualitative data were subjected to analysis through Statistical Package for Social Science (SPSS) and quantitative data were summarized in tables and charts. The findings revealed that existing staff training has a positive contribution to the academic performance in the institute with 83%. In addition, there is an existence of training opportunities for employees of the Institute but the institute has no specific schedule for staff training. The findings also show that getting on Design Quarterly Staff Training on Specific Institution Needs, Conduct Needs Assessment for Long Term and Short Term Training, Prepare Sufficient Budget for Staff Training, Benchmarking the Performance Outcomes Prior and Post Staff Training, Developing the Measurable Performance Indicators and Conduct Continually Performance Assessment is very important to the Institution academic staffs. These results show that the management of the Institute should set up a training policy that will include a well-designed training schedule for the academic staff. Also, the institute should conduct training Needs Assessments for long-term and short-term training in order to identify the effective training for its staff and design quarterly staff training on specific institutional needs.

Keywords: *Training Effectiveness, Training schemes, Performance, Academic Staffs Institution*

1. INTRODUCTION

Organizations today are encountering increased competition owing to globalization, transformations in technology, **and political and economic environments** [1]. Investment in

human capital is central to economic performance and growth. When tastes and technologies are changing rapidly, human capital investments are important in maintaining high levels of competitiveness and of employment [2]. Without a workforce that is continually acquiring new skills, it is difficult to acquire all the returns from the existing technological progress. Training is the only way of identifying the hinder need of employees and then building their needed competence level so that they may carry out well to accomplish organizational goals [3].

Training is a very important tool for the organization to improvise the performance of all the personnel for organizational growth and success. An employee will become more effective and productive if he is trained well. Organizations can develop and improve the quality of the current employees by providing effective training and development. Training is extremely important not only to increase working well but also to give a reason to do something and inspire employees by letting them know how important their jobs are and giving them all the information they need to perform those jobs [4].

Nowadays, business managers are aware that, training is an effective tool for achieving productivity in the organization. It is well-known fact that organizations continuously focus to the activities and programs which can help in the achievements of the objective for which such organizations were established. Thus, it is crucial that organization should have a well-trained and experience employee to carry out the various tasks and responsibilities to achieve organizational goals and objectives [5]. In Europe, as in the US, training increases with educational attainment and the skill-intensity of occupations, and decreases with age. The age-training gap is negatively correlated with the employment rate of older workers, reflecting either the impact of training on older workers' employability or their incentive to stay on rather than retire, and invest in their skills. Women take more training than men, but essentially because they pay for their own training more often, while firms do not appear to accommodate their greater demand for training.

In many developing countries, policymakers make critical resource allocation decisions and design education and training policies in the absence of reliable training data. Often, the only data available to them are on the supply of graduates from public vocational technical institutes and government training centers. As such, training policies developed in these countries tend to be very supply-oriented[6].

In countries like Colombia, Indonesia, Malaysia, Mexico, Taiwan and China employers have the equipment and technical information needed to determine what skills are needed. Furthermore, the rest of the developing countries, the largest share of training are provided by employers during employment, either in house or from external training institutions (ibid).

Zanzibar, Tanzania had a centralized manpower system, however due to economic reforms and liberalization policy, private sector is now in the process of allocation, development and utilization of human resources. Other stakeholders in this exercise include Ministry of Education and Vocational Training particularly the Department of Higher Education, Universities, higher learning institutions as well as the Employers Association and Trade Unions. With time, training programs had evolved from traditional to modern methods in various organizational settings. This is due to the needs that have arisen which are mainly caused by the increased importance of Human Resource Development in organizations. Gupta [7] emphasizes that organizations are made up of Human Resources and functions through them. Other resources such as money, materials, and machinery are collected, coordinated, and utilized through people. The effective utilization of those resources requires effectively trained personnel who can effectively apply modern skills and knowledge to minimize the abrupt wastage of organizational resources and hence achieve the desired output efficiently and effectively. Thus, there is an increased need for training programs for the employees in order to have a more productive and motivated workforce.

Normally the training program in an organizational setting is periodically designed to assess each individual's contribution to the organization. The performance of individuals against organizational goals determines whether the organization meets its goals. Thus an effective training program is crucial for both organizational and individual development.

Out of the 53 percent of the active labor force in Zanzibar, 75 percent are employed or working for employment, the remaining 25 percent are unemployed. While among the employed, 65 percent have low education and are self-employed in the agriculture sector, reflecting the dominant factor of this sector which is mostly subsistence farming. Therefore, more efforts still needed to be taken toward Human Resources Development in Zanzibar including the formulation of the policy for the well-being of the workers and the Nation in general [8]. (RGOZ, 2003).

Although Zanzibar has for a long time been providing free lower and higher education to its population, as well as professional education and in-service training to various personnel, the country still faces the problem of technical personnel and national professionals. Most of the establishments have a surplus of unskilled, untrained supportive staff and laborers. This imbalanced situation of manpower distribution provides a challenge to human resources, manpower planners, and developers on the need to have realistic manpower planning, allocation, and development.

The Institute of Public Administration among higher learning institutions in Zanzibar has, purposely, designed a training and development program for its academic staff in order to update them to cope with the real situation and environment in providing training to public servants and conducting research. Although the training programs are there and academic staffs are trained, there are some complains that, most of the academic staffs are unable to cope up with providing the service at optimal level [9]. (The Institute of Public Administration Report, 2015). Furthermore, there exist hypothesis and argument from stake holders, employers, that the institute has no capability on equipping and maintaining trainees to be able to perform their duties in their respective organization. This prompts the researcher to investigate training effectiveness and performance of academic staffs in the Institute of Public Administration Zanzibar. In addition however, the Institute has trained twenty two (22) employees in different profession from 2009 to 2019 for the purpose of improving the status, performance and quality of its instructors and in so doing the institute would maintain the adequate provision of training to public servants. However the outcome justified that ineffective Human Resource training basically contributed to ineffective performance development in the institution. This is mainly because the performance development process involves training and Human Resource Development; changing attitude and behavior, and imparting new skills and knowledge to the workers, thus lack of the mentioned factors above can greatly limit effective performance development in public sectors. This study mainly assessing the training packages attained to the institute's academic staffs and as well assessed whether these packages have any positive impacts in the organizations. Specifically, the study is designed to ascertain the contribution of training outcomes to the academic performance of staffs in the Institute of Public Administration and to examine the trends of training scheme for the academic staff and its influence in the institute. This will help in changing environment of the Institute and being a catalyst in the

design of low cost programs to meet the training needs of academic staffs and helping the Government to oversee the problems associated with the training programs for better performance.

1.1 Academic Staff Training and Development

Employees are the most valuable asset of any society or institution as they can establish or break a company's or institution's reputation and can adversely affect profitability or the accomplishment of set goals. Higher Education Statistics Agency (HESA) (2009) [10] defined Academic staffs as academic professionals who are responsible for planning, directing and undertaking academic teaching and research within Higher Education institutions. In its 20th edition, January, 2021 (page.9) of Faculty and Academic staff Rules and Procedures, the University of Wisconsin-Eau Claire defined Academic staff as a professional and administrative personnel, other than faculty and university staff, with duties and types of appointments that are primarily associated with higher education institutions or their administration. Employees including academic staffs often are responsible for the large volume of the necessary work to be performed as well as customer satisfaction and the quality of products or services and events. Without proper training, employees, both novel and old do not receive the information and grow the skill sets necessary for achieving their jobs at their maximum voltage. Employees who undergo proper training tend to preserve their jobs longer than those who do not. Without training, employees do not hold a solid grip on their obligations or obligations. Employee training refers to plans that provide workers with information, new skills, or professional development opportunities [11].

Ezeani and Oladele, [12] defined training as a course of diet and exercise for developing the staff effective, cognitive and psychomotor skills that assist the organizations to have a crucial method of developing the employee towards enhancing his performance. Most of the training for public organizations is provided at the expense of the state. Only practical training can really help in attaining the set goals [13].

Ngirwa, [14] defined training is defined as a learning process in which staff acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals.

Training effectiveness is fundamentally an evaluation that inspects the level to which training enhanced the employee's skill, knowledge, and behaviour inside the association. The

effectiveness therefore comes from the ability to be successful and produce the intended results; the quality of being successful in achieving what is wanted [13]. The effectiveness of training carried out by an organization can be of benefit to the individual which can facilitate the application of training results on the job.

The effectiveness of training in this study is measured by indicators for efficiency and effectiveness reflected in Performance job fit, Performance improved and Resource optimization. Development on the other hand, denotes activities leading to the acquisition of new knowledge or skills for purposes of growing and organizations provide employees with development programmes in order to enhance their capabilities Nda and Fard[15]. Staffs training and development is one of the major issuing topics nowadays because this helps organizations in number of ways. The daily performance of business and day to day maintenance is needed to be done by some staffs. However, this can only be done when there is appropriate training and development session held for the staffs Raza[16].

Gupta [17] also believe that training is very important to staffs; he support the previous famous writers discussed above. According to him, training means the process of increasing the knowledge and skills for doing the particular job. It is an organized procedure by which people learn knowledge and skills for a definite purposes of the training, basically is to bridge the gap between job requirement and the present competence of the employees. Training is aimed at improving the behavior and performance of a person in an organization.

Moreover Christopher [18] supports the previous authors by giving out his suggestions. He says that training and development is very important so it should be designed in such a way that employees will be able to acquire the skills, knowledge and the level of competence required to achieve the organizational performance.

Tripthat[19] also elaborated more by saying that the object of job training is to increase the knowledge of workers about the job with which they are concerned, so that their efficiency and skills of performance are improved. He further said that in job training, workers are enabled to learn current methods of handling machines and equipments, avoiding accidents, removing bottlenecks, minimizing wastes. This means that the author accepts the role of training in the workers for performance improvement.

1.2 Human Capital Theory

Developed by Smith [20] though he did not mention the phrase Human Capital, but identified the acquired and useful abilities of individuals as a fundamental source of wealth and economic progress of a country. Smith's [20] idea then, refreshed by Schultz [21], elucidates that, education and training are a form of investment in human beings. This indicates that, the investment creates assets in the form of knowledge skills and capabilities, which in turn increases the performance of the working individual. Schultz contended that capitalizing in human has been for them being able to use the necessary ability to overcome job challenges as a result of staff development programs. According to Flamholtz and Lacey [22], human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the company or working individual to develop these attributes. The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance individuals' career path forecasts.

1.3 Transformative Learning Theory

According to Devanna, 1986 & Bryman et al., (1996) cited by Milhemet al [23], Transformative learning in combination with scientific methods enables and encourages trainees to participate actively in shaping the content and application of learning activities, and many will accept possibility of being empowered and actively involved in decision making. Personal job satisfaction and commitment are also crucial aspects of this type of empowered learning. Furthermore, Marcinelli [24] analyzing employee creativity and discovering the possibility of making decisions and risks that affect motivation and productivity in a positive way. Transformative and experiential learning is concerned with using discretion, delegation, and participation in decision-making processes. Weldy, [25] mentioned that, training transferring eventually aims at improving employee's performance through learning and taking action on that learning, so when a performance gap occurs, the typical and easiest solution in the majority of organizations is training. However, if the gap is not caused by a lack of skill or knowledge, training is then becomes not necessary. Academic staff training transfer represents an active way to enhance the performance of the entire organization. The need for training transfer becomes increasingly important as the modern educational environment changes to a highly competitive internationally (Okechukwu, 2017, cited by [26]). This realm of worldwide educational institutions needs to preserve skilled and vastly effective academia to sustain the growing

organizational share (Hargie et al., 2017,cited by[26]). However, the performance of academia requires a certain level of knowledge and competence to effectively function in most levels of organizational services (Dobre, 2013,cited by[26]).

1.4 The Study **Theoretical** Framework

Features of *training outcome and effectiveness* in the form of new skills acquired, knowledge, training plans and experience is used as self-regulatory and therefore kept as independent variable, and *effective performance* in terms of Efficiency, Effectiveness and Improvement of academic staff considered as needed by the Institution and hence preserved as dependent variable as shown in the figure 1 below.



Fig. 1. The theoretical frame

As exposure varies, results may differ, allowing effectiveness to be regulated by performance job fit and improvement together with resource optimization. Academic staffs who better use their skills are more likely to have gained new and greater job skills and capacity and therefore more prepared to adapt to changes in the nature of work with experiences. Academic staffs are expected to benefit from a more productive and effective training strategies enabling them to maximize their performance and effectiveness. New skills utilization concerns the extent to which

the skills are effectively applied in the workplace to maximize individual productivity and optimal use of resources and hence achieve effective performance. The variable of training outcomes in the institute was used in the form of creativity, reflective capacity & ability to improvise, relevant general practical skills, motivation and ability to learn new concepts, motivation and ability to learn how to do things, willingness to do manual work, interest in work, optimum utilization of resources and profit maximization. Training toward effective performance was another variable in the form design quarterly staff training on specific organization needs, prepare sufficient budget for staff training, conduct needs assessment for long term and short term training, develop the measurable performance indicators and conduct continually performance assessment, benchmarking the performance outcomes prior and post staff training.

1. 2. METHODOLOGY

2.1 The Population and Sample

A population is a group of individuals, persons, objects, or items from which samples are taken for measurement [27]. The population of the study involved academic staff, non academic staff and students of the Institute of Public Administration Zanzibar (IPA), an academic institution of higher learning that has different trainees from various public organizations; hence it is liable to access sufficient information pertaining to the contribution of training programs in public sector. The instructors of IPA periodically undergo various training programs as the institute programs for capacity building of its employees, and it is possible to access the relevant information regarding changing capacity the contribution of training programs for development in the Institute and in other public organizations. The table 1 below indicates the actual study population.

Table 1. The total population size

	Academic Staff	Non Academic Staff	Students	Grand Total
Male	30	11	247	288
Female	13	10	831	854
Total	43	21	1078	1142

Source: field study (2022)

Sample is the process of choosing some elements/people from a larger group in order to ask them questions or get information from them [28]. A total sample size for this study comprised of 115 respondents who make 10% of the total population. This choice of the sample size was guided by the Mugenda and Mugenda [29] idea who recommended that a sample size of 10% is good enough for a survey research. Also, the selection of sample size is made on practical consideration of cost as supported by Yount [30] and Greener [31] who argues that the more increased the sample size the more cost in terms of both time and money. Therefore, the samples of this study included academic staffs from two IPA departments which are the department of Art And Social Science and the Department of Business Management Studies, non academic staffs from different sections of the institution, director of the institute, administrative officer and some of the trainees from different public institutions that provided data and statistics on the study. Table 2 below shows distribution of the sample and the stratified sampling technique involved to help to ensure that every item in the population has an equal chance of inclusion in the sample since the population will not constitute a homogeneous group. Thus, this design will contribute to obtaining a representative sample. The strata were formed on the basis of common characteristics, which is on a department basis. In each stratum, items were selected through simple random sampling so as to avoid biasness by the researcher.

Table 2. Sample Distribution

s/n	Respondents	Male	Female	Total	Percentage (%)
1.	Academic staffs	14	13	27	23.47
2.	Non Academic staffs	5	8	13	11.3
3.	Director of the institute	1	-	1	0.86
4.	Administrative officer	1	-	1	0.86
5.	Registrar office	1	1	2	1.73

6.	Academic office	1	1	2	1.73
7.	Performance improvement dept	2	-	2	1.73
8.	Quality assurance unit	2	-	2	1.73
9.	Students	23	42	65	56.52
Total		50	65	115	100

Source: Field Survey (2022)

The primary data obtained through field study which involved visiting the study area, interviews, and discussions with the director of the institution; full time tutors who ever done various training programs from within and outside the country and the full time trainees in the institution. Secondary data obtained through reading the available published and unpublished documents, reports, books, journals and maps.

2.2 Data Collection Procedures and Instruments

As the study employed field observation, an interview guide and questionnaires to acquire relevant information. The researcher prepared the questionnaires that generate relevant information on the study area. In addition, the pre-test procedure of questionnaire conducted to identify questions which do not provide useful answers so that they could be edited, removed as well as shortened so as to make them easily understood and answered by respondents.

Structured questionnaires were used because they are simple to administer and relatively inexpensive to analyze. This type of tool of data collection also saves time for both interviewer and respondents. The questionnaires comprise of both closed and open ended questions so as to invite free responses.

Also interview was used. An interview is a two way systematic conversation between an investigator and an informant initiated for obtaining information relevant to a specific study [32]. Therefore in this study, interviews were conducted on some respondents as supplementary to questionnaires. They will be unstructured interviews and thus gave the researcher opportunity to explore the problem in an unrestricted manner. Secondary data are the data that have been collected and compiled for another purpose. They are both published and unpublished [32]. This data collection method was used by the researcher involving reviewing publications, reports or statistics that were obtained at the organization. This method permitted the researcher to examine

the past trend of the organization. The documentary review also helped since the documents and reports were obtained cheaply and quickly and help to verify the findings based on primary data.

The data collected from the field were edited to detect errors missions and ensure that data was accurate and complete. Then, the data were coded for efficient analysis as well as classification of data with common characteristics. The data was then analyzed by using Statistical Package for Social Sciences (SPSS) Version 20.0 and excel program so as to increase accuracy as well as saving time. Qualitative data that were obtained from the interview and questionnaires were coded before carrying out statistical analysis and later decoded for interpretation. Then, the coded data were be tabulated by counting the number of cases falling in different categories of variables and presented in the form of descriptions, bar graphs, pie charts and tables to depict the distribution and to present the analysis.

2. 3. FINDINGS

3.1 Demographic Profiles

The profile of respondents involved IPA staff which including academic and non-academic staff and students from different fields. The study involved 115 (100%) of the respondents where by 50 (43%) of the respondents were IPA staff while 65 (57%) of the total respondents were students. The IPA staff grouped into two categories of respondents where 27 (54%) of the total staff were academic staff and 23(46%) of the total staff were non academic staff. In term of gender distribution size, the study involved 49 (43%) of the total male respondents and 66(57%) of the total female respondents.

Table 3 below presents a summary of respondents in respect of gender for staff and students as involved in the study. On the case of staff respondents the table indicates that 19 (48%) of the respondents are males and 21 (53%) of the respondents are female. While on the other hand the student respondents are 22 (34%) of the students were male and 43 (66%) of the students were female. Of the total respondents,10 were missing (8%) and this were neglected since the remaining data are well connected with the objectives of the study.

Table 3. Gender of respondents

Gender	Staff		Students	
	Frequency	Percent	Frequency	Percent

	Male	19	48.0	22	34.0
	Female	21	52.0	43	66.0
	Total	40	100.0	65	100.0

Source: Field Survey (2022)

These findings in the table 3 above reveal that the institute has large number of females' staff as compared to male staff probably due to employment nature of the organization. Also the findings reveal large number of female students as compared to male students probably due to enrolment of candidates with eligibility and accessibility with needs seem to attract females more than males.

3.2. Education level, Working experience and Age

As in the table 4 below, the findings reveal that out of 40 staff, 2 (5%) respondents have secondary level education, 1(2%) are at certificate level, 10(25%) are at diploma level, 10(25%) are at degree and 17(42%) are at masters level. On the other side of students, 1(1%) of respondents have secondary level of education, 4(6%) are at certificate level, 31(48%) are at diploma level, and 27(41%) are at degree level. None of the respondents are at masters level and 2(3%) did not respond to the question. Findings imply that most staffs are at master level thus more demand for PhD for IPA staff.

Table 4. Education levels of the respondents

Educational	Staff		Students	
	Frequency	Percent	Frequency	Percent
Secondary Level	2	5.0	1	1.5
Certificate	1	2.5	4	6.2
Diploma	10	25.0	31	47.7
Degree	10	25.0	27	41.5
Masters	17	42.5	-	-
no response	-	-	2	3.1

Total	40	100.0	65	100.0
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Source: Field Survey (2022)

The table 5 below shows working experience of the respondents. Out of 40 staff 6 (15%) of respondents range from 0-5 years of experience, 4 (10%) range from 6-9 years of experience, 12 (30%) range from 10-14 years and 18 (45%) range from 15 years and above. The findings show that more staff range within 15 years and above and are well experienced in the institution.

Table 5. Working experience of respondents

Variables	Frequency	Percent
0 - 5	6	15.0
6 - 9	4	10.0
10 - 14	12	30.0
15+ above	18	45.0
Total	40	100.0

Source: Field Survey (2022)

Table 6 below, 3 (7%) of respondents range from 18-30 years of age, 18 (45%) range from 31-40 years, 11 (27%) range from 41-50 years and 8 (20%) are 51 years and above. Findings reveal that most staff range 31-40 years implying a young and more productive taskforce when well trained and motivated. With the students, 46 (71%) respondents range from 18-30 years, 10 (15%) range from 31-40 years, 8 (12%) range from 41-50 years and none of the respondents were above 51 years. This implies more of the students are of young age.

Table 6. Age of the respondents

Age Group	Staff		Students	
	Frequency	Percent	Frequency	Percent
18-30	3	7.5	46	70.8
31-40	18	45.0	10	15.4
41-50	11	27.5	8	12.3
51-above	8	20.0	-	-
no responses	-	-	1	1.5

Total	40	100.0	65	100.0
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Source: Field Survey (2022)

3.3 Existence of Training Opportunities for the Employees

The table 7 below shows the existence of training opportunities whereby 40 staff responded and, among them, 37 (92%) answered that training opportunities do exist whereas 3 (8%) did not agree. This implies that there is a reasonable number of training opportunities that are offered within the institute in accordance to most of the respondents.

Table 7. Existence of training opportunity for employee

Variables	Frequency	Percent
Yes	37	92.5
No	3	7.5
Total	40	100.0

Source: Field Survey (2022)

3.3.1 Existence of Training Schedules for the Employees in the Institute

The table 8 below shows the existence of training schedules. The findings show that 6 (15%) respondents agreed that there is a schedule whereas 34 (85%) did not agree. The findings imply that a formal training schedule does not exist according to more respondents who answered to this thus training opportunities are not evenly distributed among the staff. Lack of training schedule also can lead to biasness while offering training to staff, failure to meet training needs and limit proper appraisal of training for staff.

10 (100%) of interviewees said that employees of IPA undergo with training, even though there is not any scheduled scheme training program. Staffs apply for the long courses and they are allowed to undergo with the program after they ask for the permission to the management. Some of the interviewees suggested that there should be planned Training Programs for staff particularly academic staffs for at least after every six months for short courses.

Table 8. Existence of training schedules for the Insitute

Variables	Frequency	Percent
Yes	6	15.0

No	34	85.0
Total	40	100.0

Source: Field Survey (2022)

3.4 Influence of Training for Academic Performance in the Institute

This question was supposed to be answered by students respondents only. The figure below illustrates that 40 (67%) respondents identified that training has core impact to improving academic standard performance in IPA, 14 (20%) of the respondents identified that training has fairly impact to improve academic standard performance in IPA, while 4 (5%) respondents mentioned that training has least impact to improve academic standard performance in IPA and 7 (8%) of the respondents did not respond. Furthermore, 26 (35%) respondents identified that training has core impact to employee morale in IPA, 16 (21%) of the respondents identified that training has fairly impact to employee morale while 8 (7%) respondents mentioned that training has least impact to employee morale. Either 15 (37%) of the respondents did not respond. On outcome and output, 22 (27%) respondents identified that training has core impact on outcome and output in IPA. At the same time 17 (22%) respondents identified that training has fairly impact on outcome and output in IPA, while 5 (8%) respondents mentioned that training has least impact on outcome and output in IPA. Moreover, 21 (43%) of the respondents did not respond. On job ambiguity, 21 (20.4%) of the respondents identified that training has core impact on job ambiguity in IPA, 14 (20.8%) of the respondents identified that training has fairly impact on job ambiguity, while 10 (14.3%) respondents mentioned that training has least impact on job ambiguity in IPA. Either 20 (44.6%) of the respondents did not respond. Furthermore, 36 (38%) of the respondents identified that training has core impact on work cooperation and networking in IPA, 15 (22.5%) of the respondents identified that training has fairly impact on work cooperation and networking in IPA, while 5 (5.6%) respondents mentioned that training has least impact on work cooperation and networking in IPA. Either 9 (33.9%) of the respondents did not respond.

Fig. 2. Influence of Training on Academic Performance in the Institute

Source: Field Survey (2022)

The above insightful findings show that training has helped to improve academic standards, employee morale and work cooperation and networking since most of the respondents perceptively believe that it has a core influence.

3.4.1 Training Contribution to the Staff Performance Development

This question was supposed to be answered by staff's respondents only. The figure below illustrates that 33 (83%) of the respondents who responded to the question have mentioned existing staff training have positive contribution to performance development in IPA. While 5 (12%) of the respondents mentioned that existing staff training have no positive contribution to performance development in IPA. Moreover, 2 (5%) of the respondents did not respond.

Fig. 3. Training contribution to performance development

Source: Field Survey (2022)

The findings imply that training has positive contribution to performance development of academic staffs of IPA as most of respondents agreed to this fact.

In term of interview responses all 10 (100%) of the interviewees said that the existing staffs training has positive contribution to performance development in IPA. The respondents in this category emphasized that trained staffs are highly performed in the respective roles and making the institution to perform well in reaching its objectives.

The outcomes indorsed by employees when undertaken various training programs in IPA is that, training helps to maintain qualified staffs who are improved in the performance and have capability of introducing new programs in IPA.

3.4.2 Criteria on judging the staff Performance Development

This question was supposed to be answered by the respondents. The table below illustrates that 9 (22.5%) of the respondents who responded to the question mentioned that Supervisory Skills is

used by management to judge performance development in IPA. Also 8 (20%) of the respondents identified that Supervisory Skills is fairly used while there was none of respondents who mentioned that Supervisory Skills is not used by management to judge performance development in IPA. Further, 23 (57.5%) of the respondents did not respond.

Moreover, 3 (7.5%) of the respondents who responded to the question mentioned that Communication Skills is used by management to judge performance development in IPA. Whereas 10 (25%) of the respondents identified that Communication Skills is fairly used, meanwhile 1 (2.5%) of respondents mentioned that Communication Skills is not used by management to judge performance development in IPA. On top of that, 26 (65%) of the respondents did not respond.

Further, 3 (7.5%) of the respondents who responded to the question have mentioned that Innovativeness is used by management to judge performance development in IPA. 8 (20%) of the respondents identified that Innovativeness is fairly used, while 1 (2.5%) respondents mentioned that Innovativeness is not used by management to judge performance development in IPA. Moreover, 28 (70%) of the respondents did not respond.

Also 20 (50%) of the respondents who responded to the question mentioned that Technical Performance is used by management to judge performance development in IPA. At the same 3 (7.5%) of the respondents identified that Technical Performance is fairly used, while 1 (2.5%) respondents mentioned that Technical Performance is not used by management to judge performance development in IPA. Either, 16 (40%) of the respondents did not respond.

Moreover, 16 (40%) of the respondents who responded to the question mentioned that Ability to Work in Team is used by management to judge performance development in IPA. At the same time, 7 (17.5%) of the respondents identified that Ability to Work in Team is fairly used, while 2 (5%) respondents mentioned that Ability to Work in Team is not used by management to judge performance development in IPA. Either, 15 (37.5%) of the respondents did not respond.

Meanwhile, 5 (12.5%) of the respondents who responded to the question mentioned that Independence is used by management to judge performance development in IPA. At the same time 10 (25%) of the respondents identified that Independence is fairly used, while 1 (2.5%) respondents mentioned that Independence is not used by management to judge performance development in IPA. Either, 24 (60%) of the respondents did not respond.

The table also shows that 5 (12.5%) of the respondents who responded to the question mentioned that Integrity is used by management to judge performance development in IPA. But 5 (12.5%) of the respondents identified that Integrity is fairly used, while 4 (10%) respondents mentioned that Integrity is not used by management to judge performance development in IPA. Either, 26 (65%) of the respondents did not respond.

Furthermore, 6 (15%) of the respondents who responded to the question mentioned that Initiative is used by management to judge performance development in IPA. On top of that, 4 (10%) of the respondents identified that Initiative is fairly used, while 2 (5%) respondents mentioned that Initiative is not used by management to judge performance development in IPA. Either, 28 (70%) of the respondents did not respond.

Fig. 4. Criteria on judging the Institute staff Performance Development

Source: Field Survey (2022)

The findings imply that Technical Performance and Ability to work in Team are the best criteria used by management on judging the academic staff's performance development since many respondents mentioned them.

3.4.3 The measurement of Training outcomes in the Institute

This question was supposed to be answered by both groups of respondents, employees (included academic and non academic staffs of IPA) and students.

The figure 5 below illustrates that 78 (68.3%) of the respondents who responded to the question have mentioned that Creativity, Reflective Capacity & Ability to Improvise is highly induced to IPA academic staffs. 17 (15.2%) of the respondents identified that Creativity, Reflective Capacity & Ability to Improvise is fairly induced, while 1 (0.8%) of the respondents identified that Creativity, Reflective Capacity & Ability to Improvise is not induced. Moreover, 19 (17%) of the respondents did not respond.

Moreover, 31 (26.5%) of the respondents mentioned that Relevant General Practical Skills is highly induced to IPA academic staffs. 36 (30.5%) of the respondents identified that Relevant General Practical Skills is fairly induced, while 1 (0.8%) of the respondents identified that Relevant General Practical Skills is not induced, and 47 (41%) of the respondents did not respond.

On top of that, 58 (50.5%) of the respondents mentioned that Motivation and Ability to Learn New Concepts is highly induced to IPA academic staffs. But also 17 (15%) of the respondents identified that Motivation and Ability to Learn New Concepts is fairly induced, while 6 (4.8%) of the respondents identified that Motivation and Ability to Learn New Concepts is not induced. Either, 34 (29.7%) of the respondents did not respond. Additionally, 32 (27.5%) of the respondents mentioned that Motivation and Ability to Learn How to Do Things is highly induced to IPA academic staffs. But also 23 (20%) of the respondents identified that Motivation and Ability to Learn How to Do Things is fairly induced, while 6 (5%) of the respondents identified that Motivation and Ability to Learn How to Do Things is not induced. Either, 54 (47.5%) of the respondents did not respond.

The figure also illustrates 23 (20.2%) of the respondents who responded to the question mentioned that Willingness to Do Manual Work is highly induced to IPA academic staffs. At the same time, 32 (27.6%) of the respondents identified that Willingness to Do Manual Work is fairly induced, while 12 (10.4%) of the respondents identified that Willingness to Do Manual Work is not induced. Either, 48 (41.9%) of the respondents did not respond.

On top of that, 39 (34.1%) of the respondents who responded to the question mentioned that Interest in Work is highly induced to IPA academic staffs. But also 23 (19.8%) of the respondents identified that Interest in Work is fairly induced, while 6 (4.8%) of the respondents

identified that Interest in Work is not induced. Either, 47 (41.4%) of the respondents did not respond.

Moreover, the figure illustrates 39 (33.9%) of the respondents who responded to the question mentioned that Optimum Utilization of Resources and Profit Maximization is highly induced to IPA academic staffs. At the same time, 25 (21.5%) of the respondents identified that Optimum Utilization of Resources and Profit Maximization is fairly induced, while 14 (12.7%) of the respondents identified that Optimum Utilization of Resources and Profit Maximization is not induced. Also, 37 (32%) of the respondents did not respond.

Fig. 5. Training outcomes in IPA

Source: *Field Survey (2022)*

Key: *CRCAI – Creativity, Reflective Capacity & Ability To Improvise, RGPT – Relevant General Practical Skills, MALNC – Motivation and Ability to Learn New Concepts, MALHDT - Motivation and Ability to Learn How to Do Things, WDMW – Willingness to Do Manual Work, IW – Interest in Work, OURPM – Optimum Utilization of Resources and Profit Maximization*

These findings reveal that the outcome of training is to provide Creativity, reflective capability & ability to improvise teaching performance for IPA academic staffs. The findings also imply that another outcome of training to IPA academic staffs is to improvise Motivation and Ability to Learn New Concepts that can help them to better performance in academic field.

3.4.4 Training toward Effective Performance

This question was supposed to be answered by both groups of respondents, employees (included academic and non academic staffs of IPA) and students. The table 12 below illustrates that 46 (40.9%) of the respondents who responded to the question identified that Design Quarterly Staff Training on Specific Organization Needs is very important to IPA academic staffs. Also, 16 (13.9%) of the respondents identified that Design Quarterly Staff Training on Specific Organization Needs is important, while 3 (2.6%) of the respondents identified that Design Quarterly Staff Training on Specific Organization Needs is fairly important. Meanwhile, 2 (1.7%) of the respondents identified that Design Quarterly Staff Training on Specific Organization Needs is not important. At the same time, 48 (41.7%) of the respondents did not respond.

Also the figure illustrates that 35 (30.7%) of the respondents who responded to the question identified that Prepare Sufficient Budget for Staff Training is very important to IPA academic staffs. Also, 21 (17.9%) of the respondents identified that Prepare Sufficient Budget for Staff Training is important, while 7 (6.4%) of the respondents identified that Prepare Sufficient Budget for Staff Training is fairly important. Meanwhile, 3 (2.3%) of the respondents identified that Prepare Sufficient Budget for Staff Training is not important. At the same time, 49 (42.7%) of the respondents did not respond.

Meanwhile, 34 (29.4%) of the respondents who responded to the question identified that Conduct Needs Assessment for Long Term and Short Term Training is very important to IPA academic staffs. Also, 24 (21%) of the respondents identified that Conduct Needs Assessment for Long Term and Short Term Training is important, while 8 (7.1%) of the respondents identified that Conduct Needs Assessment for Long Term and Short Term Training is fairly important. Meanwhile, 1 (0.8%) of the respondents identified that Conduct Needs Assessment for Long Term and Short Term Training is not important,. At the same time, 48 (41.7%) of the respondents did not respond.

Furthermore, 16 (14.2%) of the respondents who responded to the question identified that Develop the Measurable Performance Indicators and Conduct Continually Performance Assessment is very important to IPA academic staffs. Also, 46 (40.2%) of the respondents identified that Develop the Measurable Performance Indicators and Conduct Continually Performance Assessment is important, while 3 (2.8%) of the respondents identified that Develop the Measurable Performance Indicators and Conduct Continually Performance Assessment is

fairly important. Meanwhile, 2 (1.6%) of the respondents identified that Develop the Measurable Performance Indicators and Conduct Continually Performance Assessment is not important. At the same time, 47 (41.2%) of the respondents did not respond.

Furthermore, 25 (22.2%) of the respondents who responded to the question identified that Benchmarking the Performance Outcomes Prior and Post Staff Training is very important to IPA academic staffs. Also, 19 (16.2%) of the respondents identified that Benchmarking the Performance Outcomes Prior and Post Staff Training is important, while 12 (10.3%) of the respondents identified that Benchmarking the Performance Outcomes Prior and Post Staff Training is fairly important. Meanwhile, 3 (2.3%) of the respondents identified that Benchmarking the Performance Outcomes Prior and Post Staff Training is not important. At the same time, 56 (49%) of the respondents did not respond.

Fig. 6. Training toward effective performance

Source: *Field Survey (2022)*

Key: *DQSTSON - Design Quarterly Staff Training on Specific Organization Needs, PSBST - Prepare Sufficient Budget for Staff Training, CNALSTT - Conduct Needs Assessment for Long Term and Short Term Training, DMPICCPA - Develop the Measurable Performance Indicators and Conduct Continually Performance Assessment, BPOPPST - Benchmarking the Performance Outcomes Prior and Post Staff Training*

These findings imply that Designing Quarterly Staffs Training on Specific Organization Needs, and Prepare Sufficient Budget for Staff Training, is very important as recommended by many respondents. The findings also reveal that developing the Measurable Performance Indicators and Conduct Continually Performance Assessment is important.

3. 4. CONCLUSION AND IMPLICATION

The study aimed at assessing the training efficacy for academic staffs as well as evaluating the general contribution of training to academic performance. The study revealed that, the Institute actually has training opportunities but there is no evident schedule for training. However, training has a core influence to employee morale, outcome, output, work cooperation and networking. The study also found that staff training has positive contributions to performance development in IPA. As far as quality of training is concerned, practical training, off the job training, theoretical and practical training are important to be given to IPA staff. On the part of training outcomes, most did not respond on relevant general practical skills, motivation and ability to learn how to do things and willingness to do manual work and interest in work. On the part of recommendations both theoretical and practical training was recommended and the PhD level more needed by the respondents as far as long term training is concerned. The interviewees said that short term training for effective performance for academic staffs in the Institute of Public Administration is required. All of them identified teaching methodology and 5 (50%) of them added code of ethics when there is a need.

The management of the Institute of Public Administration should set up training policy which will include a well-designed training schedule for IPA staffs. Likewise Christopher [18] insists that training and development is very important so it should be designed in such a way that employees will be able to acquire the skills, knowledge and the level of competence required to achieve the organizational performance.

The management of the Institute of Public Administration should conduct training Needs Assessment for long term and short term trainings in order to identify the effective trainings to its staffs. Training needs assessment is a tool utilized to identify what educational causes or activities should be provided to employees to improve their work productivity [33, 34]. (Likewise Kasoyaga [35], on the assessment of the importance of workers training in promoting organizational performance in Tanzania public organizations, a case of Tanzania National Roads Agency (TANROADS). On his report he came up with finding that, workers training increases

the number of qualified workers and that is affected through employment of human resources succession planning that ensure effective training after doing training needs assessments.

The observed performance gape suggest somewhat to be done in training institutions, the study suggest further studies on non academic staff to be done or the conduct on comparative analysis between academic and non academic staff so as to intensely realize the performance gape in academic institutions.

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