



**THE UNIVERSITY OF ZAMBIA
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**THE EFFECTS OF TRAINING ON STAFF RETENTION IN THE ZAMBIAN PUBLIC
SERVICE: A CASE STUDY OF THE MINISTRY OF EDUCATION HEAD QUARTERS
AND OFFICE OF THE VICE PRESIDENT**

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**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
Requirements for the Award of the Degree of Master of Public Administration (MPA)**

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DECLARATION

I, Taonga Mbuwa Mvula do declare that the work presented in this dissertation for the award of the degree of Master of Public Administration (MPA) represents my own work and not what has been previously submitted for a degree, diploma, or any other qualification at this University or any other Institution.

Signed.....
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This dissertation of Taonga Mbuwa Mvula is approved as the fulfilling part of the requirements for the award of the degree of Master of Public Administration by the University of Zambia.

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ABSTRACT

Employees are the most important asset of any organisation. These words are some of the most commonly used in the field of human resource management in particular. Since employees are the most important asset, it is important that they are well vested in their roles and responsibilities in order for the organisation to forge ahead and stand out among other organizations. In order to achieve that, the human resource requires training and skills enhancement. The need to build capacity in the human resource is not exclusive to public servants.

It is understood that most people join the public service with the possibility of being trained for it is regarded as the best training ground. It is from this understanding that the researcher took up the task of carrying out this research in order to find out why public servants were said to be non performers when they were assumed to be well trained. Further, what would be the underlying factors to the said poor performance?

A case study research design was undertaken in two Institutions, namely, the Ministry of Education and the Office of the Vice President. The Institutions were selected due to their accessibility by the researcher. Further, their selection and use of a case study was intended to provide a deeper insight and better understanding of the problem.

The main objective of the research was to examine the effects of training on staff retention in the Ministry of Education and the Office of the Vice President.

The specific objectives were: to examine the retention mechanisms and their effectiveness; to describe the levels of staff motivation following training; to determine the levels of attrition in the two institutions. The value expectancy theory was pivotal in the interpretation of the data obtained as the aspects of retention were attuned to motivation.

In this study the findings were that staff in both institutions were aware of the government retention mechanisms. Those that had undergone training indicated that they had benefited from one or more of the retention mechanisms. It was evidenced that Motivation of staff was generally high following training. However officers returned to their old positions and it took long to be considered for promotion and this eventually reduced their levels of motivation. With regard to

staff attrition, the levels of attrition were very low. Apart from these findings, this study also brings to light the practice of training and development in the public service, the poor use of its guidelines and tools. It highlights the factors that drive training and its consequences, that is, negative and positive ones.

From the study it was evident that there were conflicts of interest with regard to training. The findings indicated that most training was individual driven rather than institutional driven. This was also a major factor for the poor performance of employees. The findings further revealed that training committees were semi operational and in some cases non-existent and therefore there was lack of policy direction as regards to training in the institutions.

It is therefore recommended that institutions institutionalise proper performance management systems in order to bring out performance gaps that will warrant training needs. With a good performance management package in place there would be proper planning for staff in the area of training and staff motivation by way of promotions and proper placements.

In conclusion, the poor performance of officers in the civil service could be attributed to a number of factors ranging from a poor reward system to the poor monitoring and placement of trained staff following their training.

DEDICATION

This dissertation is dedicated to my parents Mr. Davison Chonde Mvula and the Late Mrs. Winfrida Kamowo Mvula for instilling the value of education in me. I remember receiving an acceptance letter for a Masters Degree Programme with the University of Zambia. My mother told me to go for it. It is sad that she did not live to see this day due to her battle with breast cancer. Thank you Dad and Mum for everything.

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I finally, dedicate this piece of work to my precious daughter Chikondi Faith Mukuti and my dear husband Lutangu .F. Mukuti who supported me through this programme. Thank you both for your unconditional support and understanding how much this meant to me.

ABBREVIATIONS

DHRD.....	Directorate of Human Resource Development
HRDO.....	Human Resource Development Officer
MOE.....	Ministry of Education
OVP.....	Office of the Vice President
PSRP.....	Public Service Reform Programme
PSTDP.....	Public Service Training and Development Policy
PGHRD.....	Procedures and Guidelines for Human Resource Development
PSMD.....	Public Service Management Division
PSC.....	Public Service Commission
SPSS.....	Statistical Package for Social Sciences
GRZ.....	Government of the Republic of Zambia

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The importance of being able to hire, retrain and retain workers who have the necessary skills to work with advanced technologies and developing work systems cannot be understated. Organisations that are adopting and using ever-more advanced technologies and work systems require a workforce that is adaptable, skilled, and educated. They can meet new skill needs in the following ways: by recruiting new skilled employees or by imparting new skills to existing employees. Of course, these are not mutually exclusive options. An organisation can both train and recruit. (Jordan, 2010)

The decision to train is influenced by a variety of factors. One is the nature of the skills required to yield particular service targets. If the need is for more generic skills that are readily available in outside labour markets, organisations might be more inclined to hire new staff. Conversely, plant-specific knowledge is difficult to find outside the organisation; thus training existing staff is more likely to be the preferred option in this case (Baldwin, 1996).

The experiences of an organisation and the human resource competencies developed through experience also play a role in future success. Past success or failure with either approach will influence a decision on whether to hire or to train. Similarly, the various strategies being pursued in areas other than human resources— management, marketing, technology, and innovation—will affect an organisation's disposition to train and retain staff. This may require addressing issues of motivation.

Despite a steady increase in the amount of organizational research on training and development globally over the past two decades (Kraiger, 2001), it is unclear whether the scientific rigor of this research and particularly research that focuses on staff retention has been adequate. Lack of scientific rigor in research can preclude valid knowledge creation and the accumulation of knowledge, and thus lead to inefficient dispersion of precious human and financial resources, failure to meet employee developmental goals, and loss of advantage in an ever-competitive marketplace and economy.

Worse still, inferior or faulty monitoring staff retention models and theories may actually do harm to organizations that employ them. Thus, strong theoretical understanding and empirical support for factors contributing to effective employee retention after training are critical levers for ensuring the effectiveness of human resource development efforts and development programmes.

1.2 BACKGROUND

In Zambia, the early 1990's brought to the fore the political and social economic reform programmes. To support the reform process, the Government in 1993 introduced the Public Service Reform Programme (P.S.R.P). It was aimed primarily at improving the quality, delivery, efficiency and effectiveness of the public services. The Ministry of Education and the Office of the Vice President were among the Public Institutions in which the P.S.R.P was implemented.

The restructured Ministry of Education is composed of Education boards at district, school and college levels. The Ministry's headquarters and the provincial offices are mainly concerned with policy development, training, goal setting, monitoring of standards and supervision. The Ministry's core function is the provision of education at all levels and how they can best be affected by strong and vital partnerships between the Ministry of Education and all other providers of education and training.

The Office of the Vice President is a restructured government institution whose core functions are derived from government gazette notice number 547 Of 2004 and these are outlined as follows:

- i. Coordination of government business in the National Assembly
- ii. Disaster and drought mitigation
- iii. Honours and Awards
- iv. Independence Celebrations and
- v. Resettlement

Consistent with the P.S.R.P's overall aims of reducing bureaucracy, increasing productivity and improving the quality of public service delivery, the Government made changes to the

structure and management of public service training and development by ushering in a decentralised system of training and development. This meant that Ministries and other government institutions had the mandate to train their own staff while the Public Service Management Division retained the function of coordinating, monitoring and evaluation. However, it was realised by Government that after decentralising the function of training to Ministries and Government Institutions, a number of training and development activities were undertaken in an unsystematic manner and not based on identified training and development needs. Further training and development programmes did not seem to have the desired effect of supporting the facilitation of PSRP as the expected improvements were not evident.

In view of the above, the Public Service Training Policy of 1996 was revised and a new Public Service Training and Development Policy was developed and launched in September of 2007. The Procedures and Guidelines for Human Resource Development in the public service were also developed to strengthen the policy and to act as an operational frame work.

1.3 STATEMENT OF THE PROBLEM

In 1993, the Government launched the Public Service Reform Programme which, apart from making changes to the structure and management of public service training and development also decentralized them to Ministries, Provinces and Government Institutions. The Ministry of Education and the Office of the Vice President are two government Institutions that were part of this change in the Public Service.

The Public Service is said to be the best training ground for human resource development. However even after the implementation of the training policy which was aimed at developing competencies among officers, there still is a public outcry on the poor performance of the civil service. There are challenges of having inadequate human resources, high attrition rates arising from brain drain, skill shortages, gender imbalances, and the various expectations from the public. This scenario tends to raise questions towards the effectiveness of the training policy and training as a whole. It further raises questions as to whether government is losing its trained staff. If not, why is the performance of the public service poor?

Further, while the public service training policy covers wide issues emphasising having skilled staff, it has employed several retention measures. These measures include the extra

qualification allowance, recruitment and retention allowance and the bonding system. However, in as much as these measures exist as a method of retaining public servants there still seems to be a gap in the performance of the public service and the public expectations. Therefore, it is important to find out whether these retention mechanisms being employed are effective enough and whether they are the best mechanisms for the government to employ.

There are claims unsupported by research that staff that are sponsored for training do not stay long after training citing motivation factors. There are also claims that when staff are trained, it is difficult to determine how many are still in employment because of an ineffective tracking system. To date, we are not in a position to state what is being done to address the problem of staff retention or the important unresolved problems that are related to mechanisms of staff retention following training.

1.4 RESEARCH OBJECTIVES

1.4.1 General Objective

The general objective of the study was to examine the effects of training on staff retention in the Ministry of Education and Office of the Vice President.

1.4.2 Specific Objectives

The specific objectives were;

1. To examine from the line manager's and employee point of view the mechanisms that have been put in place to retain trained staff.
2. To describe the levels of staff motivation after training.
3. To determine the level of attrition from the proportions of staff that had undergone training during the period 2005 – 2010
4. To explain using the value expectancy theory of motivation, reasons for staff retention and attrition.
5. To make recommendations on the basis of the findings that could be used to address challenges that are linked to trained staff retention.

1.5 RESEARCH QUESTIONS

The study aimed at answering the following questions:-

1. Since 2005, what proportions of staff have gone for training in the Ministry of Education and Office of the Vice President?
2. Of those trained, from 2005 to 2010, what are the numbers of staff that are remaining in the system?
3. What mechanisms have been put in place to motivate and retain trained staff?
4. Why do staff remain or quit the job after training?
5. How could trained staff be retained?

1.6 RATIONALE OF THE STUDY

Organisations are valued not just on their physical capital but intellectual capital. The quality of organization training affects its value. Training affects employee retention and is a valuable commodity that if viewed as an investment rather than as an expense can produce high returns. By investing the appropriate training in employees, they will develop a greater sense of self-worth as they become more valuable to the company.

Therefore it is on this premise that this research is of great relevance as it can be used by the technocrats in the human resource cadre of government departments to uphold the principals underlying training and development in the civil service. The findings may assist in identifying possible gaps in the training function related to procedures, financial regulations in relation to training, performance management, motivation and most importantly retention of trained staff.

1.7 THEORETICAL FRAMEWORK

Training and development is intended to equip employees with skills, knowledge and understanding to enable them to function in the working environment with competence. Therefore, a well trained workforce is important for the continued success of every organization. Managers in this case should strive by all means necessary to retain staff that have been trained as they become an asset for the operations of the organization.

Although a moderate level of staff turnover can be good for an organization, every manager needs to have a strategy in place to retain high performers that give competitive advantage over other organizations. The cost of not doing so can be severe as high employee turnover

can be very costly to any organization as it can lower internal morale and harm the organizations reputation.

For the purpose of this study the basis of training is basically to systematically develop knowledge, skills and attitudes required by an individual to perform adequately a given task or job.

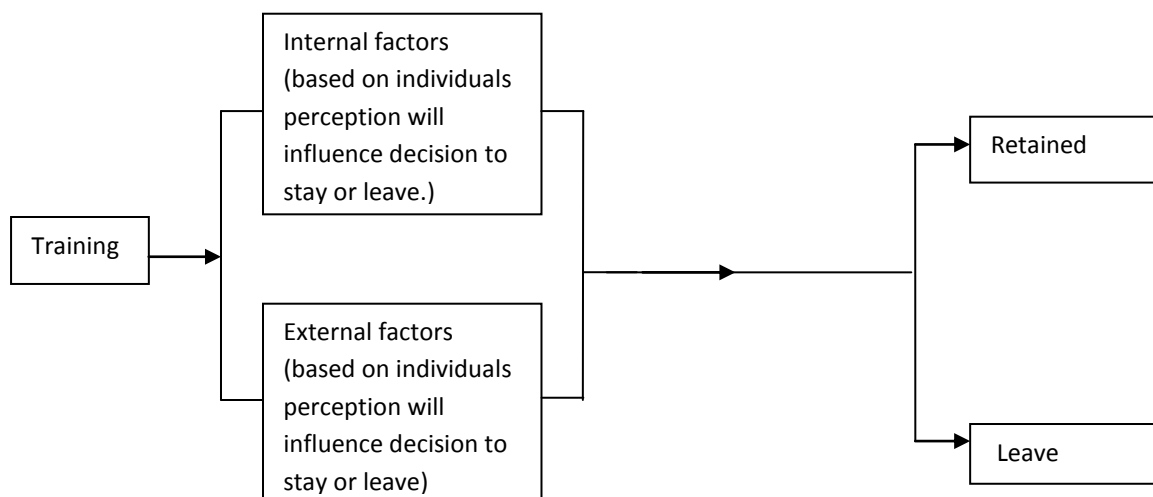
Employee retention on the other hand refers to efforts by employers to retain current employees in their workforce. The purpose is to avoid employee turnover.

In Zambia the function of training and development was decentralized to line ministries giving the ministries the mandate to train staff. However, the challenge of staff retention after training is far from satisfaction.

The researcher takes the view that after staff are trained, there are factors in the internal and external environment that influence an individual's decision to either stay or leave. These perceptions vary from individual to individual thus factors of motivation are difficult to generalize.

The framework below will highlight the researcher's perception of the problem being analysed.

Figure.1.1: Simple assumption of training outcomes in the civil service



Thus in examining the importance of retention mechanisms of trained man power in the public service, the study will employ the expectancy theory to understand the mechanisms through which an employee will decide to either stay or quit the job.

(Victor Vroom's Expectancy Theory)

Vroom's Expectancy Theory is based upon the following three beliefs:

1. Valence (Valence refers to the emotional orientations people hold with respect to outcomes [rewards]. The depth of the want of an employee for extrinsic [money, promotion, time-off, benefits] or intrinsic [satisfaction] rewards). Management must discover what employee's value.
2. Expectancy (It is the probability that a particular action will lead to a desired outcome. Employees have different expectations and levels of confidence about what they are capable of doing). Management must discover what resources, training, or supervision employees need.
3. Force (The strength of a person's motivation. The perception of employees whether they will actually get what they desire even if it has been promised by a manager). Management must ensure that promises of rewards are fulfilled and that employees are aware of that.

Motivation = Valence*Expectancy*Force (KOONTZ, 1988)

According to the theory employees will decide to either stay or leave the job if they have placed a particular value on a perceived outcome.

Thus employees that have undertaken training place particular importance on certain benefits such as promotions and salary increments and as such believe that these benefits could change their status after training. Therefore, employees become expectant of these benefits, failure to which they may provoke an employee's decision to either stay or leave the organization.

However, in examining the importance of trained man power and their retention, the study also aims at providing an understanding of the importance of mechanisms through which employee retention can be administered to improve performance and continuity of service.

1.8 LITERATURE REVIEW

This chapter will review literature related to training and retention. Since studies on training and retention in the Zambian public service are yet to gain momentum, some of the literature discussed in this chapter will be mainly based and informed by researches conducted in other countries. This literature review provides the reader with an overview of major academic works concerning training and retention of employees.

Organizations invest a lot in their employees in terms of training, development, maintaining and retaining them in their organization. Therefore, managers at all costs must ensure employees retention to minimize employee turnover (Martin, 1979).

Similarly, (Tettey, 2006) states that it is encouraging that Institutions such as the world bank which are at the centre of developmental activities in many countries world over has come to the realization that neglect of training spells doom not only for the education structure, but for meaningful human development. In all societies, developed and developing, any compromise of the training system is positively correlated with the level of other dimensions of human development. Training is an important avenue towards nurturing the experienced doctors, nurse and community workers needed for better health facilities, accountants, economists and journalists required for better governance. It is the impetus of an organization to employ retention mechanisms in order to keep their skilled workforce at all costs.

Couger and Kawacki (1988) undertook a study on workers of a British firm. They observed that workers who have a greater variety of tasks tend to stay in the job. In their study, task characteristics were found to be potential determinants of retention of staff. These characteristics included skill variety which they analyzed as the extent to which the job required completion of a whole and identifiable piece of work. This entailed employees doing the job from beginning to end with visible results. Couger and Kawacki (1988) further argue that task significance which reflected the extent to which the job had a substantial impact on the lives or work of other people, whether within or outside the organization had an effect on employee performance. Their study also revealed that Job autonomy or the extent to which the job provides freedom and job feedback also had positive effects on employees.

Couger and Kawacki's findings are highly valued by this study because they talk of an increased scope of operation for the employee. They emphasize the organizations need to instill the principle of job enlargement in order to diversify the job, Thus increasing the employees sense of belonging.

However, Couger and Kawacki's assertions may not be conclusive in that having a variety of job tasks on the job may only be a fraction of the many factors that may determine retention. Further, since this assertion only focuses on the job and not the employee, It gives the view that such an approach takes the interests of the organization first before those of the employee. This means that in the long run , the employee may feel as though the organization is fully utilizing him/her and giving little in return of his/her contribution.

Other studies have taken different approaches unlike that of Couger and Kawacki. Sockel (1999) highlights that in a study carried out by Cooper and Lybrand closely related to the issue of employee retention was job satisfaction. In their study Cooper and Lybrand indicated that one of the challenges faced by Information Systems developers was the change of technology. It was observed that lack of change in technology exposed them to considerable job stress. Cooper and Lybrand assert that most of the employees wanted their companies to adopt new technologies so that they learn new skills. This would motivate the Information Systems (I.S) personnel to perform well. Therefore new innovations in the change of technology brought about new challenges which according to Cooper and Lybrand increased job satisfaction.

These findings are appreciated by this research as they give another dimension to the study of retention. The research by cooper and Lybrand reflects on the importance of the job and how the organization can use the office tools to increase job satisfaction. However, such findings may not represent certain spheres of work. For instance most operations in many government departments are led by fixed procedures that are rarely reviewed. Further there is a culture of importing software and technical expertise, due to that; the levels of innovation are very low.

Cooper and Lybrand focused on IS programmers who are usually employed in small numbers. The profession of I.S personnel relies on constant improvements in technology unlike other professions. There are some public servants for example in Zambia who have retired without ever having a personal computer on their desk to assist them in their execution of duties. Therefore the findings from their study would not give an accurate presentation of findings in the context in which this study is focusing as the public service is large. It may also not be feasible to change the instruments of operations with the aim of satisfying each and every cadre as government business is diverse.

This difference therefore enhances the need for the researcher to undertake the study in order to draw a comparison on the results in light of these dissimilarities.

Musonda (2004), carried out a study on the effects of shortage of trained teachers on the provision of education in the Basic Schools of Kazungula and Livingstone in Zambia.

The study investigated the effects of shortage of trained teachers on the provision of education in basic schools. The study was done in Livingstone and Kazungula Districts of Sothern Province. Livingstone district represented the urban environment while Kazungula district represented the rural set up.

The research findings showed that there were many factors that led to the disparity in teacher supply and retention between urban and rural schools. The study findings revealed that rural areas tended to have poor social amenities than urban areas. It was found that many rural areas had poor roads, health facilities, and accommodation and communication network. Very few areas had electricity, libraries and good shops. The study thus indicated that poor infrastructure and lack of adequate social amenities in the rural areas led to many teachers shunning rural schools.

This study appreciates the findings of Musonda in that it clearly highlights the fact that money is not the only motivational factor in ones working life. The findings have highlighted infrastructure and social amenities. However this study wishes to go further than Musonda's investigation. In case these teachers were further trained by government and upgraded their qualifications to Diploma and degree level would they still opt to work in the rural public service or would they leave.

In another study Nyirenda (1994) undertook a study on the factors related to University of Zambia graduate teacher attrition in Zambian secondary schools. The purpose of the study was to determine the current rate of attrition among the University graduate teachers and to identify the factors associated with teacher's wastage. His study covered the period 1971 to 1987 and during that period 140 teachers' graduated from the University of Zambia with degrees.

The findings were that teacher's were among the lowest paid in the public work force. Lack of promotion was a factor that significantly contributed to the rate of resignation of some of the University graduate teachers. It was found that at the school level, there are only two promotional posts, that is, the post of the Head teacher and the post of the Deputy Head teacher. Therefore every person who is below the position of deputy head looks forward to

becoming deputy head. Thus, some of them have to work for a long period before they are considered for promotion.

Other findings were that there are very few chances for University graduate teachers in government to go for further studies compared with University graduates working elsewhere. Few who have connections go abroad for post graduate studies but the rest have to go back to the University of Zambia.

The findings of Nyirenda are highly valued because the focus group is quite similar to that of this study. The findings in Nyirenda's study are that the very narrow structure of the school is what hinders progress for graduate teachers. It was found that a teacher that would obtain a degree would still find it very difficult to progress career wise as there are only two distinct positions at the school level. This therefore leaves the graduate no other alternative but to quit the job for one that will make him progress in his career.

This study appreciates the above findings but notes that structural reforms have taken place over the past 20 years therefore what were retention factors then, may no longer be today. Similarly what were seen as career barriers then may have since been resolved. Therefore it still remains the impetus of this study to investigate whether training has an effect on retention.

Mizinga undertook a study to determine whether junior commissioned officers in the Zambia Army attached any value to higher education and whether they aspired to go for further education. The population was drawn from all the Lieutenants, Captains and Majors who belonged to the thirteen corps of the Zambian Army. The rationale for selecting junior ranks of Lieutenant to Major was that such officers were still expected to aspire for future education. The focus of the study was to obtain information on whether they thought degree and diploma programmes were necessary to the Zambian Army, how far they would go in their education, what they perceived to be the hindering factors to their aspirations for higher education and what interventions they thought had to be implemented in the Zambia Army in order to enable more officers access higher education.

In his findings, the majority of the commissioned officers aspired for University Education. The study found seven main factors which were perceived to be hindering the officer's aspirations for higher education. These were financial constraints, inadequate sponsorship, red tape, unclear policy on higher education, irrelevant programmes in civil institutions,

absence of career guidance and inadequate incentives for graduates. Further, the findings also showed that eighty five point three percent (85.3%) recognized the need and importance of training at the University.

This study appreciates the study by Mizinga as it uniquely investigated an area of interest being the military wing. It is further appreciated because its findings are close to this study. 85.3% of the officers showed interest in the degree training. However, this study wishes to go further. For instance in the above scenario to investigate whether those army officers would still work for the army after attaining their degrees, and whether the higher qualification would have an influence on their decision to progress in their military careers or leave the military all together.

In a study UNESCO carried out on teacher retention in several countries, Its findings were that in all parts of the world, attracting teachers is a major challenge. In Europe and the United States of America problems of retaining teachers still exist. In many countries and regions retention of teachers in specialist subject areas is particularly problematic especially in mathematics and science.

UNESCO states that in South Asia, West Asia and in Sub Sahara Africa there are acute shortages of teachers. In some countries in sub Saharan Africa the shortage of teachers has been formally acknowledged as a national crisis. One such example is Burkina Faso.

In addition to these assertions, Moon (2007) states that the achievement of millennium development goals to provide universality in basic education has created a great need for teachers particularly in Sub Sahara Africa. Expanding the primary systems creates pressure to expand the secondary sector with consequent demands for more subject specialist's teachers. In all parts of the world access to higher education is growing with a need for more qualified teachers. Changes in employment structures are stimulating demand for more and more new forms of vocational education. The quality and training of teachers is crucial to the success of such expansion. In such contexts there is clear linkage between the quality and retention of the numbers of teachers to avoid turnover.

Moon further asserts that one factor in particular that appears to be impacting on the teacher retention levels in most sub-Sahara African countries is the decline in salaries relative to other comparable professions.

Similarly in a study carried out by C.M. Guarino, 2007 on a systematic evaluation of retention demonstrates that good teacher supply depends on attractiveness of the salary.

Moons observation glorifies the ability of any organization to retain employees through an attractive pay system. However, the observations set by Moon are valued in that the focus of study is similar with that of the study being undertaken. Nevertheless, the approach being taken may be inconclusive. While most research tries to look at causes of why an employee would rather stay or leave, this study goes further as it also intends to investigate the factors underlying the challenges of staff retention. Many studies conclude by indicating the causes of staff attrition or staff retention, however, this study takes the view that there are other variables that play around the concept of retention. This study aims at taking a step further in order to not only determine the effect of training on retention but also recommend staff retention mechanisms to policy makers.

From the studies reviewed, the concept of retention has been approached from different angles. The cases reviewed focused on retention of officers in various spheres. While the study appreciates these different approaches, this study further focuses on investigating effects of training on staff retention. To find out whether the training attained by employees has an effect on their ability to either stay or leave.

1.9 RESEARCH DESIGN AND METHODOLOGY

A case study research design was used. This design was chosen because the researcher intended to provide a deeper insight and better understanding of the problem at hand.

1.9.1 Sources of Data and Location of the Study

Data needed for the study included information on training and retention in the Zambian public service with particular attention on the Ministry of Education (HQS) and Office of the Vice President. The researcher selected Office of the Vice President because she worked for the Office and therefore it enabled her quicker and easier access to information. She further selected the Ministry of Education due to its proximity to the Office of the Vice President.

Data for the study was obtained by reviewing literature and conducting interviews with key informants. These were officers in charge of training from government departments within Lusaka urban district.

The research was undertaken in the two government Institutions in Lusaka. Selection of these It targeted permanent and pensionable staff who had attained Certificate, diploma and degree qualifications in the last five years. (2005-2010).

Lusaka urban district had been selected as the location of study because it enabled the researcher easier access of data collection for the research as the researcher is a Lusaka resident.

In order to accomplish this task, the data needed for the research included information from the following sources.

- Human Resource Management and Development Officers in the Ministry of Education and Office of the Vice President.
- Public Service Management Division
- Documentary Reviews

There is justification for these data sources and the following stood out.

i. Human Resource Management and Development Officers (HRDO) in the Ministry of Education and Office of the Vice President.

At Ministerial level they are in charge of staff training and keep record of all trained personnel in the Ministries. Therefore they are key to the research.

ii. Public Service Management Division.

They implement and monitor policies pertaining to training in the public service. The research findings would be of benefit to this category.

iii. Documentary reviews.

A review of relevant literature including, journals, reports on training and retention will be done. Other forms of literature shall be obtained from libraries and government Ministries.

1.9.2 Sampling Type

The study had a sample of 100 respondents, comprising of 30 staff from the Office of the Vice President, 70 staff from Ministry of Education, 5 from the Department of Human Resource Development (PSMD), 5 Human Resource Development Officers (MOE and OVP)

Purposive sampling was used to select the 5, H.R.D.O's from the two institutions. This is because the informants are well vested with information pertaining to the study. Simple random sampling was used to select the other respondents of the study.

The sample size of 100 respondents was selected due to financial constraints. However, it was adequate for generalization of the findings.

The diagram below shows a breakdown of the sample by Institution. The ratios are derived from the staff establishments as provided.

Table. 1.1: Distribution of Samples per Institution

INSTITUTION	STAFF ESTABLISHMENT	SAMPLE SIZE
MINISTRY OF EDUCATION HUMAN RESOURCE DEVELOPMENT OFFICER	653	70 4
OFFICE OF THE VICE PRESIDENT HUMAN RESOURCE DEVELOPMENT OFFICER	178	30 1
DEPARTMENT OF HUMAN RESOURCE DEVELOPMENT	24	5
	TOTAL SAMPLE	110

1.9.3 *Methods of Data Collection*

Two methods of data collection were used in the research namely primary data collection and secondary data collection.

Primary data was obtained from respondents in the Ministry of Education, Office of the Vice President and the Department of Human Resource Development through self-administered questionnaires and Interviews.

The researcher opted the use of self-administered questionnaires because all the respondents are literate.

Desk research data was obtained from various sources such as the Internet and Libraries and literature available in government departments.

1.9.4 *Method of Data Analysis*

Data analysis was by use of both quantitative and qualitative methods.

Quantitative data collected was analysed by use of the Statistical Package for Social Research (SPSS). Every response in every questionnaire was entered in the computer SPSS database formats from which data was analysed to bring out statistical representation of data in frequency tables and figures.

Qualitative data was analysed by means of content analysis.

1.10 LIMITATIONS OF THE STUDY

The researcher experienced several challenges while conducting this research. The main challenge was at the point of collecting data. Several appointments had to be made most of which were not fulfilled in order to obtain the necessary data. This caused a lot of delay in the completion of the research.

CHAPTER TWO

OVERVIEW OF TRAINING IN THE PUBLIC SERVICE

2.1 INTRODUCTION

The amount, and quality, of training carried out in Institutions varies enormously from one organization to another. It is of absolute importance therefore that every organisation develops its training plan in order to ensure that benefits of training and development are realised. The training plans ensure that individual needs or prospects are matched with the institutional needs. Therefore training and development of employees in organisations is inevitable. However factors influencing the quality and quantity of training and development activities include:

- degree of change in the external environment (e.g technological change, new legislation, etc)
 - degree of internal change(new processes, new markets, etc)
 - the extent to which the organization supports career development
 - the extent to which management see training as a motivating factor in work
 - Knowledge and skills of those responsible for carrying out the training.
- (Cole, 2002).

Every Organisation is necessarily concerned with maintaining its operational status. The bullet points indicated above are no exception to training in the Public Service.

The Public Service Reform Programme under scored governments desire to realize a vision of a Zambian Public Service that was competent, committed informed, motivated and which embraced a culture of service delivery.

One of the main approaches undertaken during the reforms was to re-look at the matters relating to Training and Development in the Public Service. This was aimed at changing the system of Training and Development procedures and practices. In 1996, the Government through the Public Service Management Division revised the Training Policy. However, it must be stated that the researcher cannot compare what was obtaining in the Training Policy

prior to its revision as poor record keeping in the government department responsible for training in the civil service could not provide the document.

However, the revised policy was redesigned in the manner that training would be transparent, decentralised and system

2.2 THE TRAINING AND DEVELOPMENT POLICY

Training and Development in the Public Service is centred on the principles underlying the Training and Development Policy. It highlights the fact that Government is committed to providing public officers with opportunities to develop their knowledge, skills and attitudes that head to more effective job performance and encourage development and continuous learning. Its key objectives are;

- (i) To Ensure that training and development is relevant, systematic co-ordinated and evaluated in order to meet the current and future needs of the Public Service;
- (ii) To Ensure the efficient and effective utilisation of trained staff in the Public Service; and
- (iii) To support a culture change that focuses attention on development of public officers to continuously learn, innovate and grow.

The objectives of the Training and Development Policy cannot be over emphasized as they stand out clear. The emphasis of the first objective stands on the premise that before any formal training takes place, a Training Needs Assessment (TNA) should have been undertaken.

A Training Needs Assessment brings out the areas of deficiency. It helps ascertain as to which skill requires improvement and in which areas of acquisition of new skill and knowledge is essential. It is well known that training of employees is quite expensive. Therefore, some organisations try to avoid the culture. However, in the long run it becomes expensive to run the organisation as the employees rely on the old techniques that are usually time consuming.

According to the Policy, Training and Development activities in the Public Service shall focus mainly on the development of competencies and improved job performance of Public Officers. Therefore, training should be tailored towards enhancing ones capabilities. The

rules for sponsored training are that the training being sought ought to be related to the employee's current job.

2.3 TRAINING AND DEVELOPMENT IN THE MINISTRY OF EDUCATION AND THE OFFICE OF THE VICE PRESIDENT

Owing to the decentralisation of the training and development function in the public service, all government ministries are guided by the policies and procedures embedded in the Training Policy supported by the Procedures and Guidelines for Human Resource Development in the Public Service.

The policy outlines its guiding principles of which all government ministries and Institutions abide to in the implementation of the training and development function.

The following are some of the guiding principles;-

- (i) Training and development activities in the Public Service shall be based on the tenets of good governance namely transparency, accountability, integrity and equity;
- (ii) Training and development shall be systematic whereby the needs of each Ministry, Province and Government Institution shall be identified and any subsequent training delivered and evaluated in response to those needs;
- (iii) Priorities shall be established so that the most relevant training is given to the right people at the right time for attaining goals and objectives of each Ministry, Province and Government Institution;
- (iv) The amount of resources to be invested in training and development and priorities for allocating resources, shall be decided based upon the expected impact on job performance.

Ministry of Education and the Office of the Vice President being government Institutions are expected to execute the training and development function in accordance with the principles in the Policy.

Even though the training function has been decentralised, the Public Service Management Division (PSMD) shall continue to have the overall responsibility of Human Resource Development activities in the Public Service. In this regard, PSMD shall be supported by the

relevant officers in Ministries, Provinces and other Government Institutions in carrying out this function. (PSTDP,p8)

The Human Resource Development Officers shall ensure that training and development is executed to the best standard without overlooking the tenets of good governance.

2.4 THE ROLE OF THE DHRD

The Training and Development of staff in Government has probably been the most active in the recent years. The Directorate of Human Resource Development (DHRD) is mandated to coordinate training and development activities in the Public Service.

The main objectives of the department are to facilitate and monitor the implementation of human resources development programmes in order to ensure focused training in the Public Service. Coupled with this objective the DHRD is also mandated to undertake Training Needs Assessments, Monitoring and Evaluation processing of application for training, capture and keep records relating to training and development in the public service.

The Department is supposed to sensitize government departments on the procedures of training and development in the Public Service. The main focus during the sensitizations is on the training policy and the procedures and Guidelines for human resources development in the Public Service. Further, the department ought to sensitize officers during inductions of newly recruited officers.

2.5 THE ROLE OF THE HRDC

In order to execute its functions effectively, the DHRD has ensured the establishment of Human Resource Development Committees (HRDC)'s in all Ministries. The HRDC's comprise of all human resource development officers.

The HRDC's ensure transparency and equity in the provision of training and development opportunities and utilisation of resources in their respective ministries, provinces and other government institutions.

Some of the functions of the committee are:-

- i. Monitor and approve all applications for training.
- ii. Review the performance of trainees following completion of their courses and ensure proper utilisation of their skills.

- iii. Ensure that training and development activities are properly implemented, monitored, reviewed and evaluated.
- iv. Meet at least every quarter to monitor progress on set targets as regards training and development in the ministries.
- v. Consider and approve annual training and development plans and budgets for their Ministries, Provinces or other Government Institutions.

Information gathered from the HRDO's in the training units of both ministries on whether they had training committees revealed that the institutions did not have training committees. This was against the requirements established by the DHRD. Thus, without the training committees there would be a lapse in carrying out the functions outlined above.

2.6 FINANCING OF TRAINING

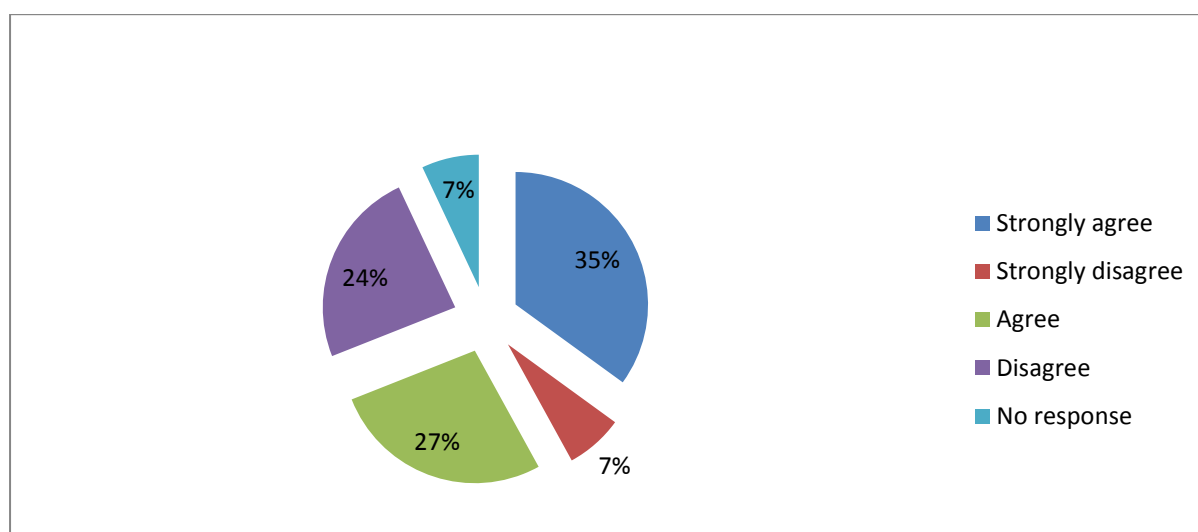
Financial resources are at the core of activities in every organisation. Managers set their priorities as to where funds are most needed. However, it takes a good manager to understand that no matter how much financial resource is pumped into technology, machinery or state of the art offices, the most important asset is an up to date workforce. It is therefore important to finance the development of the organisation's human resource. This will ensure that all the organisations investment is in capable hands.

According to the Public Service Training and Development Policy (PSTDP), Government shall finance training and development activities primarily through budgetary allocations. In this regard, the HRDO's in conjunction with Heads of Departments shall develop training and development budgets in relation to the annual training and development plans. (PGHRD,p23)

2.7 PRESENTATION AND DISCUSSION OF FINDINGS ON TRAINING AND DEVELOPMENT

Information gathered from the employees on whether training had adequate funding revealed as per figure 2.1 that 41 percent of staff stated that they strongly agreed, 43 percent stated that they agreed which accounts to a sum of 84 percent. On the other hand 16 percent disagreed. Further, they were varying responses on whether ministries fight for an increased training budget. The information is tabulated in the diagram below.

Figure. 2.1: Responses of staff on whether ministries fight for an increase in training budget



2.7.1 Counterparts in Training and Development

The Directorate of Human Resource Development is in continuous relationship with other institutions in order to train and develop public officers. In order to ensure quality training and development, the department has closely worked with regulatory bodies such as Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA).

Further other credible institutions, such as the National Institute of Public Administration, which for a long time have rendered support to the Government in the area of training of civil servants. It has also extended its interest to countries such as Japan, India, Australia, Netherlands, German and United Kingdom by facilitating and awarding scholarships to serving officers.

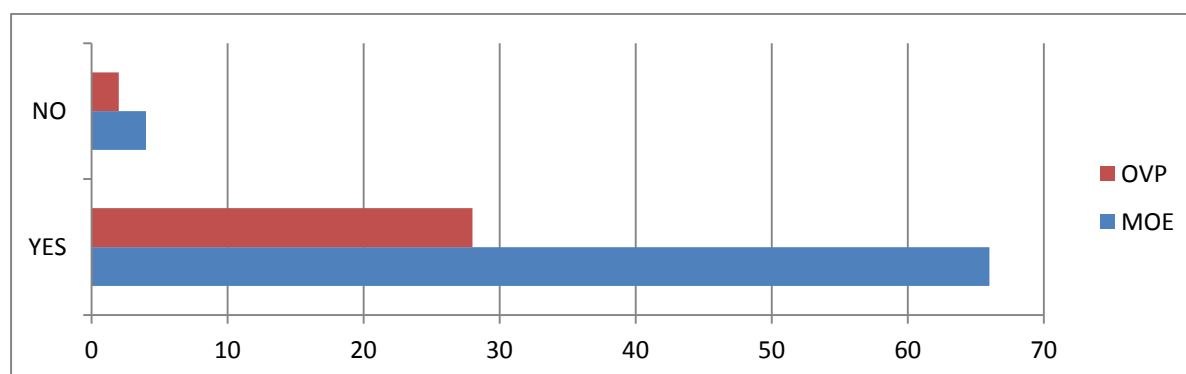
2.7.2 Employee awareness of General Training Procedures in the Public Service.

It is of cardinal importance that employees are aware of the procedures of training and development in the public service. In order to facilitate this, the DHRD has made available copies of the Training and Development Policy and the Procedures and Guidelines for Human Resource Development to all user departments. It is the onus of all the relevant departments to disseminate the information contained in the documents to respective officers.

The relevance of the information cannot be over emphasized as it is only with such awareness that there can be relevant training. Further, once an officer is enlightened of the conditions of training an officer understands which programme to pursue.

According to information obtained from officers, 94 percent indicated that they were aware of the existence of the training and development policy. Out of the 94%, 66% were from the Ministry of Education (MOE) while 28% from the Office of the Vice President (OVP). Conversely, 6% indicated that they were not aware of the existence of a training plan. Out of which 4% was from MOE and 2% OVP. Generally, the information obtained on the awareness of the policy from both institutions was encouraging. This shows that officers have been enlightened on the prevailing principles of training in the public service. Further, 100 per cent of the HRDO's were aware of the existence of the policy this is because they are the custodians of the policy in the institutions.

Figure. 2.2: Responses on staff awareness of the training policy in the MOE and OVP.



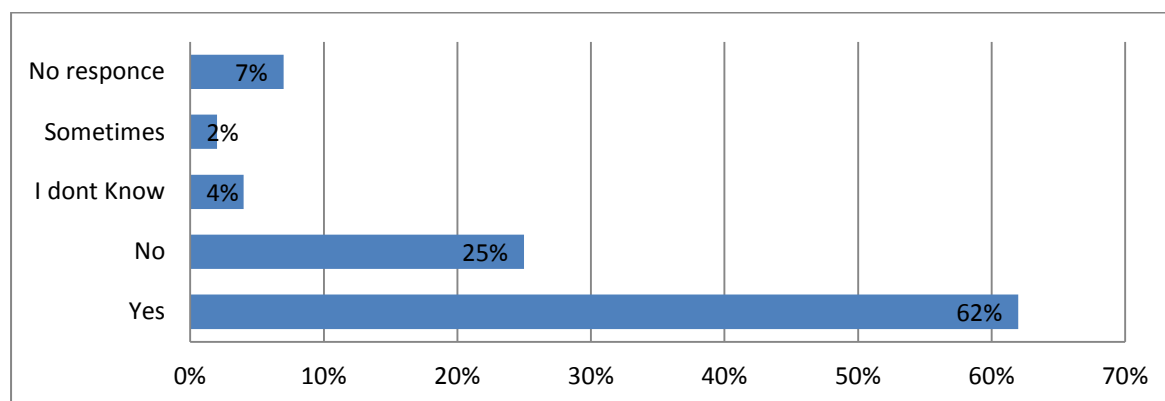
2.7.3 Employee awareness of the existence of a training plan

Being aware of the existence of the training policy within the institution is one thing, however, adhering to it is another. The training policy underscores the need for Ministries to ensure that training in the public service is relevant and systematic as earlier highlighted in the objectives of the training policy. In the effort of ensuring relevant and systematic training, the Ministries ought to develop comprehensive training plans. The training plans are submitted to the DHRD annually for consideration. Therefore, the training of officers can only take off once the DHRD has approved the submitted plans.

Findings obtained regarding the awareness of the training plan among officers indicated that 62 percent of the employees from both institutions stated that they were aware of the existence of the training plan. The officers indicated that the training plan was followed when

facilitating training of officers. However, 25 percent indicated that It was not followed and 4 percent indicated that they did not know whether or not it was followed. Further, 2 percent indicated that it was not always followed while 7 percent did not respond to the question. The information is illustrated in the figure 2.3 below.

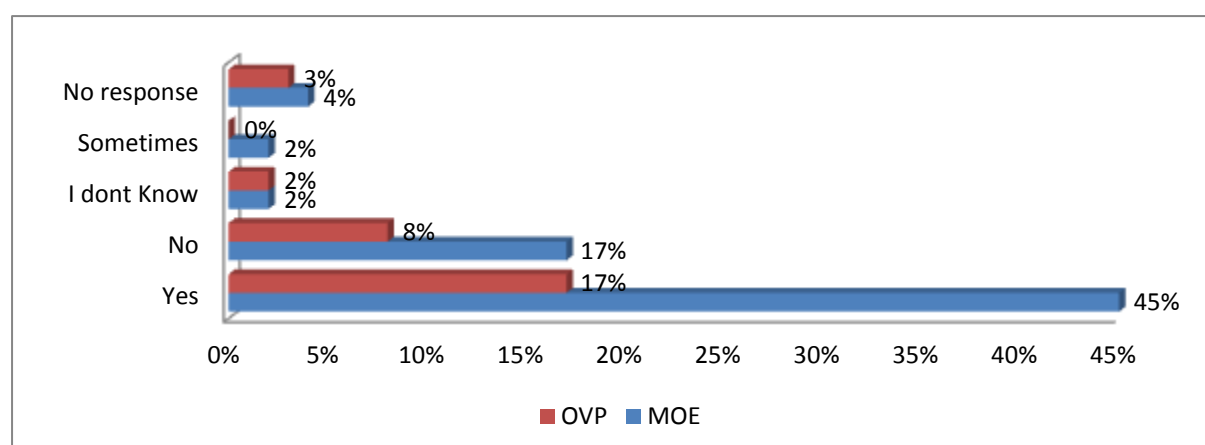
Figure. 2.3: Overall responses on whether or not the training plan is followed.



Of the 62 percent of officers that indicated that the training plan was followed, 45 percent belonged to MOE while 17 percent belonged to OVP. A detailed illustration of the statistics is shown in the cross-tabulation format below.

These findings therefore review that in both institutions more than 50% were aware of the existence of the training plan.

Figure. 2.4: Responses on whether the Ministries follow the training plans.



On the other hand, It was interesting to note that among the HRDO's, 80 percent from the MOE indicated that the training unit followed the training plan while 20 per cent indicated that the training plan was not followed. The training unit under the Office of the Vice

President indicated that the Institutions training plan was followed. Though the 20 percentage under MOE may signify a small fraction as compared to those that responded in the affirmative, it still raises concern as to how officers in the same training unit had varying responses.

It is expected that officers in the training departments refer to stipulated terms of reference. Therefore, it opens up assumptions that may indicate that the training plans may be compromised.

Arguably, the fact that over 50 percent of the employees in both institutions responded that the training plans were followed shows a fair practice of human resource development in the ministries. It can therefore be deduced that the officers were educated on the principles of training in the public service.

2.8 RELEVANT TRAINING

The ultimate goal when sponsoring an employee for training is that, the training to be acquired will enhance the performance of the employee. The skill's to be acquired will be a plus for the institution as an up to date workforce gives every institution a competitive advantage over its competitors. Information obtained from the HRDO's in both institutions indicated that training of officers was specific to an officer's field of work.

According to the training policy, an officer is only eligible for paid sponsorship if the course applied for is directly relevant to the applicant's career and beneficial to the Ministry, Province or other Government Institution. (PGHRD,p13).

This approach made by government is however two fold. For certain fields the progression of an officer is limited. For example a secretary's highest qualification is a Diploma in Secretarial Studies which in some instances runs for one year depending on the training institution providing the course. This basically means that if the officer wishes to pursue a programme at a higher level then government would not sponsor the officer because it would definitely not be related to the officer's current job. The officer is left with the option of self sponsorship or remaining their cadre for the rest of their professional life. This is viewed by some as unfair however for the custodians of training; the approach is a means of ensuring that government resources are protected. In the absence of training conditions, training would be harp hazard. It would further be difficult to have succession plans as officers trained in fields of their preference would leave to join other departments.

Employees in the two institutions were asked whether training was specific to ones' current job.

Table. 2.1: Responses on whether training is specific to one's current job.

	Frequency	Percent	Valid Percent
Valid Yes	82	82.0	82.0
No	12	12.0	12.0
sometimes	2	2.0	2.0
no response	4	4.0	4.0
Total	100	100.0	100.0

Table 2.1 presented above indicates that 82 percent of the employees held similar views as that of the HRDO's. They confirmed that training in their institutions was in line with ones' current job. This is an indication that the ministries are adhering to the conditions set in the training policy and guidelines regarding the relevance of training, "HRDOs shall ensure that the course is directly relevant to the applicants career and beneficial to the Ministry, Province or other Government Institutions in meeting its operational requirements (PGHRD,13). Conversely, the percentage of officers who indicated that training was not specific to ones' current job cannot be overlooked as there is a possibility that some officers may be benefiting from government by undertaking unplanned training. It has been highlighted earlier in chapter that financial resources are provided through budgetary allocations to the departments, therefore, it is very possible that an officer may be sponsored without the authority of the DHRD as the training function is decentralised. It is up to the responsible officers to uphold the conditions set out in the policy in order to avoid certain flows related training and the required guidelines.

Despite having commendable responses on the approach taken in ensuring that training is specific to ones' current job, there were split views on the criteria used to select staff for training.

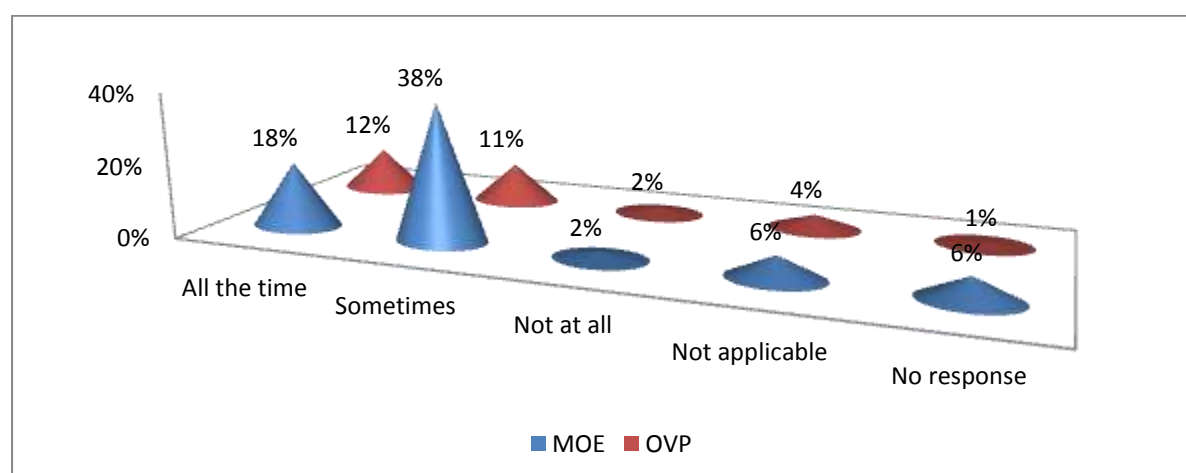
First and foremost 67percent of the employees indicated that there was a criteria used for selecting staff, a reasonable per cent of 25 showed ignorance of the selection criteria for training, 8 percent thought it did not exist at all.

However, statistics obtained indicated that though most employees stated that there was a criterion for selection, there was no standard alone criteria but a combination of the following.

- (i) Training Needs assessment (37%).
- (ii) One qualifying for training meant that he/she met the criteria (19%).
- (iii) Some Ministries offered the opportunity (3%).
- (iv) First application basis (8%)
- (v) Others felt the criteria existed but was not applicable (21%)
- (vi) No response (12%)

Further, almost 50 per cent of the respondents indicated that it was not always that the set criteria were used as a method for selecting eligible candidates. These findings may concur with the 20% of HRDO's that indicated that the training plan was not followed. This is because the training plan is the end product of assessments and consultations. It is only developed when staff have undergone an assessment on the eligibility of their training application. Therefore, it goes to show that there are some flows in the training system of these institutions.

Figure. 2.5: Responses on whether selection criteria are followed.



Employees were asked how the selection of staff for training was done in their institution.

67 percent of them indicated that an internal memorandum was circulated to all departments requesting officers to indicate whether they were interested to undergo training in the following year. 9 percent stated that they privately applied for training and submitted their letters of acceptance to their heads of department in order to be placed on the training programme. 5 percent indicated that supervisors identified training needs and recommended the officers for training. While 19 percent stated that it was a combination of all of the above.

The information obtained clearly shows that the 'training gap' was the lowest percentage among the responses. It can be deduced that most training is determined by the officer's self-intention to undergo training.

Further, it is worrisome that the findings have revealed that the identification of a training need was the lowest among the responses regarding the procedures for selecting staff for training. Conversely, specialists in training and development would insist that training assessment be the most desired method of identifying a training gap.

From the findings it is clear that HRDO's are not stressing the importance of conducting training needs assessments. It therefore defeats the whole purpose of establishing HRDC's in the Ministries as they are overlooking established procedures. Further, it reveals that finances directed towards training are not really yielding the best out of the employees for the benefit of the institution but the benefits are much more for the employee.

This is evidenced by the findings in Table 2.2 below

Table. 2.2: Responses on the procedures followed to select people for training.

		Which of the following procedures are followed to select people for training in your Ministry				Total
		circulates internal memo	privately applies for training and submits acceptance letter	supervisor identifies training need and recommends officer	combination of the above	
	Ministry of Education	48	6	4	12	70
	Office of the Vice President	19	3	1	7	30
	Total	67	9	5	19	100

2.9 CONCLUSION

This chapter brought to light the general understanding of training and development in the public service. It carefully examined the training policy and outlined its objectives. The information contained in the policy served as a measure on determining the levels of departure by the users of the policy. The chapter further introduced the DHRD and HRDC and showed how these organs have been established to manage human resource development in the public service. However, the highlights of the chapter were the presentation of findings. In the findings, it was established that the HRDO's were not adhering to training procedures. It was evidenced from the low responses from staff when asked on the procedure of selecting staff for training in the two institutions. The findings indicated that training assessments were the least method applied when selecting staff for training. The findings brought out the grey areas in the training system as conclusions could be drawn that there high levels of unsystematic training and consequently misapplication of training funds in the institutions.

CHAPTER THREE

TRAINING AND RETENTION IN THE PUBLIC SERVICE

3.1 INTRODUCTION

The previous chapter has laid the foundation for this chapter and the follow up chapters. The chapter brought up critical aspects of the training and development system in the public service. It gave an insight of the training policy and how it is harmonized by the procedures and guidelines for human resources development. It further enlightened the reader on the diverse views that both the employee's and human resource managers hold on the current training and development system.

This chapter, however, takes off from what has been set in the previous chapter. It will focus on the retention mechanisms that government has put in place following training and whether the retention mechanisms have an effect on the levels of staff motivation.

3.2 THE LINE MANAGER

It is important first and foremost to understand and take recognisance that while an officer is being considered for training several stakeholders are involved. Among the key players are the employees themselves, the managers, sponsors of the programme and so forth. However, the researcher will narrow down to a critical key player other than the employee which is the line manager.

According to Gibbs, Line managers are those managers to whom individual employees or teams directly report and who have responsibility to a higher level of management for those employees or teams.

Typically the management responsibilities carried out by line managers might include:

- day-to-day people management
- managing operational costs
- providing technical expertise
- monitoring work processes

- checking quality
- Measuring operational performance.

As examined in detail, line managers in many organisations also carry out activities that have traditionally fallen within the remit of Human Resource Management such as providing coaching and guidance, undertaking performance appraisals and dealing with discipline and grievances.

3.3 THE ROLE OF THE LINE MANAGER

The line manager is in a unique position to reinforce learning, training or other forms of development by integrating them into an employee working life and promoting a positive approach to those types of activities.

The first area of involvement for a manager is to set clear experiences with their staff both in terms of what they need to deliver (targets e.t.c) and how they are expected to deliver these things.

The next area of involvement is conducting performance appraisals, measuring the gap.

In agreeing, personal development plans, what are the person's weaknesses, where will learning add the greatest value to their performance.

Managers should take on more of a coaching role with their staff. Significant relationships exist between the effective provision of coaching and guidance by the line manager and levels of employee satisfaction, commitment and motivation. (Ronald, pg 57)

The term line manager may be a term most frequently used in the private sector but then the roles carried out by a line manager are alike to those carried out by the human resource development officers in the training departments of the civil service.

The Human Resource Development Officers are responsible for managing training and development activities in their respective Institutions. Specifically, these officers are responsible for:

- i. assisting supervising officers to identify training and development needs
- ii. co-ordinating the preparation of training and development plans and budgets

- iii. preparing quarterly and annual reports covering all training and development activities undertaken in their ministries
- iv. Giving professional advice on training and development activities
- v. Ensuring that all training providers are professionally competent(PGHRD,p4)

3.4 RETENTION MECHANISMS

According to the Department of Human Resource Development, the retention mechanisms that are directly linked to training are the following:

- i. Recruitment and Retention Allowance
- ii. Extra Qualification Allowance
- iii. Bonding

Human Resource Development Officers being the conduit between the directorate and the employee do explain to the employees conditions under which officers can be eligible for any of the allowances. The mechanisms stated above are supported by policy and circulars. However, managers may also institute their own forms of incentives administratively were possible to motivate officers following training.

3.4.1 *The Recruitment and Retention Allowance*

The Recruitment and Retention Allowance is an allowance that is paid to officers who are University Degree holders or Equivalent and have served government for not less than two years. Serving officers who have attained degree qualifications are eligible to apply for the allowance.

The allowance was introduced during the time of the Public Service Reform Programme. At the time there were not so many University graduates. The recruitment and retention allowance therefore served as an incentive for officers who sought the higher qualification. The allowance is paid at 25 percent of an officers basic pay. The recruitment and retention allowance is paid in accordance with the provision of Establishment Division Circular No.B3 of 1992 as read with Public Service Management Division Circular No. B16 of 1999.

Further, it was during this time that the country also experienced the brain drain. There was a drift of a lot trained personnel in the civil service most especially from the ministry of health and the ministry of education. Therefore, government introduced this measure to retain the

officers that were acquiring qualifications and reduce losing them to neighbouring countries that offered better conditions of service.

3.4.2 The Extra Qualification Allowance

The Extra Qualification Allowance is an allowance that is paid to officers who have attained a higher qualification in line with their profession. The qualification attained is suited for a position higher than the holders' current job. It is paid with the view that there has been no promotion awarded to the officer since the attainment of the qualification. The allowance also serves as an incentive to officers after training to officers who have attained first Degrees, Masters Degrees and PHD Degrees.

The extra qualification allowance is paid in accordance with the provision of Establishment Division Circular of 1985.

3.4.3 Bonding

Bonding is a term used to describe the process by which an officer commits him/herself to the set training conditions and agrees to fulfil them subject to stated penalties.

According the Procedures and Guidelines for Human Resource Development in the Public Service, the following are the conditions under which an officer may be eligible for training (PGHRD, p.12)

- That the officer has the required entry qualification and minimum of two (2) years work experience in Government
- That the officer is not serving a bond
- That the officer is confirmed to the Permanent and Pensionable Establishment
- That in the case of an unconditioned officer, proof of recommendation for confirmation to the Permanent and Pensionable Establishment shall be provided
- That no application for sponsorship outside Zambia is approved if the same course is available locally
- That the course is directly relevant to the applicant's career and beneficial to the Ministry, Province or other Government Institutions in meeting its operational requirements

- That sponsorship represents value for money as an investment in human resource development for the Ministry, Province or other Government Institutions
- That the absence of the officer shall not disrupt the smooth operations of the Ministry, Province or other Government
- That the course has been reflected in the training and development plan of the Ministry, Province or other Government Institutions.

Once officers fulfil the above set conditions, they acquire them the eligibility for sponsorship after which they are bonded to government.

In order to retain trained personnel, all officers proceeding on long courses of study including part-time study, local or outside Zambia, where Government is expending its resources shall be bonded. The bonding period shall be equivalent to that spent on the training and development programme. No officer shall proceed on long-term training without serving the full bond of the previous training programme. (PGHRD,p18)

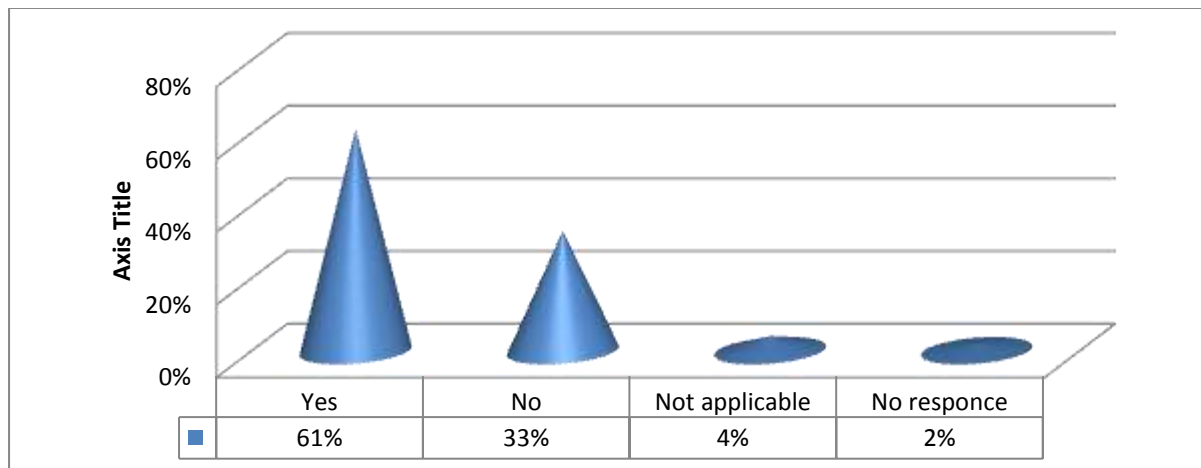
Bonding is one mechanism that government has used as a mechanism to retain staff in the public service. Officers who have undergone training are educated on the requirement to serve government following training.

3.5 PRESENTATION AND DISCUSSION OF FINDINGS ON TRAINING AND RETENTION

Employees were asked whether they would commit to the bonding agreement after training and the following were the responses.

According to findings, 61 percent of employees interviewed indicated that they would serve their bonding period even if an opportunity for a better job arose in the private sector.

Figure. 3.1: Responses of employees on bonding after training.



From the findings, 40 percent of the employees that indicated that they would serve the bond were from the Ministry of Education while 21 percent were from the Office of the Vice President. The statistics are indicative that bonding as a retention mechanism is quite strong. However, although bonding is an effective retention mechanism it is quite different from the other two mechanisms as it may not provide the monetary incentive that the other two provide. The term bonding in itself describes the process of bondage. Naturally, such a situation may attract frustrations on an officer who might come across an opportunity offering better than what may currently be obtaining in his/her career. It is important therefore not to overlook the fact that being bonded to an institution may affect one's performance negatively this is because an officer who completes a training programme may become marketable to several departments within and outside his/her organisation but the fact the officer is unable to leave the institution may result into low morale and lack of commitment to the job. It is therefore debatable as to whether the bonding system stands as a retention mechanism per se or frustrates officers who feel they have acquired expertise that may give them a leap in their careers.

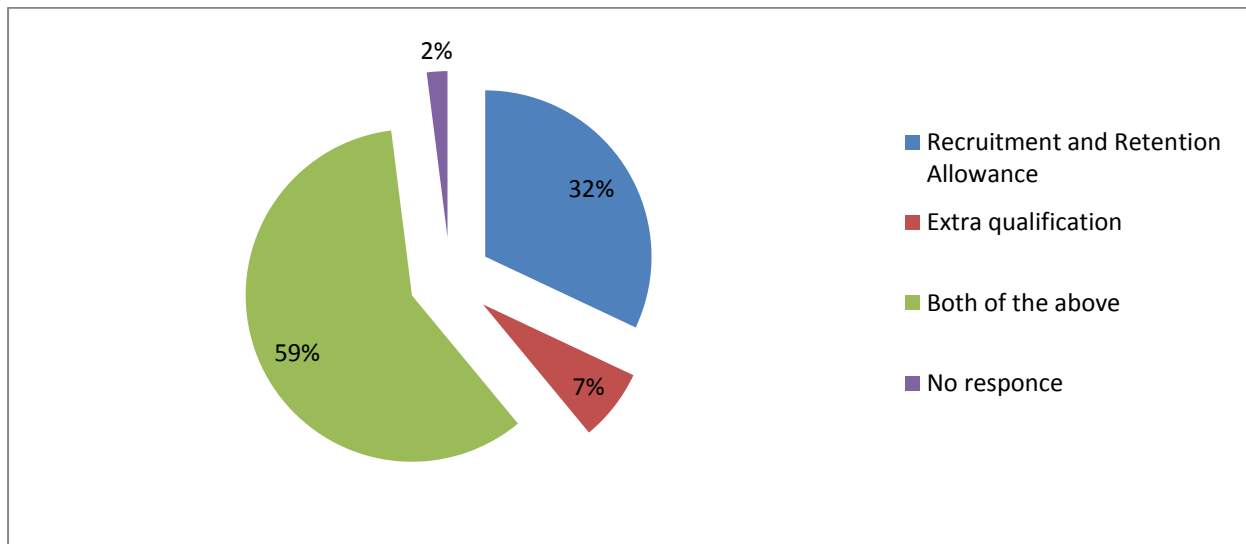
On the other hand, the bonding of an officer assures the institution of its value for money as the officer renders his expertise to the institution after spending funds on training. Further, the knowledge acquired by employees is put to good use especially in cases where officers who underwent training were sponsored by means of identifying performance gaps.

When employees were asked which retention mechanism they had most benefited from, 59 percent of the employees indicated that they had benefited from a combination of all the three

retention mechanisms. However, 32 percent indicated that they had most benefited from the recruitment and retention allowance, while 7 percent indicated that they benefited from the extra qualification allowance. 2 percent of the respondents did not indicate their views.

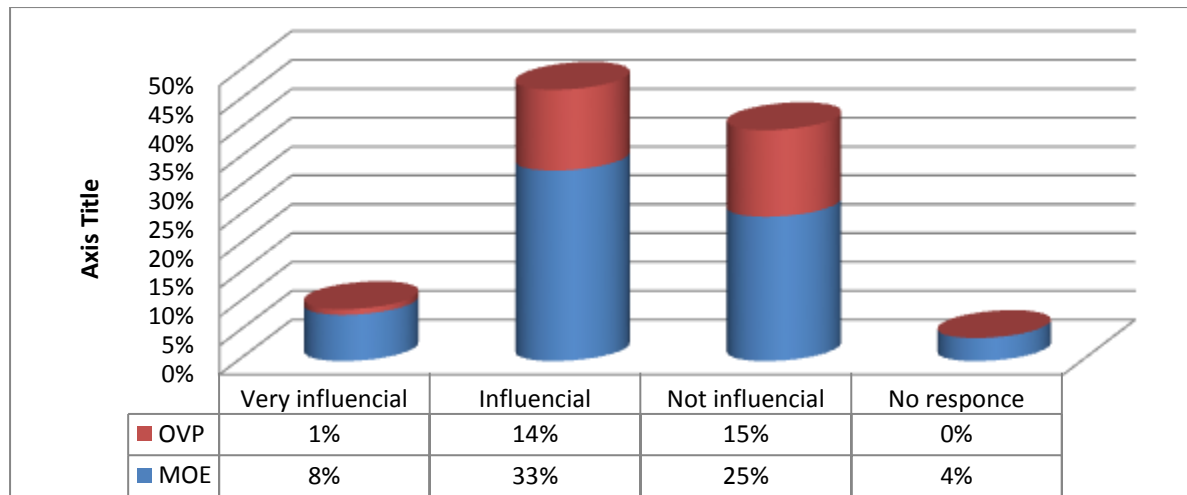
Figure 3.2 below highlights the responses.

Figure. 3.2: Responses on the most effective retention mechanism.



Further to the findings above, 56 percent of employees indicated that the retention mechanisms to some extent were a contributing factor in determining whether to remain in or leave government for the private sector. 40 percent however thought otherwise and this percentage is considerably high. A cross tabulation of the responses is shown in the figure below to further give an insight as to where the weights are distributed.

Figure. 3.3: Responses on whether retention mechanisms are contributing factors in influencing an officer's decision to remain in government after training.



While it is now clear that most employees have indeed benefited from the retention mechanisms that government has put in place following their training, the findings indicated above show that there are varying views on the levels at which the retention mechanisms do influence officers to remain in government.

It is interesting to note that in the Office of the Vice President 50 percent of the respondents indicated that the mechanisms influenced their decision to remain in government while the other 50 percent did not take that view. On the other hand most officers in the Ministry of Education felt that the retention mechanisms did influence their decision to remain in government after training. These findings could be supported by the fact that the ministry of education directly benefited from these mechanisms as they assisted in curbing the retention of staff during the brain drain as earlier highlighted in the chapter. That effect may still be appreciated by the ministry.

The fact that 40 percent of the employees thought that the retention mechanisms were not effective cannot be overlooked as the gap between the two views was narrow. This is supported by the further findings that indicated that 68 percent of employees recommended that government improve on the conditions of service in order to retain trained staff in the civil service.

While some employees may find value in an increase of a salary, for some it goes beyond the monetary aspect. For a long time there has been an outcry among civil servants for an improvement in the conditions of service. Currently civil servants do not have medical schemes, the funeral grants are quite low, and the salaries are low. Therefore most employees recommended an improvement in the conditions of service as the ultimate retention mechanism.

A minimal 10 percent however held that promotions would also serve as a retention measure while 8 percent indicated that rewarding officers after training would be an option.

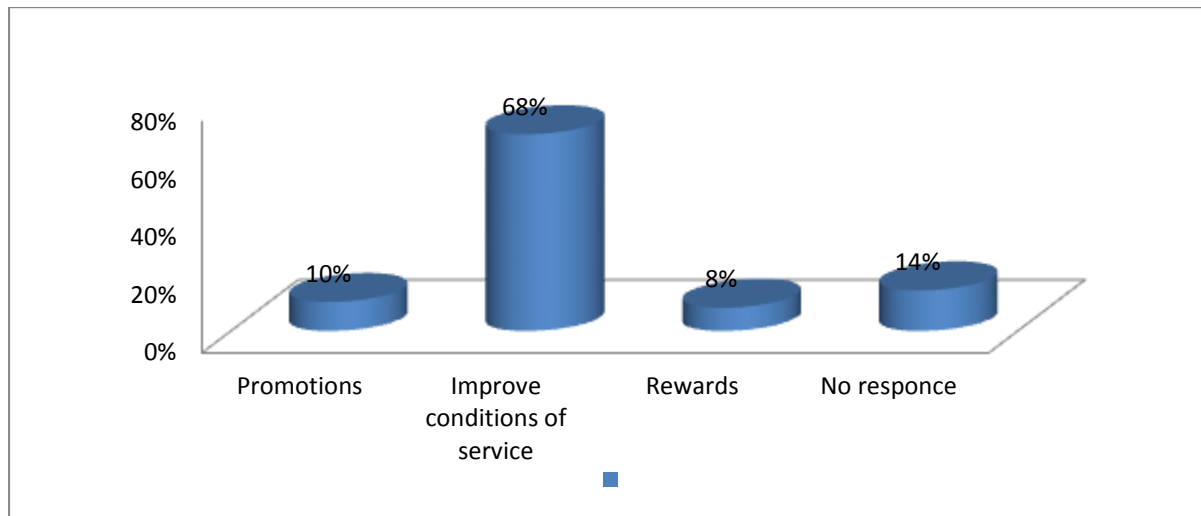
These views are supported by Prasad when he states that promotion or periodical upgrading motivates people. Such recognition is more of a social need than an increase in salary. It motivates people for it adds to his social status and group relatedness. It fulfils his desire for achieving distinction and the craving for social approval. It is looked at as a reward of demonstrated ability. (1990,p125)

Conversely the PGHRD differs with Prasad, it clearly states that the successful completion of any course of study or the acquisition of any additional qualification at any level, whether through sponsorship or the efforts of individual officers, shall not be perceived as an entitlement to a job change or promotion. (p,19)

Rewards have been demonstrated to have an effect on behaviour. They have been pivotal in several motivation theories. The rewards available to an individual are generally classified in two that is intrinsic and extrinsic rewards. An intrinsic reward would be a sense of achievement or a feeling of self-esteem; an extrinsic reward would be a pay rise or a promotion. Any of the two forms of rewards are likely to bring out positive behaviour.

An employee following training may most likely experience an intrinsic reward. However, it has been clear that the extrinsic rewards may come in the form of recruitment and retention allowance that may be two years after the attained qualification. The other forms of rewards are promotions which are not guaranteed.

Figure. 3.4: comparative responses on the measures that government can take to improve retention of trained staff.



The statistics obtained in figure 3.4 above indicated that the current retention mechanisms are not satisfactory to many officers and the view is that government should improve on them or find better ways of retaining officers.

On the hand the HRDO's in response to the above subject stated that they were not mandated to review the retention mechanisms. The DHRD also held a similar view. According to the managers of training, the department that was mandated to deal with reviewing the retention mechanisms was the Technical Services Department (T.S.D). The technical services department is established under the Public Service Management Division and is responsible for looking into matters relating to the conditions of service for civil servants in the civil service.

The welfare of civil servants is one of the core functions of the Technical Services Department but retention of officers following training should be the concern of the DHRD though the Department clearly surrendered that responsibility to the T.S.D. As it is, it remains a secondary matter for the T.S.D to handle the welfare of officers following training.

3.6 CONCLUSION

This chapter identified the retention mechanisms that are directly linked to training. It further explained the conditions under which officers were to be eligible to benefit from them. Managers should therefore understand that its employees operate in a drastically changing environment.

At the time the extra qualification allowance was introduced in 1985 or the recruitment and retention allowance in 1992, there were several factors that influenced government to consider instituting those measures. However the events that precipitated the 1992 events may not be prevailing at this point. Therefore, there is serious need for government to move with time in order to understand the environment under which it is operating. It therefore has been long overdue that government has not embarked on other angles regarding the retention of staff following training. It therefore remains the task of the DHRD to spear head this area through comprehensive monitoring and evaluation exercises to establish what is prevailing through collecting views from all stakeholders most especially the officers. Further information ought to be collected from other countries as a basis for analysis. It is only when such information is collected and analysed that there can be a positive direction in the retention mechanisms.

CHAPTER FOUR

MOTIVATION AND PERFORMANCE AGAINST RETENTION AND ATTRITION

4.1 INTRODUCTION

Managing of staff requires the creation and maintenance of an environment in which employees work towards the accomplishment of the organizations goals. Therefore, it is not the role of the manager to manipulate employees into achieving those goals but rather to recognize what motivates them.

Human beings by nature are achievers and are at times motivated beyond ones understanding; what is it with motivation that people's actions are driven to certain heights. For example, in the field of engineering, the drive to build space craft's that can reach outer space; the drive to build water ferry's big enough to transport thousands of items such as motor vehicles to Zambia and the rest of the world; in the field of medicine, the drive to develop medicines that can cure cancer, medicines that can prolong lives; and in the field of education, the drive to keep researching, the drive that one continues to pursue their studies such as the researcher drive to attain a masters degree.

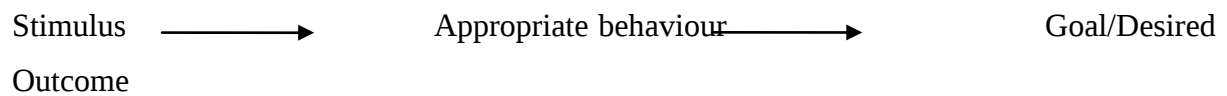
4.2 MOTIVATION

Many scholars in social science have sought to define this word and have developed theories to which several students such as I have related to. Suffice to say this, there have also been within the same cadre of scientists others who have critiqued these theories and have sought to develop their own understanding and explanation of motivation.

Bourne and Russo define "Motivation" as the process that initiate, energise and direct behaviour. Motivation explains why people behave as they do, in contrast to how they do it. It addresses the questions of why people in the same situation may behave quite differently and why the same person may perform differently in a different situation or at different times. (p,416)

Cole, on the other hand has defined it as a process in which people choose between alternative forms of behaviour in order to achieve personal goals.

Cole further simplifies it as behaviour caused by some stimulus but directed towards a desired outcome as illustrated below (pg,96)



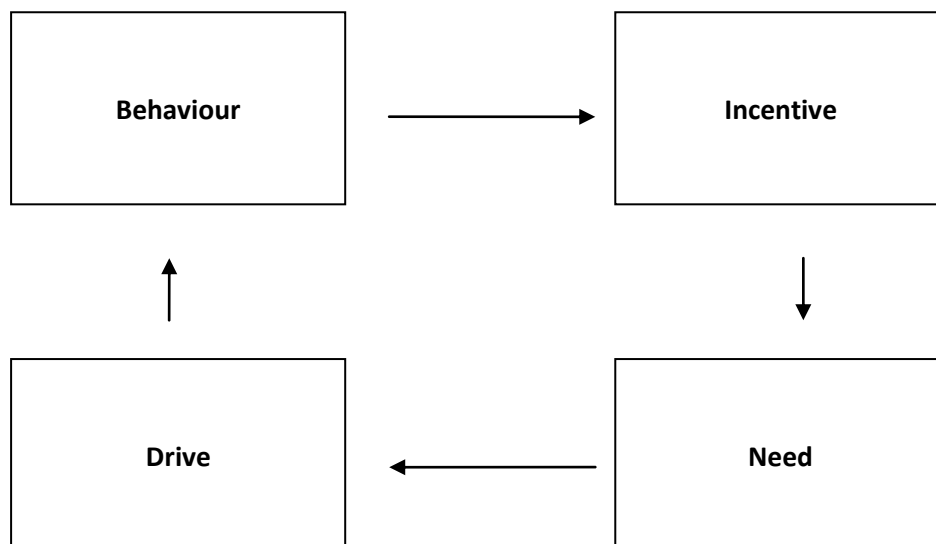
4.2.1 *Motivation Cycle*

According to the scholars of motivation theories, the **need, drive and incentive** are three central concepts that are used to explain motivated behaviour. They work together to constitute a basic motivation cycle.

A need is a state of deprivation or deficiency. For example, the need for a better salary. This need is that which will lead to a drive, the drive will lead to the satisfaction of that need through behaviour directed at a goal, or incentive that will reduce the need.

The diagram below illustrates the motivation cycle.

Table. 4.1: **The Basic Motivation Cycle**



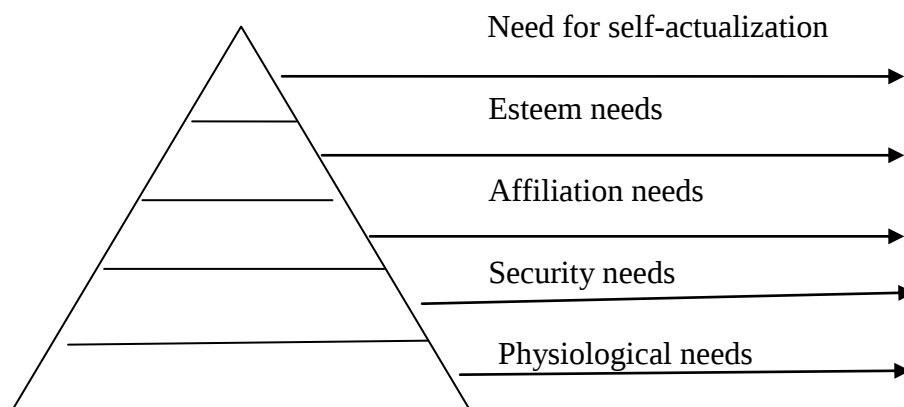
4.2.2 Theories of Motivation

Motivation is one topic that has been widely researched. This is because it is at the centre of human behaviour. This concept has led to the development of multiple theories some of which have been widely used in organisations. These theories have helped managers understand the behaviour and nature of their employees.

Some of the well renowned theories of motivation are the Maslow's Hierarchy of Needs, The Expectancy Theory of Motivation, Mc Clelland's Needs Theory of Motivation, Reinforcement Theory and several others. For the sake of understanding of the concept of motivation, the researcher will give an insight on a selection of three of the renowned motivation theories.

4.2.2.1 Maslow's Theory of Motivation

Figure. 4.1: *Maslow's Theory of Motivation*



This theory is one of the most widely explored theories of motivation. The theory was propounded by Abraham Maslow. He saw human needs in the form of a hierarchy ascending from the lowest to the highest, and he concluded that when one set of needs was satisfied, this kind of need ceased to be a motivator and sought the next. According to Abraham Maslow the first of needs were the physiological needs that encompass daily needs such as food. One further, strives up the ladder to attain other needs such as the need for security, affiliation and esteem as illustrated in the diagram above up to the need of self-actualization.

4.2.2.2 The Two Factor Theory of Motivation

Maslow's need theory has been considerably modified by Fredrick Herzberg and his associates. Their research purports to find a two factor theory of motivation. In one group of needs are such things as company policy and administration, supervision, work conditions, interpersonal relations, salary status, job security and personal life.(Koontz,417).

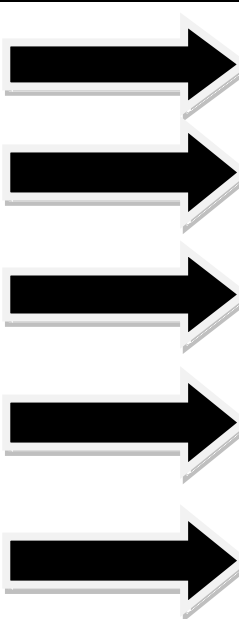
These were found by Herzberg and his associates to be only dissatisfies and not motivators. In other words, if they exist in a work environment in high quantity and quality, they yield no dissatisfaction. Their existence does not motivate in the sense of yielding satisfaction; their lack of existence would however, result in dissatisfaction. They were consequently referred to as "Hygiene" factors.

In the second group, Herzberg listed certain satisfiers and therefore motivators-all related to job content. They included achievement, recognition, challenging work advancement, and growth in the job. They existence will yield feelings of satisfaction or no satisfaction.

Figure. 4.2: Herzberg's Two Factor Theory of Motivation

Maslow's

Herzberg

Self-actualization		Motivators	Challenging work Achievement Growth in Job Responsibility Advancement Recognition Status Interpersonal relations Quality of supervision Company policy and administration Working conditions Job security Salary
Esteem			
Affiliation		Maintenance	
Security			
physiological			

The factors identified by Herzberg are similar to those suggested by Maslow

4.2.2.3 Expectancy Theory of Motivation -Victor Vroom

This theory was introduced earlier in the chapters as the theoretical framework of this research, however the researcher feels it is essential to stress much more on the theory and give more depth to the understanding of the theory.

This model has been selected by the researcher among the many theories because it is clear in expressing the link between motivation and behaviour. Unlike the other theories of motivation, it exclusively strives to explain motivation in the context that the research is directed.

Victor Vroom holds the view that people will be motivated to do things to reach a goal if they believe in the worth of the goal and if they can see that what they do will help them in achieving it.

According to Vroom, whenever an individual chooses between alternatives which involve uncertain outcomes, it seems clear that his behaviour is affected not only by his preferences among these outcomes but also by the degree to which he believes these outcomes to be possible. Expectancy is defined as a monetary belief concerning the likelihood that a particular act will be followed by a particular outcome. Expectancies may be described in terms of their strength. Maximal strength is indicated by subjective certainty that the act will be followed by the outcome, while minimal or zero strength is indicated by subjective certainty that the act will not be followed by the outcome. (Armstrong, p136)

The critic's of Maslow and Herzberg's theories indicate that" one great attraction of the Vroom theory is that it recognizes the importance of various individual needs and motivations. It thus avoids some of the simplistic features of the Maslow and Herzberg approaches. It does seem more realistic. (Koontz, p419)

The researcher settled for the expectancy theory of motivation because in as much as it is realistic, it is also easy to explain. It makes it easy to relate to and understand that observed behaviour is motivated behaviour. Simply put, an individual would not engage in anything without understanding or knowing what they desire of their actions.

This is supported by Guest, (1984) who concludes that the Expectancy Theory continues to provide the dominant framework for understanding motivation at work.

4.2.3 Motivation in the Public Service

Motivation among government employees is generally perceived as low. The main issue that revolves around this topic is the purported poor conditions of service that generally have an effect on the performance of public service employees. Among the cited poor conditions are poor salaries, unavailability of medical insurances, funeral insurance.

Following the restructuring of most government departments, there has been a rising need among officers to upgrade their qualifications as a way of acquiring better positions within the structure for qualified personnel was the epitome of the exercise. This need has therefore driven most employees in attaining higher qualifications.

Logically, an employee's level of motivation prior to the training could essentially be high due to the fact that there is an expected goal to be attained. As a result most training is self-driven. This is confirmed by earlier findings which indicated that officers were selected for training merely because they qualified for the training or they submitted their applications before their colleagues, thus it was on first come basis.

After training, however, it is expected that the level of motivation for an officer should still be high. This could be so because the officer has attained the desired goal and consequently the goal has shifted from training to better job. The acquisition of these qualifications in an employee would entail number achievements. For example there would be a number of emotions such as a feeling of belonging, as one would now belong to a class of degree holders; the feeling of self awareness. This officer becomes aware of his/her surroundings and distinguishing factors from others. These different emotions may build on one's self esteem.

Employees were asked what kind of emotions they felt after they underwent training, this was in order to find out whether the emotions were individually oriented or institutionally oriented.

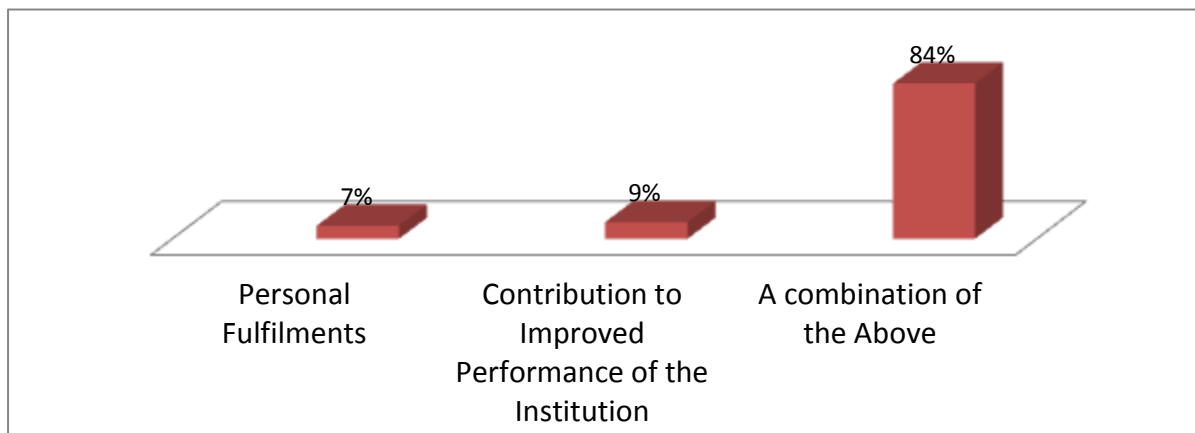
According to the findings, 84% of employees stated that after training they felt a sense of personal fulfilment and also looked forward to the improved performance of the Institution.

4.3 PRESENTATION AND DISCUSSION OF FINDINGS ON MOTIVATION

4.3.1 Employees Expectations in Career after Training

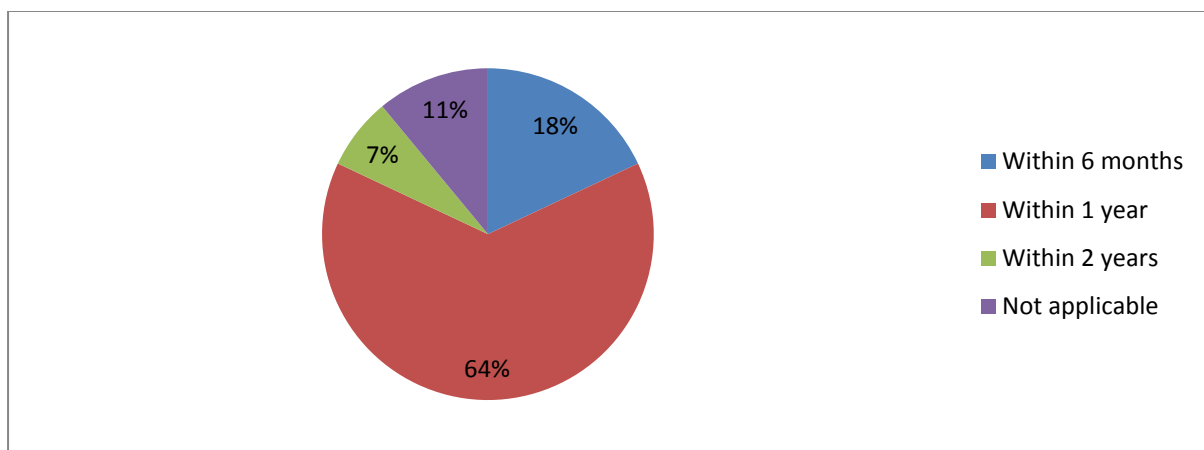
The findings indicated below reflect emotions that are important to both the individual and the organisations benefit. They are important for an individual to maintain the feeling of personal fulfilment in order to contribute positively to the organisation. On the other hand, the organisation should ensure that systems are in place to ensure the continued contribution of employees.

Figure. 4.3: *Employees' personal feelings after completion of training*



When employees were asked how soon they expected to see change in their careers following training, 64% of the respondents indicated that within 1 year they had hoped to experience positive changes in their careers, 18% indicated within 6 months 7% within two (2) years, while 11% did not respond.

Figure. 4.4: *Employees' expectations of career change after training*



When officers were asked about the delays in career progression following training and how it affected their performance, 20% of the respondents indicated that there were low levels of motivation as qualifications were not being put to use, 35% felt moderate levels of motivation. This group felt the Public Service Management Division needed more time to identify vacancies to which they could be placed, 40% however indicated a low level of

motivation as they felt that they were over qualified for their current positions. 5% did not respond.

Table. 4.2: Levels of motivation in response to delays in career progression

		Frequency	Percent	Valid Percent
Valid	Low level of motivation as qualification is not put to use	20	20.0	20.0
	Average level of motivation to give the PSMD time for proper placement	35	35.0	35.0
	Low level of motivation, I am over qualified for my current position	40	40.0	40.0
	no response	5	5.0	5.0
	Total	100	100.0	100.0

According to Vroom, the strength of expectations may be based on past experiences but individuals are frequently presented with new situations change in job, payment system or working conditions imposed by management, where past experience is an inadequate guide to the implications of the change. In these circumstances, motivation may be reduced (Armstrong, P136).

An employee who has undergone training is expectant of a number of things after training such as a promotion, salary increment, work autonomy, furnished office, and personal to holder vehicle. However, when these outcomes are not forthcoming, the levels of motivation are reduced therefore; this affects the performance of an individual.

In earlier findings, employees indicated that their acquired qualifications were put to use, however, it was established that the change was not immediate. Most employees had to wait a long period before their qualifications could be put to use.

Employees generally have to wait for the systems and procedures to determine career advancements. It is important however to note that the training policy is very clear on

promotions after training; it states that a successful completion of any course of study or additional qualification at any level should not be perceived as an entitlement to a job change or promotion.

4.4 SECURITY OF TENURE

The conditions of service for any organization serve as a source for policy direction. The conditions of service for civil servants were last revised in 2003. However, government has over the years complemented the terms and conditions of service by the issuance of circulars as and when need arises.

This research, however, sought to establish whether employment by government in itself was a retention factor. This is due to the assumption that government offers job security. In trying to establish this, employees were asked whether they would consider leaving government if their expectations were not met after being trained.

The respondents had varying views. There were three categories of respondents that indicated that they would leave government for the following reasons.

- i) They felt underutilized following their training (13%)
- ii) They felt that colleagues in the private sector that had similar qualifications to theirs were earning better salaries (18%)
- iii) They felt they would leave because government retention mechanisms were poor (8%)

18% of employees stated that they would leave government after comparison with colleagues in the private sector. The figure is quite high.

These respondents would probably fall between the age groups of 30 and 40 years. This age group is in its prime and at this point most employees are not focussing on retirement but rather career progression encompassing good pay, promotions and better paying jobs.

Table. 4.3: Responses on whether employees would consider leaving government due to poor career progression after training

		Frequency	Percent	Valid Percent
Valid	Yes, I am being under utilised	13	13.0	13.0
	Yes, Colleagues with my qualifications in the private sector are earning better salaries	18	18.0	18.0
	Yes, Government retention mechanisms are poor	8	8.0	8.0
	No, there are still other chances and security of tenure	29	29.0	29.0
	No, it's the poor human resource management	2	2.0	2.0
	almost due for retirement	19	19.0	19.0
	not applicable	2	2.0	2.0
	no response	9	9.0	9.0
	Total	100	100.0	100.0

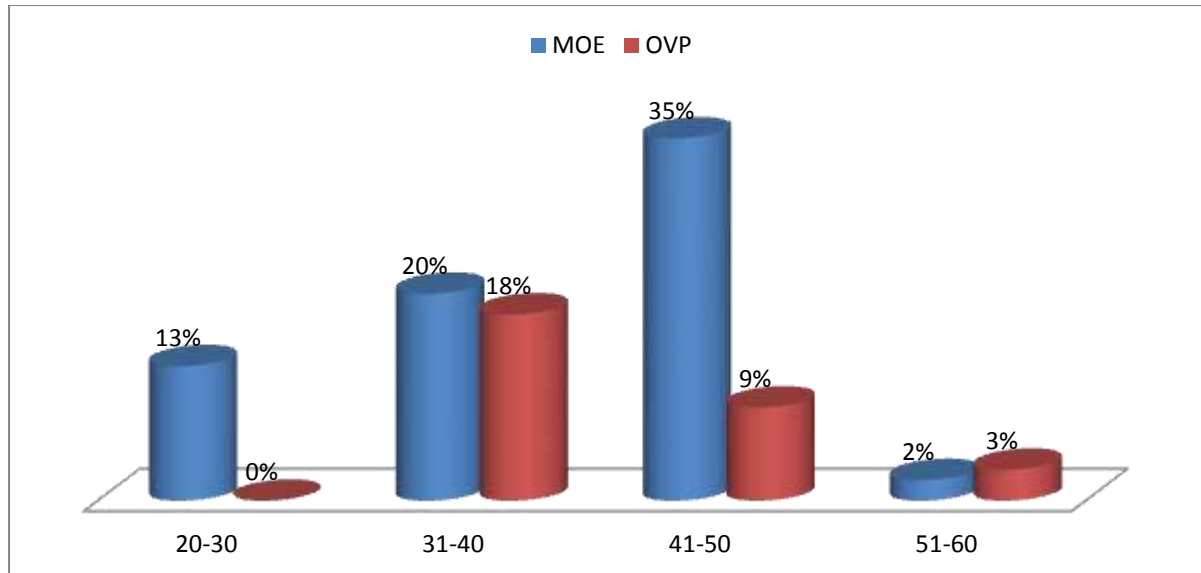
On the hand, the other categories of respondents indicated that they would not leave government for the following reasons:-

- i) They felt that chances were there to be considered elevation and also felt that the government offered job security (29%)
- ii) Those that blamed the Human Resource Department for poor management of human resource and could not create a succession plan or institute proper placement of staff (2%)
- iii) Those that felt that they were almost due for retirement and could not lose what they had contributed to their service (19%).
- iv) 11% of the respondents did not respond to the question.

However, it is important to note that there is a relatively good percentage of respondents that indicated that they would not leave government because they were almost due for retirement.

In support to this response, a tabulation of the ages of the employees for the Institutions was done and confirmed that close to 50% were above the age of 40.

Figure. 4.5: Age ranges in the two institutions



The statutory age for retirement for employees in the public service is 55 years. Officers who have served for a continuous period of more than 20 years and have reached the age of 55 are entitled to full pension. According to the findings close to 50% of the officers were approaching the age of fifty (55) years therefore would not leave government in order to risk losing their hard work earnings.

However, it is interesting to note that the retention mechanisms were the least among the reasons that would influenced the employee's decision to leave the public service. The feeling of being underutilised was higher than that of having a poor retention scheme. it is interesting to establish that monetary matters even in government were not the only sources of motivation for employees.

4.5 PERFORMANCE MANAGEMENT

4.5.1 Overview

Efficiency of an office, whether government or private, depends on the quality of the staff while the sense of responsibility and loyalty to an organisation is important, it cannot be substituted for good knowledge of the job.

Knowledge of the job is one of the catalysts of performance. Employers would most definitely expect an improved performance following training of an employee. Further, when motivation is high consequently performance will be high. Therefore, it is ideal that officers that have undergone training be observed, monitored, or assessed in order to examine whether the training has been of benefit for both the individual and the organisation.

Performance Management is one area of management that has not been fully utilised by managers in the public service.

According to Armstrong, “Performance Management is concerned with the development of potential so that people are capable of taking on greater responsibility and can thus earn even higher rewards. (Pg,463).

His understanding of Performance Management clearly states that it is the ‘development of potential’. Therefore, the evaluation of performance is a total process by which needs for improvement can be identified (the gap). On the other hand it is a means by which progress can be measured. The following are some uses of appraisals

- (i) To provide a basis for making informed decision on such matters as promotion.
- (ii) To keep employees aware of what is expected of them and how well they are meeting these expectations.
- (iii) To enable management to make better use of its personnel.

The Annual Performance Appraisal System (APAS) is an Appraisal System that the public service introduced following the Public Service Reform Programmes in 1995. The system was developed to overcome what was understood to be a very subjective appraisal system. The government developed an appraisal tool known as the APAS form which replaced the Annual Confidential Report for purposes of appraising officers.

The APAS Form is an appraisal tool that was to be effectively used when assessing officers who were to be considered for promotions, confirmations, and training and salary increments and general performance.

4.5.2 Presence of Appraisal in the Institution

According to the findings from both the human resource development officers and employees, the APAS was present in the Institutions.

However, it was interesting that both categories of respondents indicated the weak link between appraisals and training. 50 percent of the training officers indicated that the appraisal tool was rarely used for assessing matters relating to training that is before and after the training. However, 72 percent of the employees indicated that the APAS was most used when confirming officers while 14 percent indicated promotions, 4 percent indicated salary increments while 10 percent did not respond to the question.

All officers that join the public service are subjected to an appraisal six (6) months into employment. However, what is being deduced from the findings is that after the confirmation, the only possible time the tool will be used again is when the officer is being considered for a promotion.

Employees were further asked whether their training was as a result of an appraisal. The findings indicate that 27 percent of the respondents were selected for training as a result of an identified training need by a supervisor. While 64 percent indicated that it was not as a result of an identified training gap. The difference in statistics is clearly distinct.

This affirms earlier responses that indicated that officers are selected for training through other mechanisms than a Training Needs Assessment (TNA) some of which were; having clocked two years in service; having obtained an acceptance letter from an Institution of their choice and thus meeting some of the conditions for sponsored training and eventually being trained.

These findings have thus revealed the underutilisation of the appraisals in determining the need for training. These findings also reveal that officers who undergo training may not really require training because there was no training analysis prior to the training.

It therefore is worrisome as this only shows that financial resources have been spent on possibly officers who never required training.

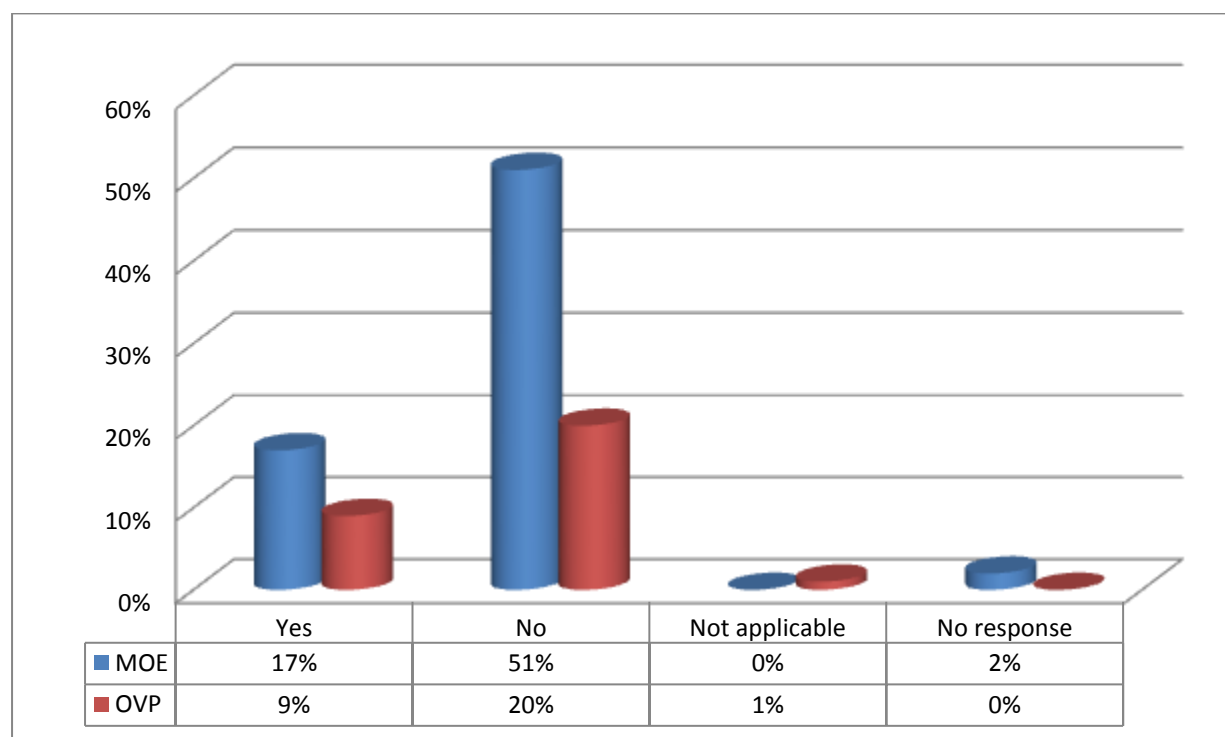
4.5.3 Appraisal after Training

There is the need to appraise officers after training. The need is to identify the individual's current level of performance. For one to have been selected for and undergone training means that resources were spent, therefore it is only prudent that the supervisor assess the officer after training to establish whether there has been value for money.

It is for this reason that the research undertook steps to establish whether officers who underwent training were appraised following training.

The overall figures below indicate that 71 percent of the employees were not appraised after training, 26 percent indicated that they were appraised while a minimal 3 percent did not respond to the question.

Figure. 4.6: Statistics indicating employee appraisal after training.



However, of the 71 percent that indicated that they were not appraised following their training, 51 percent were from Ministry of Education and 20 percent from the Office of the Vice President.

Conversely, 26 percent of the respondents indicated that they were appraised after training, 17 percent were from the Ministry of Education and 9 percent from the Office of the Vice President.

The figure below indicates the cross tabulation of statistics of the period it took for the appraisals to be conducted.

Table. 4.4: Period of appraisal after training

	Frequency	Percent	Valid Percent
Valid Six months after training	8	8.0	8.0
1 year after training	5	5.0	5.0
2 years after training	11	11.0	11.0
Not at all	1	1.0	1.0
not applicable	73	73.0	73.0
no response	2	2.0	2.0
Total	100	100.0	100.0

From the findings 11 percent indicated that they were appraised two (2) years after training. Evidently, two years is too long a period to assess ones performance. It would only be realistic to assess performance at least six months after training. Two years down the line there would have been a number of changes. It is a well known fact that the social world is dynamic, thus assessing an officer after 2 years would be too long a period unless all elements at the time of training and the present had remained constant such as machinery which is highly unlikely. This is why most appraisals are done after six months or annually.

4.5.4 Feed Back of an Appraisal

Feedback is an important element of any form of communication. It is rather unfortunate that after being appraised, employees remained unaware of their ratings. They did not know how they fared during the appraisal and did not know whether the delayed promotion was due to a bad score during the appraisal.

It is however important to note that of the 26 respondents that had indicated that they were appraised following training 15 percent indicated that they had been given feedback of their performance appraisals. 9 percent however, indicated that they were not given the feedback of their appraisals.

In order to establish a concrete conclusion of appraisals after training, the human resource development officers were asked if they appraised their officers after training. The officers indicated that they did appraise officers, however, what fell as a mismatch was that from the

same institution some human resource officers indicated that they appraised their staff after six months while others stated after a year. These standards thus fell short of determining whether there was really a system in place that served as policy guidance for appraising officers after they were trained.

4.5.5 Training and Improved Performance

The future of any organisation depends largely on the availability of the right personnel. Therefore, well trained officers are hard to find and the organisation ought to invest and develop a cadre of trained staff for the organisations present and future.

The figure below indicates responses of employees who underwent training and that 84 percent of the respondents indicated that their training led to improved performance. The response was overwhelming, however in order to confirm the performance lies the gap in performance appraisals as established in the previous paragraph.

Table. 4.5: Employees' views on performance after training

		Frequency	Percent	Valid Percent
Valid	Yes	84	84.0	84.0
	No	2	2.0	2.0
	Not applicable	3	3.0	3.0
	no response	11	11.0	11.0
	Total	100	100.0	100.0

In conclusion, the performance of an employee should be assessed on the success of the tasks assigned to them and the causes of failure if any should be recorded. The gaps in knowledge and skills should be properly ascertained so that these can be filled by planned guidance and training.

4.6 ATTRITION

4.6.1 Overview

In human resource, turnover of staff or labour turnover is the rate at which the employer gains and losses employees, a simple way to describe it, is how long people stay. However, high turnover maybe harmful to organizations if skilled workers are often leaving.

According to Colvin, Labour turnover is equal to the number of employees leaving divided by the average total number of employees, multiplied by 100(in order to give a percentage value). The number of employees leaving and the total number of employees are measured over one calendar year.

4.6.2 Staff Turnover Formula

Number of employees who left during the year

Number of employees at the beginning of the year+ Number of employees at the end of the year)/2

There are two views to staff turnover. The first being that high turnover is an indication of unhappy employees and poor conditions of service such as lack of medical schemes, poor retention policies, lack of career progress.

The above and many more would be examples of the cases that exacerbate high turnover while on the other hand there are those that take the view that low turnover is the opposite of what has been cited above. In this case, attractive policies on staff welfare.

4.6.3 Attrition in the Public Service

The Public Service Commission has decentralised a number of functions to line ministries. However, the function of recruitment and placements is vested in the Commission with the Public Service Management Division being its secretariat. The centralisation of these powers is in an effort to promote transparency in the system.

Since the power to recruit and place is vested in the Public Service, It therefore is the only authority to determine transfers of officers in the service. In most situations these are movements of staff at lateral or higher level this would connote promotions. Therefore, public servants are not permanent occupants of the positions that they hold as transfers in the

public service are quite often. Officers may enter the public service from one Ministry and exist through the other.

In earlier discussions the researcher sought to find out the extent to which the retention measures were effective. It also sought to find out if officers were ready to leave government if there acquired training was not used within a certain time frame.

The researcher, however, knows that officers may indicate that they would leave government due to the various reasons indicated but saying that they can leave is one thing but actual resignation is another.

The Human Resource Development Officers were asked how many officers who had been trained by government resigned in a year. The officers in both Institutions indicated that it was between 1 and five.

The research in its quest to get more detail further collected statistics on the number of staff that were trained in the two institutions. The statistics indicate that a total of 174 employees were trained in the two institutions during the period 2005-2010. Out of the 174 employees, 137 were trained in the Ministry of Education and 37 in Office of the Vice President in various fields. These statistics entail that during this period approximately 27 were being sent for training in the Ministry of Education and 7 officers in the office of the Vice President being the smaller establishment from the numbers of trained staff generated from the system.

4.6.4 Measures to Avoid Staff Turn Over

The definition of human resources management according to Armstrong is “the strategic approach to the acquisition of motivation, development and management of the organisation human resource (pg 71). He further states that human resource is concerned about the motivation and development of the individual employee and the performance and productivity of the organization.

This definition could be the antidote to staff turnover. The management of employees should be strategic in that, the manager should be able to master the human resource, its behaviour, the environment in which it operates. The manager should employ a strategic approach to planning that is within the present and the future in order to mitigate issues of staff turnover based on the environment. In taking a strategic approach the manager will understand what motivates his staff and how to develop their competencies.

4.7 CONCLUSION

This chapter has eloquently covered the key aspects of motivation, performance management and attrition in the public service and particularly the public service. It has defined the critical importance of motivation in the performance of an employee's career development. It has clearly shown how the gaps of performance are created by poor motivation policies and poor performance management. These effects may be realised in the levels of attrition in an organization. On the other hand the findings also brought out interesting findings. It brought out findings that indicated that employee loyalty to an organization does not only rely on good pay, good retention policies but that there are several other underlying factors that are important to an employee.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Training and development are on one hand two distinct and independent activities but on the other hand are completely dependent on the other. An Institution may train an officer but the lack of development following the training tends to impinge on the effort and resources spent on training the officer in the long term. This is because development means growth, progress, advancement and maturity. Therefore, development basically means building on the foundation (training).

This research set out to establish whether there was a link between training and retention in the civil service. It was driven on the premise that government spends huge resources on training and developing staff in the Civil Service. However, there is a public outcry of the poor service delivery of the civil service despite continuous development of staff. The question therefore was, is government losing the staff that it trains. If not where is the problem?

In order to guide the process, five (5) specific objectives were set and from the objectives arose interesting findings that have been elaborately discussed in the preceding chapters and concluded as follows:-

5.2 FINDINGS

5.2.1 Line Managers and Employee's Point of view on Retention Mechanisms

The retention of trained staff is vital in any institution because a lot of resources are spent over a period of time in training employees such as tuition, travel expenses, acting allowances of officers filling in the gaps and a lot more hidden costs. Therefore, the organisation ought to recover these resources in one way or another by ensuring that the trained employee serves the organisation and utilises the knowledge gained or transfers the knowledge to the organisation in order to improve processes and new ways of doing things.

In the findings of this research it was very evident that the line managers have detached themselves from the responsibility of retaining trained staff. From the findings, the line

managers are not mandated to review the retention mechanisms. Therefore, it did not matter to them whether the retention mechanisms had an impact on the retention of trained staff. Their role was to facilitate the training and not retain staff. The retention of employees is the role of the Public Service Management Division.

The employee on the other hand indicated that the retention of staff was attributed to the retention mechanisms and that they had benefited from a combination of them.

It is therefore, very clear that there are varying stand points between the facilitator of the training and the trained. The employee may be more interested in the mechanisms because they affect him or her directly.

Further, it was also established that the reward system for the government was poor. Employees were only rewarded during Labour Day celebrations.

Apart from the reward system being poor, it was also established that the disciplinary system of officers who breached training conditions was also weak. It was realised that emphasis of breaching training conditions is mainly applicable to employees who undergo long term training. On the other hand there are employees who attend short term courses which are quite expensive abroad and are not penalised when they leave government. In light of this government should establish ways of retaining such staff as lots of resources are spent and at times in more than the long term programme.

With regard to training procedures and practices, it was established that training committees were nonexistent in one institution and semi operational in the other.

The lack training committees led to poor training and development practices. For instance, there were no standard criteria for selection of staff for training. Such practices may lead to wastage of government resources as training needs assessments are not conducted.

5.2.2 *Staff Motivation after Training*

The motivation of employees is one of the most important aspects of human resources management. This principal is applied to all organisations be private or public. Therefore, in conducting this research it was important to understand the levels of motivation among trained staff as you cannot discuss retention without discussing motivation.

From the findings the levels of motivation following training were very high due to achieved sense of personal fulfilment. However, several factors following the training affected the levels of motivation such as delays in career progression.

Further, findings revealed lack of performance appraisals following training. Appraisal after training would assist managers to evaluate the impact of the training and assist in future recommendations regarding the employee's development in the institution.

Further findings revealed that government currently does not have a reward policy. Therefore it is difficult to preach performance management without a reward policy in place.

5.2.3 Levels of Attrition from Trained Staff

The reduction of staff through retirements or death is a normal process and inevitable in the practice of human resource management. However, when staff leave the organisation by way of resignation, it becomes a concern to management. Management ought to find out the reasons for the resignation from the employee leaving the organisation.

The findings indicated that the levels of attrition in the two institutions were low in comparison to the number of staff. It was also difficult to keep record of officers who had been trained in one government department and had been transferred to another.

5.2.4 Reasons for Staff Retention and Attrition using Value Expectancy Theory

The value expectancy theory was selected by the researcher among the several theories of motivation due to the fact that it stood out as a theory that was simple to understand and easier to relate to when analysing the concept of motivation with regards to the behaviours of employees before training and after training.

The findings did confirm the principles underlying the value expectancy theory that behaviour results from conscious choices among alternatives and that Individuals have different sets of goals and can be motivated if they believe that an action shall result in a desirable reward.

The findings did reveal that officers were willing to stay in the government following training with an expectation of a reward such as a promotion.

However, when officers left, findings revealed that exit interviews were not conducted in the two institutions.

5.3 RECOMMENDATIONS

Arising from the findings in the research, it is recommended that:-

- The public service management division review the retention mechanisms and their implementation.
- The Directorate of Human Resource Development should ensure that the Training and Development committees are in place by vigorous monitoring and evaluation programmes in order to achieve the following :-
 - i) Policy guidance
 - ii) Monitoring and Evaluation of training
 - iii) Control of training resources
- Institutions should institutionalise performance management aimed at curbing the problem of individual driven training;
- Human Resource Officers conduct exit interviews when staff resign;
- There be an effective system of capturing trained staff by Government;
- Government embark on developing a comprehensive reward system for employees;
- Human Resource Managers take seriously the concept of Motivation at work places as it has a great impact on individual performance.

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Appendix i: QUESTIONNAIR FOR PUBLIC SERVICE EMPLOYEES

QUESTIONAIR ID

TOPIC: THE EFFECTS OF TRAINING ON STAFF RETENTION IN THE ZAMBIAN PUBLIC SERVICE

“A CASE STUDY OF THE MINISTRY OF EDUCATION HEAD QUARTERS AND OFFICE OF THE VICE PRESIDENT”

PLEASE FILL IN THIS PART

MINISTRY.....

DEPARTMENT.....

JOB
TITLE.....

DATE OF INTERVIEW.....

START TIME.....

END TIME.....

INTRODUCTION FOR RESPONDENTS

My name is Mrs. Taonga Mbuwa Mvula, a Post Graduate student at the University of Zambia (UNZA), conducting a study on the effects of training on staff retention in the Zambian Public Service. The purpose of this study is to enable me, in part, fulfil the requirements for the award of a Master of Public Administration Degree at the University of Zambia. You have been selected as a respondent in this study and I would like to ask you a few questions. The information you will provide will be kept strictly confidential and will be aggregated with that offered by other respondents. I therefore, encourage you to be as open as possible and express yourself freely.

INSTRUCTIONS

1. Please “Circle” or “tick” the answer that reflects your opinion or viewpoint.
2. Where a pre-determined set of answers is not given write the answer that is closest to your opinion in the space/spaces provided.

SECTION A: BACKGROUND INFORMATION
--

1. Gender:

i. Male

☐

ii. Female

☐

2. Age:

i 20-30

☐

ii 31-40

☐

iii. 41-50

☐

iv. 51-60

☐

v. Above 60

☐

3. Marital Status

i. Single

☐

ii. Married

☐

iii. Divorced

☐

iv. Separated

☐

4. Basic Monthly Salary (Allowances Inclusive)

i. Above K3 million

☐

ii. K2 million- K3 million

☐

iii. K1 million –K2 million

☐

iv. Below K1 million

☐

5. Level of Education

i. Post graduate

☐

ii. Under Graduate Degree

☐

iii. Diploma

☐

iv. Certificate

☐

6. When was your first appointment to the Public Service

i. Year.....

ii. How many years of service.....

7. How long have you served in your current position

Years.....

8. Under which service category do you serve

i. Permanent and Pensionable

ii. Contract

9. Under which service grade do you serve

i Super Scale

ii. Grade 1.

iii. Grade 2.

iv. Grade 3

SECTION B:GENERAL TRAINING

10. Are you aware of the Ministry's Strategic Plan

i. Yes

ii. No

11. Are you aware of the Ministries Training Plan

i. Yes

ii. No

12. Is training in the Ministry linked to the Strategic Plan?

i. Yes.

ii. No.

13. Does the Ministry follow the training plan

i. Yes

ii. No

14. Is the planned training specific to an officers current job

i. Yes

ii. No

15. If circumstances change during the year, are training and development plans amended accordingly

i. Yes

ii. No

16. If Yes, How are they amended

i. The training is suspended for an appropriate time

ii. The officer forfeits the training programme and has to re- apply for the same programme

iii. Other Specify.....

17. Does the Ministry have criteria that it follows to select staff to be considered for training?

i. Yes

ii. No

iii. I don't know

18. If your response to Q.17 is Yes, What are the criteria used to select staff for training programmes

.....

19. To what extent are they followed

i. All the time

ii Sometimes

iii. Not at all

20. Which of the following procedures are followed to select people for training in your Ministry?

- i. The training department circulates an internal memoranda inviting staff to submit their requests for training ☐
- ii. An officer privately applies for training and submits an acceptance letter from an Institution to the training department ☐
- iii. A supervisor identifies a training need and recommends his subordinate for training ☐
- iv. Others
Specify.....
.....

21. How would you characterise the selection of training in your Ministry

- i. Selection is fair and objective ☐
- ii. Selection is biased towards women ☐
- iii. Selection is biased towards men ☐
- iv. Selection is done without carrying out a training need analysis ☐
- v. Other
Specify.....
.....

22. On a scale of 1-4, indicate the extent to which you agree or disagree with the following statement.

“Most Ministries’ do not have enough resources for training”

- i. 1= Strongly Agree ☐
- ii. 2=Strongly Disagree ☐
- iii. 3=Agree ☐
- iv. 4=Disagree ☐

23. “Most Ministries do not fight for an increased budget allocation on training

- i 1= Strongly Agree
- ii 2=Strongly Disagree
- iii. 3=Agree
- v. 4=Disagree

SECTION C: TRAINING AND PERFORMANCE
--

24. Are Annual Performance Appraisal System(APAS) conducted in the Ministry

- i. Yes.
- ii. No.
- iii. I don't Know

25. If yes, are performance appraisals linked to training”

- i. Always
- ii. Never
- iii. Sometimes
- iv. I don't know

26. If not, What are the most common uses of the APAS

- i. Confirmations
- ii. Promotions
- iii. Salary Increments
- iv. Identify training gaps

27. Was your selection for training as a result of an identified training need by your supervisor?

- i. Yes.
- ii. No.

28. On a scale of 1-5, indicate the extent to which you agree or disagree with the following statement.

“The APAS is used as a tool to identify training needs but supervisors do not follow up the recommended actions.”

- i. 1= Strongly Agree
- ii. 2=Strongly Disagree
- iii. 3=Agree
- iv. 4=Disagree
- v. I don't Know

29. On a scale of 1-5, indicate the extent to which you agree or disagree with the following statement

“The APAS is not used as a tool to identify training gaps because officers have not appreciated the importance of the APAS and only see it as a tool used for processing confirmations and promotions.”

- i. 1= Strongly Agree
- ii. 2=Strongly Disagree
- iii. 3=Agree
- iv. 4=Disagree
- v. I don't Know

30. On a scale of 1-5, indicate the extent to which you agree or disagree with the following statement

“The APAS has been used as a tool for identifying training needs but most Ministries are too poorly funded to pursue the recommendations on training.

- i. 1= Strongly Agree
- ii. 2=Strongly Disagree

- iii. 3=Agree ☐
- iv. 4=Disagree ☐
- v. I don't Know ☐

31. Were you appraised after training?

- i. Yes ☐
- ii. No. ☐

32. If your response to Question 31 is yes, How long after training were you appraised

- i. Six months after training ☐
- ii. 1 year after training ☐
- iii. 2 years after training ☐
- iv. Not at all ☐

33. Were you given feedback on the appraisal ratings after training

- i. Yes ☐
- ii. No ☐

34. Did your training lead to improved performance?

- i. Yes ☐
- ii. No. ☐

35. What did you want to achieve after training

- i. Personal fulfilment ☐
- ii. Contribution to improved performance in the Institution ☐
- iii. A combination of the above ☐
- iv. Other Specify ☐

SECTION D: TRAINING AND MOTIVATION

36. After training, was the knowledge you acquired put to use?

i. Yes

☐

ii. No

☐

37. If your response to Q.36 is Yes, What are some of the factors that have contributed to this achievement?

.....

.....

.....

.....

.....

If your response to Q.36 is No. Kindly answer the follow up Questions 38 – 41

38. In your view what could be some of the factors hindering the utilisation of trained staff in the Public Service.

☐

i. The recruitment and placement system is biased.

ii. The coming of the PSRP has seen an increase of qualified staff thus making it difficult for officers to penetrate the system

☐

iii. The market is flooded with very qualified citizens therefore there is competition both within the Public Service and in the external environment.

☐

iv. The Ministry has no vacancy to warrant me a promotion.

☐

v. The Ministry lacks the necessary funds/equipment/technology to enable me utilise my knowledge.

☐

vi. The Ministry has no authority to promote me therefore my movement to an appropriate position depends on the Public Service Management Division.

☐

39. How soon were you expecting a change in your career following training?

i. Within 6 months

☐

ii. Within 1 year

☐

iii. Within 2 years

☐

40. If the change did not come as soon as you had expected, how has this affected you?

i. High level of motivation proving my need for recognition for my qualifications

☐☐

ii. Low level of motivation as my qualification is not being put to use

iii. Average level of motivation to give the PSMD time for proper placement

☐

iv. Low level of motivation, I am over qualified for my current position.

☐

41. If your expectations as in **Q.39** have not been met, Why are you still serving in the government?

i. There are much higher chances for career progression in government than in the private sector

☐☐

ii. Government can still sponsor me for other training programmes

iii. There is job security in government

☐

iv. I have invested a lot of my time serving government, I cannot lose my pension

☐

v. I am comfortable working in government

☐

42. If your expectations were not met, would you consider leaving government

i. I am being under utilized

☐

ii. Colleagues with my qualifications in the private sector are earning better salaries

☐

iii. Government retention mechanisms are poor

☐

- iv. Other
Specify.....
.....

SECTION E: TRAINING AND STAFF RETENTION

43. Would you complete your bonding period with government if an opportunity for a better job arose in the private sector

i. Yes

☐

ii. No

☐

44. What retention mechanisms have you benefited from after training

i. Recruitment and Retention Allowance

☐

ii. Extra Qualification Allowance

☐

iii. None of the above

☐

45. To what extent are the retention mechanisms effective

i. Very effective

☐

ii. Effective

☐

iii. Not effective

☐

46. To what extent are the retention mechanisms important contributing factors in influencing your decision to stay after training

i. Very influential

☐

ii. Influential

☐

iii. Not influential

☐

47. What measures would you recommend government to take to improve retention of trained staff in the Public Service?

.....

48. Apart from the Labour Day Awards, does the Ministry reward officers for good performance

☐

i. Yes

☐

ii. No

☐

iii. I don't Know

iv. If yes, pecify.....

.....

49. In what ways has this been achieved?

.....

.....

50. Do you know of anyone who has been penalised for breaching training conditions

☐

i. Yes

☐

ii. No

51. What condition was breached and what was the penalty

.....

.....

.....

52. Was it effective

☐

i. Yes

☐

ii. No

53. What are some of the Pros and Cons of having training decentralized to the Ministries?

.....

.....

**Appendix ii: QUESTIONNAIR FOR HUMAN RESOURCE DEVELOPMENT
OFFICERS**

QUESTIONNAIR ID

TOPIC: THE EFFECTS OF TRAINING ON STAFF RETENTION IN THE ZAMBIAN
PUBLIC SERVICE

“A CASE STUDY OF THE MINISTRY OF EDUCATION HEAD QUARTERS
AND OFFICE OF THE VICE PRESIDENT”

PLEASE FILL IN THIS PART

MINISTRY.....

DEPARTMENT.....

JOB TITLE.....

DATE OF INTERVIEW.....

START TIME.....

END TIME.....

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INSTRUCTIONS

1. Please “Circle” or “tick” the answer that reflects your opinion or viewpoint.
2. Where a pre-determined set of answers is not given write the answer that is closest to your opinion in the space/spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Gender: (i) Male ☐ (ii) Female ☐

2. Age: 20-30 ☐ 31-40 ☐ 41-50 ☐ Above 50 ☐

3. Marital Status

i. Single ☐
ii. Married ☐
iii. Divorced ☐
iv. Separated ☐

4. Basic Monthly Salary (Allowances Inclusive)

i. Above K3 million ☐
ii. K2 million - K3 million ☐
iii. K1 million –K2 million ☐
iv. Below K1 million ☐

5. Level of Education

i. Post graduate ☐
ii. Under Graduate Degree ☐
iii. Diploma ☐
iv. Certificate ☐

6. When was your first appointment to the Public Service

Year.....

How many years of service.....

7. How long have you served in your current position

Years.....

8. Under which service category do you serve

i. Permanent and Pensionable

☐

ii. Contract

☐

9. Under which service grade do you serve

i. Super Scale

☐

ii. Grade 1.

☐

iii. Grade 2.

☐

iv. Grade 3.

SECTION B: GENERAL TRAINING

10. Is training in the Ministry linked to the Strategic Plan?

i. Yes

☐

ii. No

☐

11. Do you have a Training Committee

i. Yes

☐

ii. No

☐

12. If your response to **Q.11** is “No” May you kindly enlighten the Interviewer why the Ministry does not have a training committee.

Ans.....

13. If your response to **Q.11** is “Yes”, how often does the committee meet to look into training matters for the Ministry?

Ans.....

14. Does the Ministry follow the training plan

i. Yes

☐

ii. No

☐

iii. I don't know

☐

15. Is the training specific to an officers current job

i. Yes

☐

ii. No

☐

iii. Other.....

16. If circumstances change during the year are training and development plans amended accordingly

i. Yes

☐

ii. No

☐

17. If yes, how are they amended

i. The training is suspended for an appropriate time

ii. The officer forfeits the training programme and has to re- apply for the same programme

iii. Other

Specify.....

18. Does the Ministry regularly liaise with the DHRD and other Training Institutions

i. Yes

☐

ii. No

☐

19. Does the Ministry submit training plans to the DHRD

i. Yes

☐

ii. No

☐

20. How often does the committee meet to look into training matters for the Ministry

Ans.....

21. How often does it prepare training reports for submission to the DHRD

i. Always

☐

ii. Sometimes

☐

iii. Never

☐

22. What rewards do you give to officers for outstanding performance at work after training

Ans.....

23. What are the penalties for an officer who has failed to meet performance standards at work after training?

Ans.....
.....

24. Does the Ministry have enough funds for training

i. Yes

ii. No

iii. I don't know

25. Does the Ministry have criteria that it follows to select those to be considered for training?

i. Yes

ii. No

26. If yes, what criteria are used to identify suitable staff for training

Ans.....
.....
....

27. How many staff were trained in your Ministry between the period 2005 – 2010

1-100

100-200

200-300

Above 300

28. How many trained staff left government for other Organisations during the stated period

Ans

29. Where there any reasons provided at the time of exit

i. Yes

ii. No

30. If yes, Kindly state reason

Ans.....

31. How many trained staff decide to leave government annually

1-10

10-20

20-30

Above 30

32. Does the Ministry conduct exit interviews for officers

i. Yes

ii. No

SECTION C: TRAINING AND PERFORMANCE
--

33. Are Annual Performance Appraisal Systems (APAS) conducted in the Ministry?

i. Yes

ii. No

34. To what extent does the following occur in the Public Service today

“Performance appraisals are linked to training”

i. Always

ii. Sometimes

iii. Never

35. From your experience, what is the most common use for APAS in the Ministry

i. Confirmations

ii. Promotion

iii. Salary Increments

iv. Identify training needs

v. Assessing performance on the job

36. Do you appraise the performance on the job of staff after training

i. Yes

ii. No

37. If yes, how long after training do you appraise staff

i After 6 months

ii After 1 year

iii. After 2 years

iv. Other specify.....

38. As a Ministry what do you do to ensure that the knowledge acquired by staff during training is put to use after training

Ans.....
.....

39. In your opinion have you noticed changes in performance of staff at work after training

i Performance improves

ii Performance remains the same

iii No improvement in performance

40. If your response to **Q.33** is (ii) and(iii), what could be the reasons

Ans.....
.....
.....

SECTION D: TRAINING AND MOTIVATION

41. Have you had staff leaving after training

i Yes

ii. No

42. What could be the factors contributing to staff turnover in the public service

Ans.....

43. In what ways do you ensure that staff in the Ministry adhere to training conditions

Ans.....
.....

44. Have you had staff in your Ministry breaching training conditions

i Yes

ii. No

45. What are the penalties for staff who do not follow the training conditions

Ans.....

46. What is your view on the decentralization of training to the Ministries

Ans.....

47. What are some of the Pro's and Con's of decentralizing training to the Ministries

Ans.....

.....

.....

Appendix iii: INTERVIEW GUIDE FOR OFFICIALS AT THE DIRECTORATE OF HUMAN RESOURCE DEVELOPMENT

QUESTIONNAIR ID

TOPIC: THE EFFECTS OF TRAINING ON STAFF RETENTION IN THE ZAMBIAN PUBLIC SERVICE

“A CASE STUDY OF THE MINISTRY OF EDUCATION HEAD QUARTERS AND OFFICE OF THE VICE PRESIDENT”

PLEASE FILL IN THIS PART

MINISTRY.....

DEPARTMENT.....

JOB TITLE.....

DATE OF INTERVIEW.....

START TIME.....

END TIME.....

INTRODUCTION FOR RESPONDENTS

My name is Mrs. Taonga Mbuwa Mvula, a Post Graduate student at the University of Zambia (UNZA), conducting a study on the effects of training on staff retention in the Zambian Public Service. The purpose of this study is to enable me, in part, fulfil the requirements for the award of a Master of Public Administration Degree at the University of Zambia. You have been selected as a respondent in this study and I would like to ask you a few questions. The information you will provide will be kept strictly confidential and will be aggregated with that offered by other respondents. I therefore, encourage you to be as open as possible and express yourself freely.

INTERVIEW GUIDE (DHRD)

1. What is the role of the DHRD in the Public Service
2. Do you sensitize Ministries on training matters
3. How often do you sensitize ministries on training matters
4. Do you work with other government departments to enhance human resource development in the country
5. Who are the key stakeholders where human resource development in the public service is concerned.
6. How often do you revise the status of Universities and Colleges that are recognised by government
7. Do you monitor the adherence of staff and departments to the training and development policy
8. In what ways do you monitor the execution of the training policy
9. Has the department evaluated the training policy
10. If not, why have you not evaluated the policy
11. Do you hold regular meetings with training committees
12. Do you scrutinize the criteria used to nominate staff for training by Ministries
13. Do you have a data bank of staff that have undergone training in the past five years
14. Do you have a data bank of staff that are currently undergoing training
15. Do you receive training plans from the Ministry of Education and the Office of the Vice President?
16. How do you handle cases where the Ministry submits names of staff who are not eligible for training
17. What do you do if the Ministries have not sent training plans
18. Do you receive training reports from Ministries
19. What do you do if the Ministries have not sent training reports
20. How often are the Ministries required to submit training reports
21. What follow up actions do you take on the recommendations made in the reports
22. What actions do you take on Officers and Ministries that breach training regulations
23. Have you evaluated the retention mechanisms
24. How often do you review them
25. Are they effective enough to influence an individual to stay and work for government after training?

- 26. Do you think staff turnover could be attributed to the retention mechanisms
- 27. Do you think the decentralisation of training to Ministries has benefited government
- 28. Do you think the decentralisation of training to Ministries has become a cost to government

THANK YOU.