WHAT PROBLEMS AFFECT EFFECTIVE IMPLEMENTATION OF TRAINING AND DEVELOPMENT IN THE PUBLIC SERVICE: A GENDER PERSPECTIVE.

BY

ELIZABETH MADALITSO TEMBO

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN GENDER STUDIES.

THE UNIVERSITY OF ZAMBIA

LUSAKA

JANUARY, 201

DECLARATION

I, Elizabeth Madalitso Tembo, solemnly declare that this dissertation:

(a) Represents my own work;

(b) Has not previously been submitted for a degree at this or any other University; and

(c) Does not incorporate any published work or material from another dissertation.

Signature: ………………………………………………….

Date: ……………………………………………..

APPROVAL

This dissertation of Elizabeth Madalitso Tembo has been approved as partial fulfillment of the requirements for the award of the degree of Master of Arts in Gender Studies by the University of Zambia.

Signed: **Date:**

……………………………………   ………………………………………

……………………………………   ………………………………………

……………………………………   ………………………………………

ABSTRACT

This research survey intended to identify the problems that affect effective implementation of training and development in the Public Service. With the Ministry of Energy and Water Development (MEWD) as the focal area of study, it was envisaged that the findings of the research would give a representative state of affairs for other areas that constitute the Public Service.

The research constituted desk and field work. Desk work largely involved reviewing literature relevant to the study. Field work concentrated on collecting data from the respondents from the Ministry of Energy and Water Development and from the heads of training institutions and Human Resources Development Officers (HRDOS) from selected training institutions and Ministries respectively. A sample size of 110 respondents was used in the study comprising 100 from MEWD representing 43.1% percent of the population of 232 employees at Ministry Headquarters; 6 Human Resource Development Officers and 4 Managers from training institutions were interviewed.

The study revealed that training and development of the Civil Servants was important. It was further established that the majority seventy percent (70%) that is, forty percent (40%) males and thirty percent (30%) females of the respondents, were able to implement what they learnt from the training and development programmes and that females were more often sent for training than their male counterparts.

In addition, the research revealed that there were problems in the way the training and development needs assessment was carried out, for example, development needs assessment were not adequately conducted, there was negative attitude of officers responsible for training and development, funding was inadequate, Government interfered in the programmes and a number of gaps in the human resource development training guidelines existed.

Further, this research revealed that males had higher qualifications than females. It was, therefore, proposed that there should be a deliberate policy to encourage the female employees to acquire higher qualifications. The training institutions should ensure that the selection committees are gender sensitive. Moreover, the Government and policy makers should ensure, among other things, that they encourage females to apply for courses which would enable them occupy key positions in MEWD and Government as a whole. Furthermore, the training institutions, policy makers and Government in general should introduce affirmative action initiatives to ensure gender balance in the implementation of training and development programmes for Public Service employees.

Salient among the recommendations from the study to address the problems are:

(i) Training and development should be implemented on grounds of the identified needs.

(ii) There is also need for the Government to increase the allocation of funds for training and development of the Civil Servants.

(iii) There should be a comprehensive and effective training plan in place so that officers could be given equal opportunities to be trained and developed.

(iv) The training institutions, policy makers and the Government at large should seriously consider gender mainstreaming in all training and development activities as a major focus because there are linkages between gender equity and training and development if the delivery of services are to have a non discriminatory and positive impact on service delivery in the Public Service.

DEDICATION

I dedicate this dissertation to my parents, my late sisters, Esther and Phelisters, and my two sons, Chipego and Thokozani.

ACKNOWLEDGEMENT

ABBREVIATIONS

APAS   -   Annual Performance Appraisal System

DHRD   -   Department of Human Resources Development

DHRA   -   Department of Human Resources and Administration

GIDD   -   Gender in Development Division

HRD   -   Human Resource Development

HRDO   -   Human Resource Development Officer

IMF   -   International Monetary Fund

MEWD   -   Ministry of Energy and Water Development

MSTVT   -   Ministry of Science, Technology and Vocational Training

PSRP   -   Public Service Reform Programme

SPSS   -   Statistical Package for Social Sciences

UNESCO   -   United Nations Educational, Scientific and Cultural Organization

USA   -   United States of America

UNICEF   -   United Nations International Children's Funds

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

1.0   INTRODUCTION

1.1   BACKGROUND

The primary objective of the Zambian Public Service is to provide an enabling environment for a free market driven economy. This objective would be achieved through provision of quality, effective public services. In order to attain this objective, the Public Service put in place training and development opportunities for the workforce. This is to ensure that, among other things, workers attain job skills, knowledge, and competencies to enable them achieve the objectives of the Public Service as a whole, and those of the organization they are working for in particular.

The need for training and development has been enhanced by the economic reforms in Zambia which started as early as the 1970s when the country signed two stand-by agreements with the IMF because the country was faced with economic difficulties that followed the collapse of copper prices in 1975. The reforms intensified in the 1980s, as the economic crisis deepened. However, due to political considerations the implementation was done intermittently. After 1991, with the new Government in power, reforms became more radical and accelerated. Alongside these economic reforms came the restructuring programmes in the Public Service. This process had adverse effects on the employees, especially women. This was because the share of women in formal employment drastically reduced, as most of them did not qualify for the jobs available. Report on the Committee on Economic Affairs and labor for the Third Session of the Eighth National Assembly (1991:13).

In addition, "According to the Ministry of Science, Technology and Vocational Training Gender Policy (2006:2), Zambia started experiencing a rapid decline in the performance of

its economy in the mid 1970's. This resulted in its inability to generate employment opportunities for the labour force in the country. Women were the most affected by this problem due to their lower participation rates in secondary level education."

Further, the report on the Committee on Economic Affairs and labor for the Third Session of the Eighth National Assembly (1991:23), states that "Employment levels of females recorded a 21 percent decline between March 1992 and June 1994, while employment figures for males went down by only 6 percent over the same period." This clearly indicates how the employees, especially females, had suffered employment contraction during this period of adjusting the economy. Realizing the importance of integrating women in development, the Government embarked on affirmative action to recruit and train the females, at the same time intensified training for all to enable them take up new roles and responsibilities.

According to the National Gender Policy (2000:1) "Despite the predominance of females, gender imbalances which do not favour women exist in Zambia's socio-economic, cultural and political spheres. These imbalances have prevented women from effectively contributing to and benefiting from the development process."

The growing awareness of the importance of training over the past decade has been supported by the establishment of the Public Service Training Policy (PSTP) whose goal was "To state Government intentions on, and provide guidelines for, the efficient and effective training and utilization of human resources in order to achieve optimum individual and organizational performance in the Public Service." (Public Service Training Policy, 1996:3).

Although the above stated goal seemed to be gender neutral, issues of gender and affirmative action were emphasized. The Public Service Training Policy stated that "In order to redress the historical imbalances between men and women with regard to training and employment, the policy will endeavor to institute a programme of affirmative action leading to a balancing of training opportunities. To this effect, therefore, three strategies were drawn up:

(i) Except in special cases, where candidates have equal qualifications, preference will be given to the female candidate;

(ii) Except in special cases, where the necessary qualifications are met, organizations will ensure that 50% of the candidates are   female.

(iii) Where the female candidate is less qualified than the male counterpart, but still meets the minimum entry requirements for the training programme, the female candidate shall be selected. Public Service Training Policy (1996:10)."

This added to an increasing awareness of the important and key role training and development play in building capacity for both male and female employees. It has also highlighted the need to empower women so that they are able to participate favourably in the development of the nation.

Further, the Government developed the National Gender Policy which, among other things, tried to address the gender issues and concerns such as the disparities in access to and limited opportunities for education, science and technology, skills development and training. (National Gender Policy, 2000:2).

The above scenario reflects Government's commitment to ensuring that both males and females participate fully and equitably benefit from national development because

education and training is cardinal in enabling the individual to positively participate and influence social, economic and political advancement. According to the National Gender Policy (2000:13) "It is accepted that knowledge, skills and technology are central in shaping organization and productivity of the economy. It is also true that people are the most critical factor in the development process. Since knowledge, skills and technology change so quickly, individuals must be ready to continuously learn and acquire new skills and technologies throughout their lives."

1.2   STATEMENT OF THE PROBLEM

From the information available, it is quite evident that females are generally considered to be less qualified and inexperienced. As such females have continued to face discrimination in many aspects of economic and social development including training and development because there are no legal framework, deliberate policies and guidelines to support them.

This coupled, with lack of adequate funding, gender analytical skills in Government Institutions, clear and specific guidelines in support of training and development relating to gender equality and lack of linkages with other stakeholders, has posed a great challenge for economic and social development because education and work improve people's standard of living. In Zambia, this challenge has worsened due to the effect of globalization and technological changes which have not only created wealth but have also increased unemployment, gender inequality, as well as poverty.

In support of the above assertions the Public Service Training and Development Policy (2007:2) states that "Since the introduction of the PSRP, a number of issues affecting the training and development function have emerged in the Public Service notable among others were the inadequate operational funding for training and development, unsystematic approach to undertake Training Needs Assessment, resulting in uncoordinated Training and

Development Plans and the HRD activities which do not meet the needs of the Public Service; Training and development programmes do not seem to be having the desired effect on supporting and facilitating the PSRP as expected improvements are not clearly evident."

In addition, fragmentation of training efforts and strategies in the Zambian Public Service has led to low quality training which in many cases does not meet the different training needs of both men and women. Further, many training methods being used are still centered on the lecture and provision of abstract knowledge, without giving due attention to methods which emphasize acquisition of practical skills, abilities and attitudes.

"Too much training is being directed towards the provision of standardized programmes which are inflexible and do not take into account the needs and problems of participants and their respective Ministries." Draft Public Service Training Policy (2003:8).

Training and development problems affect both men and women in the line Ministries and Government Institutions. However, most of these problems affect the women much more than their men counterparts because according to the information available the women are still lagging behind in terms of their share in the formal sector because most of them do not qualify for the available jobs. This therefore, should be an issue of great concern to Government and training institutions. In the past, there have been efforts to reduce this gap in the Public Service through the introduction of affirmative action in the Training Policy of 1996. However, this has not helped the situation much because the same problems still exist. This study is therefore a response to the challenge by striving to empirically identify these problems and well defined gender issues that could improve

training and development especially in the study area. To highlight the central areas of investigation, the study answered the following questions:

(i) What problems affect effective implementation of training and development programmes?

(ii) What gender issues should training institutions, policy makers, and Government in general, address in the designing and implementing of training and development programmes for Public Service employees?

1.3.0   OBJECTIVES OF THE STUDY

1.3.1   General Objective:

To identify the problems that affect effective implementation of training   and development in the Public Service.

1.3.2   Specific Objectives

(i) To identify gender issues which training institutions, policy makers and Government in general should address in implementing training and development for Public Service employees in order enhance effective and positive implementation of training and development in the Public Service.

(ii) To suggest better ways of designing and implementing training and development programmes in order to build capacity to enhance organizational growth and individual career progression for both men and women.

1.4   LIMITATIONS

The conclusions drawn in this study were based on data collected from respondents in the Ministry of Energy and Water Development, selected Human Resource Development Officers and Principals/Managers of a few training institutions. Therefore, the sample size was small could not be representative of the entire Public Service as such its findings may not be generalized to other areas. Hence, there is room for similar studies in future to clarify

the findings by expanding the sample size. The study was undertaken within the work environment for the researcher which could have had some biases in the process of data collection because some respondents may have not been objective in answering the questions since they knew the researcher. Further, the structured questionnaire could have limited the respondents' options regarding certain questions.

1.5 SIGNIFICANCE OF THE STUDY

Training and development of men and women remain a human right and an essential tool to empower, especially women in social, economic, cultural and political rights. In addition, training and development of employees of any organization, including the Public Service of Zambia, are cardinal to the attainment of the organization's objectives. However, the current Public Service Training Policy is gender neutral which makes it very difficult to effectively bridge the gap that exist between the male and female employees. This situation has escalated gender disparities in terms of training and development without much consideration by relevant stakeholders to resolve the problem. It is therefore, cardinal to consider gender equality to ensure that both men and women are enormously skilled and motivated, which would, in turn, enhance job performance and fit the overall objectives of the Ministries they are working for and the Public Service as a whole.

As a result, it is important to have a better understanding of the roles and responsibilities, techniques and incentives that are necessary to ensure effective implementation of training and development with particular attention, to and focus on, the female employees who are in most cases burdened with social responsibilities.

This research on what problems affect effective implementation of training and development is intended to highlight the existing gaps in order to propose better ways of administering

training and development in the Public Service. The research findings would be useful to both policy makers and scholars of human resources policies affecting gender issues.

1.6   OPERATIONAL DEFINITIONS

In this study the highlighted concepts and terminologies will refer to meanings as explained below:-

Affirmative action: Special measures aimed at creating a state of equality between females and males through implementation of deliberate strategies aimed at elevating the status of the disadvantaged.

Development: The process of equipping individuals with the understanding, skills and knowledge and training that enables them to perform effectively in order to take up higher positions in future.

Gender: The social roles of being male or female, and the behavioral characteristics specific to males and females in a community or other human groups and determined by culture.

Gender imbalance: Unequal accesses to training and development opportunities in favour of one overly dominant sexual group, in this case the males.

Gender issues: Needs or concerns that arise when there is a sense of injustice based on gender roles.

Gender Roles: Roles performed by males or females as prescribed by culture but which can change and differ from one society to another.

National Gender Policy: The diverse programmes and structures which are put in place for achieving gender equity in Zambia.

Public Service Training and Development Policy: Public Service document which governs the implementation of training and development in Ministries, Provinces and other Spending Agencies.

Public Service: The Civil Service, the Teaching Service and the Police and Prisons Services duly established under the laws of the Republic of Zambia or an Act of Parliament.

Public Service Employees: Men and women working within a Government system.

Stakeholder: A person, group, or organizations which has direct or indirect interest in the implementation of training and development in the Public Service.

Training: an organized learning experience conducted within a stipulated period to improve job performance. This includes seminars or workshops conducted specifically for a group of employees.

Training Institution: Organizations which offer training and development programmes to Public Service employees.

The Civil Service: A service within the Public Service duly established under the constitution of Zambia.

1.6   ORGANISATION OF THE STUDY

The research was carried out by Elizabeth Madalitso Tembo from March 2007. The table below reflects the period of taken to do the research:

ACTIVITY NUMBER	TASKS	DURATION
1	Data collection from the Ministries, training institutions and Department of Human Resource Development	1 Month
2	Data entry (processing)	1 Month
4	Data analysis: to come up with findings from the field	3 Weeks
5	Consultation	3 Months
6	Dissertation Writing 1st Draft	1 Year
7	Corrections, 2nd draft, 3rd draft and 4th draft	4 Years
8	Final correction and production of Final Draft, Binding and submission	3 Months

1.8   ETHICAL ISSUES

The researcher emphasized confidentiality and informed consent as the major ethical issues because the respondents were informed about the purpose of the research. Therefore, for the Ministry of Energy and Water Development respondents, the researcher wrote a letter to the Controlling Officer through her supervisor for approval. The title and purpose of the research were explained in the letter. For the Human Resource Development Offices, and training institutions, individual officers' permission was sought before interviewing them.

All the respondents were assured that this study was purely academic and the information collected would only be used for that purpose. They were further assured that the responses would be treated with high level of confidentiality to avoid victimization by their supervisors and the public. Each respondent was given a questionnaire separately to complete at their own time to ensure independent expression of views and knowledge.

CHAPTER TWO

2.0   REVIEW OF LITERATURE

Literature on training and development of employees is very important. A number of such studies have been undertaken by various scholars and organizations. These studies have defined training and development; discussed the importance of training and development to the achievement of an organization's goals and objectives by improving the morale knowledge and skills of the employees. Further, training and development has been considered as a tool to removing power relations that exist between men and women.

**2.1   IMPORTANCE OF HUMAN RESOURCE TRAINING AND
              DEVELOPMENT**

Training and development helps the organization to achieve its objectives by adding value to its key resource who are the people it employees. In essence training helps employees increase productivity, quality and promote versatility and adaptability to new methods.

According to Susan Jackson (2003:400), "The changing technology calls for further training and development to familiarize employees with new techniques. Further, a trained workforce will be highly motivated and would enhance efficiency and effectiveness in the daily operations of the organization. This will further reduce costs due to damage of the equipment and also minimize accidents by the employees."

Nickels et al (2002:338) look at training and development as attempts to improve productivity by increasing an employee's ability to perform. They said that training focuses on short-term skills, whereas development focuses on long-term abilities although both training and development include assessing the needs of the organization and the skills of

the employees to determine training needs; Designing appropriate training activities to meet the identified needs and evaluating the effectiveness of the training.

In addition, according to Maurer (2001:123-128)   "Rapidly changing technology, foreign competition, and changes in organizational strategy and strategic business objectives are putting pressure on organizations to train and develop employees for competitive advantage. This requires careful attention to needs assessment, program development and implementation, and evaluation."

MacDuffie J.P and Kochan T.A (1993:145-165) considers employee job performance as the major purpose of training. Such training is routine and accounts for the organization's ability to remain highly competitive and adaptive to market demands and change in technologies and business strategies.

Kuriloff (1966:71) says that performance in work depends on skill and knowledge. Practical results in better quality and performance can be achieved through training. Training men in skills and techniques stimulates their desire for basic knowledge. The company that fills this need by backing up training in skills and fundamental education encourages the development of an environment conducive to healthy growth. The enormous importance of training cannot be over emphasized. Training in skills leads immediately to better work and increased productivity. It also stimulates the desire for basic education in the area in which the skills are being used. Therefore, in backing training with basic education, the company develops a singular power for healthy growth. It encourages an environment in which learning is valued. As people gain basic knowledge and are trained in new skills, they improve their capacity to learn more while widening the scope of their skills. Knowledge and skill operate in this way as mutually reinforcing factors for growth and development.

Along the same line of thought Susan E. Jackson and Randall S. Schuler (2003:350) regard training as cardinal to the complete reshaping of the corporate culture of an organization hence the need to invest in training. They gave an example of Trident which set as a goal of delivering 25-hour quality training course to every employee. The company spent 4.7 percent of its payroll costs on training more than three times as much as the industry average. This investment triggered great returns resulting in reduced defects from 3 percent to .007 percent and turn over dropping from 41 percent to 3.5 percent, thereby creating enormous savings due to reduced recruitment and selection costs. The recent surveys revealed that over 90 percent of employees expressed satisfied with their work.

Further, the B.N.A Bulletin (1999:321) suggests that, "Improving the competence of the workforce is one way that training and development can create a competitive advantage. Training and development activities also contribute to organizational success in less direct ways. For example, they can provide shared experiences that promote understanding among employees with many different histories and so help speed the development of organizational cohesiveness and employee commitment. Training and development activities also are a means for employers to address the employees' needs. By offering training and development opportunities, employers help employees develop their own personal competitive advantage and ensure their long-term employability."

Further according to the Training Manual on Managing the Training Function, (2008:2) "Training increases confidence and can change people's attitudes as well as giving them new skills and knowledge, and maintaining existing skills. Training can confirm to people the value of what they are already doing, pass on new skills to colleagues in the workplace, raise general awareness and improve morale. In addition, training can also play an important role in improving workers' effectiveness. Whether training is part of an ongoing process of professional development or simply about learning a specific skill, it improves their skills and knowledge and helps them carry out their jobs more effectively.

According to Gilley and Eggland (1989:14) Training is learning that is provided in order to improve performance on the present job. They say that training programmes may not change observable behavior on the job, but may have value in reducing attrition and attraction. Perhaps the most important effect of a development activity is the positive feelings resulting from participants of corporate interest in their personal and career development. Participants elected for organizational rewards, such as developmental experiences, may reciprocate through increased loyalty and commitment and longer tenure with an organization.

Training is costly, but so too, is turnover. Replacement costs for managers are equal approximately to their annual salary. Therefore, a central question in measuring training effectiveness is whether the participants remain with the organization providing the training.

The most common form of delivery in human resource development (HRD) is the workshop using the lecture method. Hale (1987:9) noted that "There is increasing pressure on HRD to improve organizational performance while meeting workers' need for new skills."

From the foregoing it could be concluded that worldwide education and training plays a key role in sustaining social and economic development. Therefore, Bellew and King, (1993:285) have been quoted by the Commonwealth Secretariat (1999:7) as saying "The benefits of education are by now well established. Education improves the quality of life. It promotes health, expands access to paid employment, increases productivity in market and non-market work, and facilitates social and political participation." These assertions support the understanding that for a better organization as well as nation it is imperative to invest in the acquisition of knowledge and skills. The training of both males and females is an important step in promoting economic growth and development.

The above scholars not only emphasized the importance of training and development but also the importance for organizations to assess training needs at all levels. These include organizational, job, personal and demographic. Organizations should realize that ignoring one of these might be disastrous in the implementation of training and development which may have an effect on the achievement of training and development objectives. For example if an assessment is done to address the training needs of an organization only; its employees might not effectively participate in the designed programmes which would create a very big gap. In essence therefore, managers should understand how the organizational needs could be addressed without affecting the individual employees, their job performance as well as the work environment. This approach would provide a platform for employees to effectively implement both short and long-term human resource needs of an organization.

2.2   PLANNING FOR TRAINING AND DEVELOPMENT

Training and development should be consistent and focused. Therefore, management should not implement training for the sake of training but should have a targeted group and area of improvement. In view of the above, management should be able to effectively conduct training needs assessment if training and development is to achieve the desired objectives. In this regard Maurer (2001:128) points out that "When actual performance and desired performance differ, training is needed. He stresses that following effective needs analysis; training and development activities must be designed and implemented. Setting up these activities involves who will be trained, who will train, where the training will occur, and what methods will be used. Cost considerations, as well as the type of competencies to be acquired and the format of the training affect the selection of appropriate methods. Training and development for teams and their leaders are essential for the organizational development." This could only be achieved if there are serious and comprehensive methods, procedures and guidelines on training and development needs assessment programmes.

Further, in as much as Maurer's line of thought may be acknowledged management should not always rush to training and development needs as solutions to poor performance of the employees. They should go deeper by analyzing the work environment, work culture, leadership style, salaries of the employees and other related issues. For instance there could be a performance gap because employees do not have sufficient tools to use or better still because their salaries are comparatively low. In all these aspects the employees may not put in their best and as such the level of performance would be negatively affected.

It is also important for training institutions to ensure that the content of training and development activities is designed to maximize learning. The training of public service employees for example could yield best results if it included clear instructions, proper role models, active participation, feedback and practice. These should relate to the objectives of the Government organizations and the Public Service at large. In other words, training providers should aim at enforcing competence in the trainees. It is also important for training institutions to examine the work environment of the trainees to ensure that after training the trainees are able to implement the competencies, skills or attitudes they attain from training and development programmes.

The Report on Training of Trainers in Rural Energy Planning and Environment Management (2002:102), formulated in Zambia to highlight the requirements for undertaking training of trainers within the energy sector says that when organizing courses it is imperative for the trainers to establish if there is really need for training. The starting point should be to identify the beneficiaries of the training programmes, the sectors which will support the education and training of their staff through these courses, how such courses would fit in the objectives of the organization, and whether the trainers should conduct off the job or on the job training. All these issues are a guide to designing a better training programme intended to assist the participants, as well as their superiors, to see the importance of such training programmes.

Further the same report stipulates that the starting point for training is to determine whether training offers a solution to a particular situation. If that is not the case, other possible solutions may be more appropriate. Moreover, training is needed at all levels by those involved in policy making and staff responsible for project formulation and implementation.

In addition, Goldstein (1986:8) says that "A supportive training climate improves the chances that employees will successfully transfer what they learn from training programs to the job. Some indicators of a supportive training climate are the following:

- Incentives are offered to encourage employees to participate in training and development activities.
- Managers make it easy for their employees to attend training and development programs.
- Employees encourage each other to practice newly learned skills, and do not ridicule each other.
- Employees who successfully use their competencies are recognized and   rewarded with special assignments and promotions.
- Managers and others who are effective providers of training and development are recognized and rewarded.

Further, organizations need to identify the available resources and any constraints that need to be considered when designing training and development activities. Can employees be taken off their jobs to participate in training? If so, for how long? Will the training needs differ across locations, for example, in different states or different countries? If computer – based technology is to be used to deliver training and development, do employees have access to the specific technology they will need?" Goldstein (1986:8).

By addressing such questions, an organization will be able to ensure that training and development activities are practical and are within a specific context. Further, training and development will be well coordinated focused and cost effective.

Training should, therefore, focus on acquisition of new tools and skills to allow a systematic analysis of problems and the formulation of effective solutions. Furthermore, the exchange of information and sharing of ideas in training and development experiences play a large part in raising participants' awareness and skills. The kind of training needed should have a strong practical bias especially for in – service employees like the Civil Service employees.

According to Blood, (1964:23) retraining, both as a concept and as a problem of the American business and industrial scene, is by no means new. Since the inception of America, they have been confronted with the job of preparing adequate manpower. In earlier times, this preparation consisted primarily of providing learning experiences, which would help individuals to master skills in crafts and trades. As the society has become more complex, it has been necessary to give deeper thought to the development of an adequate labor force at all levels, including skills on professional and managerial levels.

The decision to retrain manpower must be based upon sound program planning, design, implementation and evaluation. Each of these steps requires considerable time and effort of the organizations which have recognized and accepted the fact that training and development of male and female employees is a continuing commitment, if the objectives of the organization are to be achieved.

Blood proposed a greater, more intensive planning to answer the question: What must be done to prepare manpower to achieve long-range business and industrial objectives that have been established, while at the same time helping individuals to experience personal

growth and self-realization? The highest degree of cooperation and commitment to this task is a prerequisite to the success of training and development. To this effect Blood (1964:25) suggests that the establishment of personnel development and planning groups within business and industrial organizations could be a better starting point which would be desirable to set up local, regional, and national planning groups aimed at resolving problems of geographical movement and job placement of manpower.

An important question on training, which is continually being raised, is: why is training necessary? Blood says that Industrial organizations are often in a better position than public agencies to answer this question. In essence, the problem is a matter of careful study of future trends in company objectives and the accompanying manpower needs. It has been possible in our operation to state, with reasonable clarity, the terminal objectives of retraining programmes. In short, it is easier to train persons already employed for specific company job assignment than those not yet employed.

Garvey C. (2002:118) identifies heavy time and effort commitment on the part of the individual employee in his self-development as a common characteristic of the off the job training programmes. The high rate of participation in these programmes would indicate a correspondingly high degree of interest among employees in their self-development. These programmes represent a pool of development resources which can be drawn by each employee, according to his individual career development requirement and aspirations.

One common source of employee dissatisfaction is the lack of career advancement opportunities by some employers. For most employees, making a significant career progression involves taking a job that requires competencies not needed in their current job. One way of acquiring these competencies is by seeking out educational opportunities for example by attending evening classes or on weekends. But a more appealing way for most

people is through participation in training and development activities offered by their employer. Many people seek out employers who provide training and development activities that facilitate career advancement. When they receive such opportunities, they are likely to feel more committed to their organization and are less likely to leave. Boudreau J.W. (1991:178)

This being the case, it would be beneficial and feasible to develop a close relationship between those in Government and industrial institutions, which are directly involved in planning and implementing training and development programmes. As such, training and development cannot take place in isolation. There is therefore, greater need for collaboration the training institutions the Government and the policy makers if training and development for Zambian Public Service employees should attain the desired objective which would address the problems highlighted in chapter one of this study.

According to Ladd (1986:80), HRD practitioners need to rethink the use of the workshops because they are: Very expensive, especially due to travel, lodging and meal cost; take people away from the work site resulting in lost productivity or incurred extra costs to reassignment of staff; lecture-or presentation – driven, resulting in inadequate time for practice,   interaction, and activities that build skills and rarely designed so that the skills and knowledge presented can be supported on the job.

Ladd therefore, suggests that workshops should be combined with instructional media, computer technology and telecommunications technology to make learning more practical.

Also Hale (1987:93) recommended that workshops be supported by computer-based assessments, computer-based training, interactive video and teletraining. He emphasized that combining workshops with technology-based delivery system can increase HRD

practitioners' ability to access individual learner's needs, screening candidates for specific training programmes, giving learners better and more timely feedback, providing practice on the job, testing learner's proficiency, and providing more realistic simulations.

The Society for Appeal learning Technology (SALT), in its report on the Green Brier Conference held in December (1986:28), supports the assumption that technology-based delivery systems would improve the effectiveness and efficiency of training efforts. Despite the expenditures and the admitted deficiencies in the quality and degree of training and education, applications of technology-based learning are minimal in relation to potential benefits, which include reduced costs, increased learning and enhanced productivity. In contrast, it is clear that significant application of technology would result in corresponding gains in human resource development.

2.3   A GENDER PERSPECTIVE OF TRAINING AND DEVELOPMENT

From the information gathered in the background and statement of the problem it has been sited that the qualifications of the females in Zambia are much lower than those of their male counterpart. This creates a very big problem in the development of the nation because women are not able to take part in the national development as much as their male counterparts. It is therefore, important to bridge the gap because training empowers people to fully participate in the decision making processes which are cardinal in the development of an economy.

The Commonwealth Secretariat (1999:7) states that "The education of women is an important investment despite the precarious economic contexts within which many developing countries have to provide for training. Not only does education have a significant multiplier effect, given the responsibility of women for socializing the next generation, it also enhances the potential of women for contributing to the social, economic

and political aspects of national development. Education also has considerable potential, in its many dimensions and processes, for bringing about change which can redress imbalances between women and men as well as other social groups." Therefore, by improving the educational and training opportunities of girls and women the organization or the country would help them develop skills and competencies which would allow them to participate in decision making and influence change in key areas of the economy.

The question is how gender balance should be enhanced in implementing the training and development for the Public Service which is the key player in the economy.

The Global and Commonwealth Mandates and Trends in the Education Sector on the website www.google.com 2009:12 stipulate that "The Beijing Platform for Action includes a section on the education and training of women. The strategic objectives identified were to ensure equal access to education; eradicate illiteracy among women; improve women's access to vocational training, science and technology, and continuing education; develop non-discriminatory education and training; allocate sufficient resources for and monitor the implementation of educational reforms; and promote lifelong education and training for girls and women."

The Platform for action identified and confirms that there are a number of problems which have perpetuated gender imbalance in education and notable among them are: Customary attitudes; early marriages and pregnancies; lack of gender awareness among the educators; girls' domestic responsibilities and the reduced time they are allowed for education; sexual harassment.

Discrimination in education resources was identified as being found in: Inadequate and gender–biased teaching and educational materials; lack of adequate schooling facilities, particularly for girls' special needs; stereotyped images of women and men in educational

materials and teaching; gender – biased curricular and teaching materials which reinforce traditional sex roles; gender – biased science curricular and texts; and insufficient resources for education, particularly for females. (www.google.com, 2009).

UNICEF and UNESCO state that: "It is not enough to enroll girls and women in education and training programmes. It is important that the education they receive, at each step, is of high standard in order to facilitate and appropriate learning outcomes that form the basis of lifelong learning, and provide skills and attitudes. It is on this basis that education leads to development and allows girls and women to manage their lives. Education and training must challenge existing power relations and institute the attitudinal and behavioral change of girls and boys, women and men." UNICEF and UNESCO (2005:16).

According to the results of the research conducted by Christine C.M. Mshanga, (2007:53) females lack adequate skills and educational qualifications to become managers hence the persistent imbalance in decision-making positions. Mushanga further stressed that scholars like Newland (1975), (Moon 1995) and others have all identified women's deficiencies in educational qualification, training, skill possession and managerial experience as the major factors inhibiting equitable female participation in decision making positions. She added that most working class females still possess lower level educational qualification, lower levels of skills and experience as compared to most males, hence their continuous lagging behind and remaining in lower level jobs.

2.4 CONCLUSION ON THE REVIEWED LITERATURE

The essential aim of training and development is to assist an organization in achieving its mission and goals by improving individual, and ultimately, organizational performance. It is therefore, important for organizations to develop a good training program to keep their staff motivated.   As such comprehensive ongoing and consistent training and development

programmes should be developed in order to ensure that there is continuity in learning new concepts for both male and female employees as well as keep the organization viable and profitable.

The literature has highlighted that there is need to ensure that when implementing training and development for employees it is important to conduct thorough training needs assessment in order to rule out any other issues that may stimulate poor performance. It is also important to consider the cost effectiveness of training and development in relation to the objectives of the organization. How the training should be conducted, the target group, where and when the training should take place are some of the aspects to establish in training and development.

Above all the literature has highlighted a number of problems women face and emphasized that training and development should help to resolve such problems by bridging the gap between men and women by providing equal opportunities which would allow them to take part in decision making as well as participate in socio and economic development of the nation because literature has revealed that training and education could be used as a tool to challenge the gender disparities that exist between men and women. It is therefore, necessary to consider how training and development could be used as a source of addressing power relations. In this regard there is need for training institutions, policy makers and the Government at large to realize that females face a lot of challenges in terms of education, training and development. As such it is important for all the stakeholders to seriously take into account gender issues in the planning and implementing of training and development programmes at all levels and across all sectors.

CHAPTER THREE

3.0   RESEARCH METHODOLOGY

This chapter discusses the research technique used in the study and the reasons for selecting such a technique. This is followed by the outline of the targeted population which was engaged in the research. The chapter further discusses the sample size and the sampling procedure which were advanced in carrying out the study. In addition, the instrument used for collecting data is outlined followed by the method which was used to collect the data. Finally the chapter discusses how the data collected from the respondents was analyzed.

3.1   RESEARCH DESIGN

The researcher employed descriptive techniques because the study intended to find out how the employees perceived and interpreted the problems they encountered in implementing skills and knowledge acquired from training and development programmes. In addition, a descriptive study helped the researcher highlight the problems and gender gaps in training and development. Further, it provided an accurate account or characteristics of phenomena and the situation under study, as well as providing data to allow for in depth probe into the problems affecting male and female employees in effective implementation of training and development in the Public Service as a whole, and the Ministry of Energy and Water Development in particular.

3.2   POPULATION

The population of this study was two hundred and thirty two (232) employees of the Ministry of Energy and Water Development which included the following:

   (i) Top management;
   (ii) Senior managers;

(iii)Middle managers;

(iv)Lower management; and

(v) Classified daily employees

3.3   SAMPLE SIZE AND SAMPLING PROCEDURE

A sample size of one hundred and ten (110) was used which included; one hundred (100) randomly selected employees of MEWD, that is, three (3) top managers, twenty - seven (27) senior managers, fifty (50) middle managers, fifteen (15) lower managers and five (5) classified daily employees. It should be noted that these numbers were based on the establishment of the Ministry at headquarters.

The other category of respondents included; six (6) Human Resources Development Officers (HRDOS) from selected Ministries and the Department of Human Resources Development (DHRD) and four (4) Managers and Principals of selected training institutions. The HRDOs were interviewed in order to affirm the findings of the research because they are the ones who are responsible for managing training and development activities in Ministries, Provinces and other Government Institutions in the Public Service. Further, they are the link between their respective institutions and DHRD which is responsible for the planning, implementing, coordinating, monitoring and evaluating training and development activities in the Public Service. On the other hand the four training institutions were selected based on their being more instrumental in training officers at the Ministry of Energy and Water Development for both long and short term training programmes.

In order to ensure fair representation of the targeted population, a simple random sampling procedure was used. However, for the ten (10) officials purposive sampling was used because only those relevant to the study were selected.

3.4   INSTRUMENT

An interview schedule and a questionnaire were used. The questionnaire had both closed ended and open ended questions. The interview schedule had a list of questions. Details are as follows:

  (i)   Interview schedules (Appendices C and D) and

  (ii)   A structured questionnaire (Appendix B).

3.5   DATA COLLECTION

Data was collected from primary and secondary sources. However, primary sources were the major sources in this study. Secondary sources were only used to back up the primary sources. In the primary data collection, two instruments were used as alluded to in the above section.

The interview schedule was used to collect data from the 6 Human Resources Development Officers (HRDOS) from selected Ministries and the Department of Human Resources Development (DHRD) and 4 Managers/Principals of selected training institutions. On the other hand, the structured questionnaire was used for the 100 employees of Ministry of Energy and Water Development. The decision to select the two instruments was arrived at after carefully considering their advantages and disadvantages and the population size for each category.

Secondary data was collected from the library materials such as text books, reports, journals and many others written publications and documents on training and development in organizations.

3.6   DATA ANALYSIS

Both qualitative and quantitative research techniques were used in the data analysis. Qualitative techniques were used for the six Human Resources Development Officers from selected Ministries and the Department of Human Resources Development (DHRD), four Managers and Principals of selected training institutions and the data collected was analyzed manually by discussing the responses. This method was chosen because the sample size was relatively small.

Both quantitative and qualitative techniques were used for the one hundred employees of MEWD. These techniques were selected because the questionnaire used had open ended and close ended questions. The data collected was, therefore, analyzed quantitatively using tables and computer programme Statistical Package for Social Sciences (SPSS) and qualitatively by analyzing the responses from the respondents to open ended questions.

CHAPTER FOUR

4.0   PRESENTATION OF DATA

This chapter begins by discussing the area of study, and then presents the research findings of the study as outlined by the three categories of respondents starting with the Ministry of Energy employees, followed by the Human Resource Development Officers and then the Managers of the training institutions.

4.1   THE STUDY AREA

The research was carried out in Lusaka and the area of focus was the Ministry of Energy and Water Development (MEWD). This is one of the Public Service Ministries which was established in 1991 when Zambia went back to a Multi-Party system of Government under the Movement for Multi-Party Democracy (MMD). Its establishment was aimed at revamping operations of the Public Service. At the time of its establishment the MEWD comprised two Departments that is; Department of Energy which was previously under the Ministry of Power Transport and Communications and the Department of Water Affairs which was under the Ministry of Water, Land and Natural Resources. MEWD Strategic Plan (2003-2007:1)

In 1993, under the Public Service Reform Programme (PSRP), the MEWD was restructured and reorganized to include the Department of Human Resources and Administration and Department of Planning and Information.

"According to the Government Gazette Notice Number 46 of 1992he mandate of the MEWD is to provide policy guidance in the Energy and Water sectors." MEWD Strategic Plan (2003-2007:1).

This Ministry is situated at Mulungushi House in Ridgeway area. Among reasons for choosing this Ministry, was the easy accessibility to the researcher because it was within her work environment. In addition, the researcher was assured of complete cooperation because the respondents were not disturbed as they were operating within their natural setting. Therefore they were not subjected to any movements or conditions that might be unpleasant, hence the smooth running of the research and reduced costs in terms of transport.

In addition, to Ministry of Energy and Water Development the researcher interviewed Human Resource Development Officers from the Ministry of Agriculture, Ministry of Commerce, Trade and Industries, Ministry of Science Technology and Vocational Training, Ministry of Lands, Provincial Administration (Central Province) and the Department of Human Resources Development (DHRD).

Further, the researcher interviewed Managers from training institutions which included National Institution for Public Administration (NIPA), Lusaka Management and Business College, Natural Resource Development College (NRDC) and SEDTER Business Executive College.

4.2   RESEARCH FINDINGS (MEWD EMPLOYEES)

This category for the Ministry of Energy and Water Development employees represented the beneficiaries of the Public Service training and development opportunities. The respondents sampled were one hundred (100), comprising three (3) top managers, twenty seven (27) senior managers, fifty (50) middle managers, fifteen (15) lower managers and five (5) classified daily employees as indicated in preceding chapter. These were drawn from the four departments of the Ministry which were, the Department of Water Affairs, Department of Energy, Department of planning and Information and Department of Human

Resources and Administration. The data collected from respondents were analyzed in line with the methodology described in chapter three (3) above.

The researcher wanted to establish the age of the respondents and the results were as shown in the table below:

Table 1: **Age of respondents**

Age	Frequency		Percentage (%)	
	Male	**Female**	**Male**	**Female**
20-25	2	6	2	6
26-30	16	5	16	5
31-35	12	8	12	8
36-40	15	15	15	15
41 and above	11	10	11	10
Total	**56**	**44**	**56**	**44**

Out of one hundred respondents from MEWD, 2(2%) males and 6(6%) females were between 20 and 25 years old, 16 (16%) males and 5(5%) females were between 26 and 30 years old, 12(12%) males and 8(8%) females were between 31 and 35 years old, 15 (15%) males and 15(15%) females were between 36 and 40 years old and finally those above 41 were 11(11%) males and 10(10%) female.

The results above indicated that the most of the respondents were between 36 and 40 years. The number of males was much more than females between 26 and 30 years. However, it is important to note that the number of females increased with advancement in age.

The respondents were also asked about their sex, and their responses were recorded in table 2 below:

Table 2:   Sex of the respondents

Sex	Frequency	Percentage (%)
Male	56	56
Female	44	44
Total	**100**	**100**

The majority of the respondents, 56 (56%), were males while 44 (44%) were females.

The results above suggested that there were more males than females at the Ministry of Energy and Water Development.

The respondents were asked about their marital status and their responses were recorded in Table 3 below:

Table 3: Marital status of the respondents

Status	Frequency		Percentage (%)	
	Male	**Female**	**Male**	**Female**
Single	20	14	20	14
Married	35	26	35	26
Widowed	-	2	-	2
Divorced	1	2	1	2
Total	**56**	**44**	**56**	**44**

The majority of the respondents, 61 (61%), were married out of which 35(35%) were males and 26(26%) were females, 34 (34%), were single that is 20(20%) males and 14(14%) females, 3(3%) were divorced that is, 2 (2%) females and 1 (1%) male and 2 (2%) females were widowed.

The respondents were asked about their highest qualification and their responses were recorded in the table 4 below:

Table 4:   Respondent's responses on the highest qualification

Highest Qualification	Frequency		Percentage (%)	
	Male	**Female**	**Male**	**Female**
Masters	11	2	11	2
Degree	17	6	17	6
Diploma	14	7	14	7
Certificate	11	25	11	25
Other	2	3	2	3
No response	1	1	1	1
Total	**56**	**44**	**56**	**44**

Most of the respondents 36 (36%) had Certificates out of which 11(11%) were males and 25 (25%) were females, 13 (13%) had Masters Degree that is 11 (11%) males and 2 (2%) females. The respondents on the other responses were 5 (5%) that is 2 males and 3 (3%) females of the 2 (2%) males one had an Advanced Diploma while the other one had an Advanced Certificate. Of the 3(3%) females, 2(2%) had an Advanced Diploma while 1 (1%) had an Advanced Certificate. 1(1%) female and 1(1%) male did not respond to this question.

The results above indicated that the majority of the male respondents held higher qualifications than their female counterpart.

The researcher wanted to establish the respondents' field of specialization in terms of their qualifications advanced above and the responses indicated that the majority of the females had certificates in typing who represented 14(14%) out of the 25(25%) who had certificates, 6 (6%) had a certificate in O-Levels, 3(3%) it was Grade nine Certificate, 1(1) had a Certificate in Records Management and the other 1(1%) had a certificate in Accounting. On the other hand the males with certificates the majority of them 4(4%) had Accountancy, 4(4%) Records Management, 2(2%) O-Levels and only 1(1%) had a Grade Nine. On the other hand more male respondents had Masters and Degrees in technical fields than the females who specialized in social sciences.

In analyzing the institution and country where qualifications were obtained the majority of the respondents, 41 (41%) females and 46 (%) males obtained their qualifications from training institutions locally.

The researcher further analyzed the respondents' qualifications in relation to their marital status and the results were as indicated in table 5 below:

Table 5:   **Respondents' qualifications in relation to their marital status:**

Highest Qualification	Single Frequency		Married Frequency		Divorced Frequency		Widowed Frequency	
	Male	Female	Male	Female	Male	Female	Male	Female
Masters	8	1	3		-	1	-	-
Degree	5	3	12	1	-	1	-	1
Diploma	4	4	10	3		-	-	-
Certificate	-	5	10	19	1	-	-	1
Other	2	1	-	2	-	-	-	-
No response	1	-	-	1	-	-	-	-
Total	**20**	**14**	**35**	**26**	**1**	**2**	**-**	**2**

The results indicated that the males held higher qualifications than the females regardless of their marital status. On the other hand married female respondents were mainly Certificate holders, 19 (19%).

The researcher wanted to establish the Departments were the respondents were working from and the responses were recorded in table 6 below:

Table 6:   **Department under which the respondents operate**

DEPARTMENT	FREQUENCY		PERCENTAGE (%)	
	Male	**Female**	**Male**	**Female**
Human Resources and Administration	17	24	17	24
Planning and Information	7	5	7	5
Water Affairs	22	10	22	10
Energy	10	5	10	5
Total	**56**	**44**	**56**	**44**

The majority of the respondents 41, 17(17%) males and 24 (24%) female were from Department of Human Resources and Administration. In the other three Departments the number of males was higher than that of females. In Water Affairs for example there were 22 (22%) males and only 10 (10%) females.

The researcher also wanted to establish the years which each of the respondents had worked in the Public Sector. Their responses were recorded in table 7:

Table 7:   **Length of service in the Civil Service**

YEARS	FREQUENCY		PERCENTAGE (%)	
	Male	**Female**	**Male**	**Female**
Less than one year	1	-	1	-
1-5 years	31	10	31	10
6-10 years	11	8	11	8
11-15 years	10	10	10	10
16-20 years	2	7	2	6
21-25 years	1	3	1	3
26 and above years	-	6	-	6
Total	**56**	**44**	**56**	**44**

Out of one hundred respondents, 1(1%) male said that he had worked for the Civil Service for less than one year, 31(31%) males and 10(10%) females between 1year and 5 years, 11 (11%) males and 8(8%) females between 6 years and 10 years, 10 (10%) males and 10(10%) females between 11years and 15 years, 2 (2%) males and 7(7%) females between 16 years and 20 years, 1(1%) male and 3(3%) females between 21 and 25 years and 6(6%) females 26 years and above.

The researcher analyzed the respondents' responses on whether they had been sponsored for training by the Civil Service in relation to their sex and the results were as indicated in table 8 below:

Table 8: Respondents' response to whether they had been sponsored for training by the Civil Service in relation to sex:

	Yes		No		
Sex of respondents	Frequency	Percentage (%)	Frequency	Percentage (%)	Total
males	39	39	17	17	**56**
females	39	39	5	5	**44**

Out of 56 (56%) male respondents, 39(39%) said that they had been trained by the civil service, 17(17%) male respondents said that they had not been trained by the civil service and out of the 44(44%) female respondents, 39(39) said that they had been trained by the civil service and only 5(5%) said that they had not been trained by the civil service.

From the above information it indicated that more females have been trained by the Public Service than the males.

Further, the researcher analyzed the respondents' responses on whether they had supported or not supported for training by the Civil Service in relation to their marital status and the results were as in table 9 below.

Table 9: **Respondents' responses on whether they had been supported or not supported for training by the Civil Service in relation to their marital status:**

Marital status of the respondents	Yes				No			
	Male		Female		Male		Female	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Single	14	14	12	12	6	6	2	2
Married	25	25	23	23	10	10	3	3
Widowed	-	-	2	2	-	-	-	-
Divorced	-	-	2	2	1	1	-	-
Total	**39**	**39**	**39**	**39**	**17**	**17**	**5**	**5**

The majority of the respondents, 25(25%) males and 23 (23%) females, who had been trained by the civil service were married, followed by the respondents who were single who represented 14 (14%) males and 12(12%) females. Widowed and divorced female respondents who had been trained by the civil service represented 2(2%) for each category. The respondents who were single who had not been trained by the civil service were 6 (6%) males and 2(2%) females while 10 (10%) males and 3(3%) females were married. 1(1%) male respondent was divorced.

Further, the respondents' responses were analyzed on whether they had been trained by the Civil Service in relation to their age. Their responses were then recorded in Table seven (10) below:

Table 10: **Respondents' responses to whether they had been trained by the civil service in relation to their age:**

Age of respondents	Yes		No		No response	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
	N (%)	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**
20-25 years	-	5	2	1	-	-
26-30 years	14	4	2	1	-	-
31-35 years	10	6	2	2	-	-
36-40 years	12	7	2	8	-	-
41 and above years	10	9	-	-	2	1
Total	**39**	**39**	**17**	**5**	**2**	**1**

Among the respondents between 20 and 25 years old, only 5(5%) had been trained by the Civil Service. For those between 26 and 30 years of age, 14 (14%) males and 4(4%) females had been trained, while only 10 (10%) males and 6(6%) females who were between 31 and 35 years old had been trained, of those between 36 and 40 years old 12 (12%) males and 7(7%) females had been trained and those above 41 years old 10(10%) males and 9 (9%) females said they had been trained.

The respondents were also asked whether training and development programmes had improved their performance and responses are recorded in Figure 1 below.

Figure 1: Respondents' responses to whether training and development programmes had improved their performance
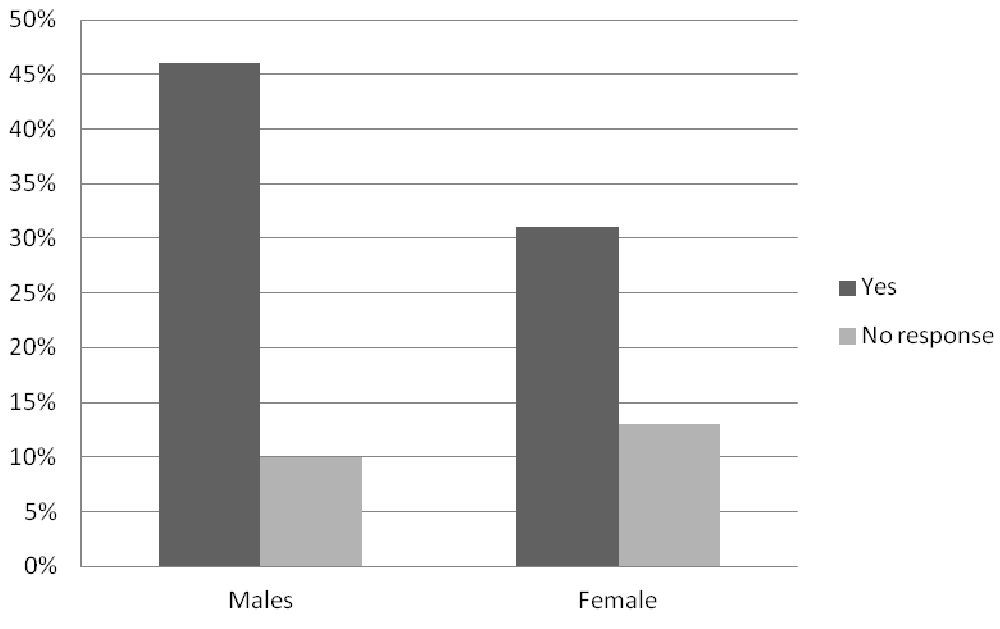
Findings in Figure 1 above revealed that 46(46%) males and 31(31%) females said training and development programmes had improved their performance. The remaining 10 (10%) males and 13(13%) females did not respond to this question.

Table 11: **Respondents' responses to whether training needs are adequately conducted in relation to whether they had been sponsored for training:**

	Yes				No			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Yes	15	15%	20	20%	24	24%	19	19%
No	3	3%	2	2%	14	14%	3	3%
No response			-	-	1	1%	-	-
Total	**18**	**18%**	**22**	**22%**	**38**	**38%**	**22**	**22%**

The findings in Table 11 above showed that out of the 18 (18%) males and 22 (22%) females who said that training needs were not adequately conducted, 15(15%) males and 20 (20%) females were sponsored for training by the civil service, while 3(3%) males and 2 (2%) females had not been sponsored. On the other hand from the 38 (38%) males and 22 (22%) females who said training needs were adequately conducted, 24 (24%) males and 19 (19%) females had been sponsored for training by the civil service, while 14(14%) males and 3(3%) females had not been sponsored 1 (1%) male did not respond to this question.

The researcher wanted to know if the respondents understood the meaning and factors relating to gender. This was to establish what gender issues should be addressed in the designing and implementing of training and development for public service employees.

Table 12: **Respondents responses on whether the implementation of training is segregated according to gender.**

	Frequency		Percentage %	
Response	**Males**	**Females**	**Males**	**Females**
Yes	0	0	0	0
No	53	44	53	44
Not sure	3	0	3	0
Total	**56**	**44**	**56**	**44**

The majority 97(97%), 53 males and 44 females said no. Only 3(3%) males were not sure. The researcher wanted to know which sex the respondents thought was mostly sent for training by the civil service and the results were recorded in Table 13:

Table 13: **Respondents' views on which sex is mostly sent for training and development programmes in their Ministry:**

	Male		Female	
	Frequency	**Percentage (%)**	**Frequency**	**Percentage (%)**
Males	11	11	10	10
Females	30	30	28	28
Both	15	15	6	6
Total	**56**	**56**	**44**	**44**

The majority of the respondents, 58 (58%), 30(30%) females and 28(28%) males said that the females were the ones who were mostly sent for training, 21(21%), 11(11%) males and

10(10%) females indicated that males were mostly sent for training, while the other 21 (21%), 15(15%) males and 6(6%) females said that both males and females were sent for training.

Table 14: **Respondents responses to whether training institutions consider gender issues in the designing and implementing of training and development**:

Response	Males		Females	
	Frequency	**Percentage (%)**	**Frequency**	**Percentage (%)**
Yes	1	1		
No	54	54	40	40
Do not know	1	1	4	4
Total	**56**	**56**	**44**	**44**

Majority of the respondents 94(94%), 54(54%) males and 40(40%) females said that the training institutions did not consider gender issues in the designing and implementing of training and development. 4(4%) females and 1 (1%) male were not sure and only 1(1%) man said that the training institutions considered gender issues in the designing and implementing of training and development.

When asked what gender issues training institutions should address in the designing and implementing of training and development for Public Service employees the majority of the respondents that is, 36 (36%) females and 43 (43%) males said that the committees selecting candidates for enrollment should be gender sensitive and management should ensure that there is gender balance in terms of students enrolled for each course. The other issues raised were that there should be gender balance among the teaching staff and that all members of staff should undergo training on gender. Further, the respondents indicated that there should

be a component in gender studies in all the courses. In addition, the respondents said that the training institutions should ensure that both the male and female have equal access to studies which lead to better careers and job opportunities.

Table 15: **Respondent's responses whether the national training policy was able to address gender issues in the implementing of training and development of public service employees:**

Response	Males		Females	
	Frequency	**Percentage %**	**Frequency**	**Percentage %**
Yes	13	13	9	9
No	38	38	33	33
Others	5	5	2	2
Total	**56**	**56**	**44**	**44**

38 (38%) males and 33 (33%) females said that the national training policy did not consider gender issues in the designing and implementation of training and development of public service employees. On the other hand 13 (13%) males and 9 (9%) females said yes. 5 (5%) males and 2 (2%) had divergent views on this question.

The researcher wanted to know what gender issues policy makers and the Government should address in designing and implementing training and development programmes for Public Service employees and the responses were recorded qualitatively: Some of the respondents said that the Public Service Training Policy should be gender responsive. Other respondents proposed that there was need for Government to institutionalize gender mainstreaming in the training and development of its employees. In addition, Government

should adequately orient both male and female employees on the importance of gender equality.

Table 16: **Respondents' opinion on the factors that affect the attainment of gender balance in the designing and implementing of training and development programmes for public service employees:**

Response	Male		Female	
	Frequency	**Percentage %**	**Frequency**	**Percentage %**
Gender stereotyping	11	11	8	8
Cultures and systems in the public service	16	16	13	13
Males' attitude	9	9	15	15
Females' attitude	10	10	6	6
Any other	10	10	2	2
Total	**56**	**56**	**44**	**44**

When asked about the factors that affected the attainment of gender balance in the designing and implementing of training and development programmes for Public Service employees 11(11%) males and 8 (8%) females said gender stereotyping; 16 (16%) males and 13 (13%) females said the cultures and systems in the Public Service; 9(9%) males and 6(6%) females said it was because of the attitude of males; 10 (10%) males and 2 (2%) females had various views.

The researcher wanted to know what other problems the respondents thought were affecting males and females in effective implementation of training and development in the Public

Service. Their responses were analyzed qualitatively and notable among the problems included:

- Favoritism by some officers responsible for implementing training and development; Tribalism by superior officers to send for training functionaries of their ethnic culture. This was seen as a hindrance for effective implementation of training and development needs;

- Inadequate funding for training programmes, enabling only fewer functionaries to go for training;

- Respondents also attributed ineffective implementation of the training and development programmes of Public Service employees to lack of interest on the part of the employees themselves. Some employees were not interested in furthering their qualifications; Even if there were some training and development opportunities, some employees did not even want to apply for training. This caused poor implementation of the training and development since the employees who attended training were those interested and not those who really needed to be trained. This was thought to be a compromise on the effective use of the funds meant for training and development of the Public Service since the target group did not usually participate;

- Attitude of the officers responsible for training and development was also seen as a factor that affected effective implementation of training and development. Some officers were said to have a negative attitude towards training and development of their subordinates;

- In some cases the respondents said that their Human Resource Development Sections did not conduct training and development needs assessment. This was seen as a hindrance in supporting those who needed training; the officers responsible for training were also seen not to be providing information to the employees concerning training and development opportunities. Some of the employees did not attend training because there was no information on the available scholarships in their

Ministries. The only people who had information were those who were close to the central administration while those in other districts did not have the required information;

- Respondents also said that lack of good training institutions was another problem which affected the male and female employees in effective implementation of training and development. It was observed that even in some cases were the Ministries conducted training and development needs assessments adequately, some fields of training and development were not offered at the local training institutions.

The researcher wanted to get the views of the respondents on what should be done to improve the implementation of training and development of civil service employees. Their responses were analyzed qualitatively.

The respondents saw an increase in funds towards training and development of the male and female employees, as one way of improving effective implementation of training and development programmes. The funds allocated for training were seen to be inadequate to carter for all the employees who needed training and development.

The respondents said that for the implementation of training and development programmes to be effective, there was need for superior officers and the employees to develop a positive attitude towards continuous training. Some officers were said to have had an 'I do not care' attitude towards training and development of civil service employees. This had a negative impact on their training needs assessment which consequently affected the male and female employees in effective implementation of the training and development in the Public Service.

Reducing Government interference was also one of the things which the respondents said should be done to improve the effective implementation of training and development of the

male and female employees. Some respondents said that Government interference in the implementation of training and development in the Civil Service had a negative impact.

The respondents further, said that there was need to encourage employees to go for training and development programmes. This could be done by providing career guidance, and counseling especially to women who seem not to be willing to attend long term training because they have to take care of their children and husbands.

In an event that the Ministry has no funds for training male and female employees should be given loans to enable them further their education. In addition, information should flow on the available training and development programmes as one way of encouraging the employees to go for training.

The respondents also said that since the funds allocated for training seemed not to be enough, there was need for Government Ministries, to lobby for sponsorship on behalf of their employees from other stakeholders. These could be sponsorships from donor agencies who were interested in improving the services which the Ministry was offering, for example, donors interested in helping the under privileged in the society, can fund training of officers who were responsible for the development of social amenities.

4.3   RESEARCH FINDINGS (HRDOS)

This section reveals the responses of the selected Human Resource Development Officers. These are officers who are responsible for facilitating and coordinating all training and development activities in the Public Service. They are also expected to provide professional advice in all matters relating to training and development. The reason for interviewing this category of respondents was to affirm the findings from the MEWD employees.

Data was collected from six Human Resource Development Officers who represented the Ministry of Agriculture, Ministry of Commerce, Trade and Industries, Ministry of Science Technology and Vocational Training and Ministry of Lands. One came from the Provincial Administration (Central Province) and the other one from Department of Human Resources Development (DHRD).

This category comprised three Human Resource Development Officers, two Senior Human Resource Development Officers and one Chief Human Resource Development Officer.

Table 17: **The respondents were asked about the years they have served in the civil service and their academic qualifications and the responses were recorded in table 17 below:**

Years the respondent had worked for the civil service	Academic qualification of the respondents
5 years	Bachelor of Arts in Public Administration
13 years	Post Graduate Diploma in Human Resource Management
5 years	Masters in Leadership and Management
1 year	Bachelor of Arts in Education
2 years	Diploma in Human Resource Management
15 years	Diploma in Human Resource Management

Two respondents held diplomas, one an advanced diploma and all the three candidates were specialized in human resource management. One respondent with a Masters degree

specialized in Leadership and Management. Two other respondents held Bachelor of Arts degrees, one in Public Administration and the other in Education.

The respondents were also asked the years they had worked for the Civil Service. The respondent with a Bachelor of Arts in Public Administration had been with the Civil Service for 5 years. The one with Post Graduate Diploma in Human Resource Management had worked for 13 years. The respondent with Masters Degree in Leadership and Management had worked for 5 years, and then the one with Bachelor of Arts in Education had worked for 1 year. The one with a Diploma in Human Resource Management had been with the Civil Service for 2 years and the last one who had a Diploma in Human Resource Management had worked for 15 years.

The respondents were asked if the training and development of the Civil Servants was important. All the respondents said that the training and development of the Civil Service employees was important. Two of the respondents said that considering that the world is changing rapidly in terms of technology and competition, there was need for training and retraining of the Civil Servants in order for them to contain these changes. Three of them said that training and development of Civil Servants was important for capacity building, hence enhancing efficiency and effectiveness in service delivery. One said that training and development was a best tool for boosting Civil Servants morale. Trained Civil Servants would deliver their services confidently and also contributed to retain capable employees in the civil service.

When asked which method their Ministries used to assess training, two of the respondents said that they used questionnaires to assess training needs in their Ministry. Questionnaires were distributed with questions based on the performance of the individual employee. The employees were asked what they thought about their performance. They were also asked

whether they thought there was room for improving the performance of their work or if they wanted to go for training and what kind of training. From these questions, the gap between actual performance of employees and desired performance was identified. Using this information, the Ministry could provide a list of those who needed training and development.

One of the respondents said that in their Ministry, they used the Annual Performance Appraisal Forms (APAS). These Annual Performance Appraisal Forms were taken to the Permanent Secretary for approval. But before the forms were taken to the Permanent Secretary, the supervisor should agree with the employees and the counter signing officer, on the kind of training that should be taken.

The other two respondents said that at their Ministry, different departments were asked to indicate the relevant training needs in their respective departments. From this, it was possible to come up with the list of those who needed to be trained and developed. One of the respondents however, was ignorant, saying that there was no properly laid down procedure for training and development needs assessment in his Ministry.

The researcher also wanted to establish whether the methods used for identifying training needs achieved their Ministries' objective, one of the respondents said current methods used for assessing the needs were just okay and achieved the objectives of training specified numbers of employees in the Ministry's implementation plan. The other three respondents said that there was need for the supervisors to be recommending who should be trained and not the individual officers. The reason they gave for this was that some employees just recommended themselves for training in order to go and rest. Some of the Civil Servants were only interested in the allowances they got when going for training and not the training itself. This compromised the efficiency of training needs assessment. The respondents

argued that if it was the supervisors who were recommending, they could be using the gaps in performance to recommend who should go for training.

The other two respondents said that there was need to observe the training cycles. The respondents said that there was need to take Civil Servants for training that was in line with the mission and vision of the Ministry they were working for. This would help in identifying the training needs that were required by the Ministry to improve its service delivery, hence achieving its objectives. To do this, the respondent said, there was need to work hand in hand with the employees and get qualifications of officers and their job requirement, and use the qualifications required for the officers' jobs to identify the training needs. This could be done by using the existing gap between qualifications and the requirements of the job.

The respondents were asked whether the implementation process of competencies and skills learnt from training and development was effective.

Two respondents said that the implementation process was not effective because there was no monitoring mechanism at the Human Resource Development (HRD) level. The supervisors were the only ones who monitored the implementation of skills and attitudes learnt and thus it became difficult for them to see if the trained employees effectively used the skills they learnt from the training and development programmes.

One of the respondents said that the competencies and skills learnt from the training and development programmes were not effectively implemented because of the bureaucracy. He argued that the Civil Service at large was so bureaucratic that it did not allow the use of personal skills or knowledge. Since the duties done in the Civil Service were mere routine, there was no room for innovation. This affected the male and female employees in the

effective implementation of competencies and skills learnt from training and development programmes.

Another respondent said that the implementation of competencies and skills learnt was not effective because there was lack of equipment and facilities. The other two said that the skills and competencies were adequately implemented. They said that effectiveness is seen after two to three months upon arrival from training.

The researcher also wanted to establish whether training institutions addressed gender issues in the planning, designing and implementation of training and development programmes. All respondents said that gender issues were addressed in the implementation of the training and development programmes. One of the respondents said that there was a balance since secretarial staff which mostly comprised females was being trained in various short term courses and males were being trained in various fields which mostly involved technical fields. Another respondent said that with the fight for gender equality, females were being given the priority where training was concerned. This was meant to remove the imbalance between the qualifications of males and those of females. Women were also encouraged to apply for training. The other respondents said that there was a general design, planning and implementation according to needs; giving equal opportunities for males and females.

When asked what specific gender issues should the training institutions address in the planning, designing and implementing of training and development programmes, the following were the responses:

- Two respondents said that training institutions should ensure that there is at least equal representation of male and female students who are enrolled in training programmes.

- The other two of the respondents said at the time of selection the training institutions should allocate specific number which should be reserved for the females because they are usually few especially at high institutions of learning.
- One of the respondents said that the training institutions should support the girl child by providing a good learning environment in all the programmes.
- The other respondent said that there was need for training institutions to introduce modules on gender studies in all the courses if the country should attain the so much pronounced 30% representation of the females in decision making positions

The researcher also asked the HRDOs specific gender issues which the Government and policy makers needed to address in order to alleviate problems affecting male and female employees in effective implementation of training and development in the Public Service. Two of the respondents said that the Government and policy makers should ensure that girls and women are encouraged to take up courses which would enable them occupy decision making positions. They said that there was need to encourage girls to compete favorably with their male counterparts. On the other hand three of the respondents pointed out that the current National Training Policy was gender blind therefore, the policy and guidelines should be in such a way that they support both males and females to acquire better courses which would not only improve service delivery but also promote gender equality. However, one of the respondents said that Government and policy makers have already come up with gender issues but it is the implementation aspect which should be reinforced. He argued that a number of policies and documents have been formulated but they are just shelved. Therefore, there was need to ensure that the already existing structures, policies and documents are implemented effectively.

The researcher also wanted to know whether the Public Service employees were accorded the required training and development. Four of the respondents said that the Public Service employees were not accorded the required training and development. The reasons they gave were that some of the officers were sent for training in the fields that were not relevant to

their duties in the Ministry. This did not lead to improvement in their performance after they came back from training. This, they said, was just adding to the cost of operation instead of benefiting the Ministry.

Inadequate funding towards training and development was another reason why the Civil Servants were not accorded the required training and development. They argued that the money which the government allocated to different Ministries was not enough to provide training for all the Civil Service employees who needed quality training and development. This was a problem to the effective implementation of training and development of the male and female employees.

Two of the respondents said that the Public Service employees were accorded the required training and development they needed. They said that a lot of employees were sent for training in the fields that were relevant to their duties. However, they were quick to mention that this was to be effective if the officers did not apply for training only to make money, or take a vacation from work.

The researcher examined what the respondents thought the Government should do in order to enhance effective implementation of training and development in the Public Service. All the respondents said that there was need for the Government to increase funding in various Ministries because inadequate funding made it very difficult, to effectively implement training and development in the Civil Service. They argued that the Government should provide a deliberate policy to adequately fund training of the Civil Service employees. The Government should also seriously audit the funds released for training. The respondents thought this would prevent misappropriation of the training funds.

Respondents also viewed late delivery of the admission letters by training Institutions to the applicants as a problem affecting male and female employees to effectively implement training and development in the Public Service. Late delivery of the admission letters from the training institutions delayed applicants and their Ministries to prepare early for training. They argued that if the admission letters were given to the applicants on time, this would give the applicants ample time to lobby for sponsorship. The Ministries would also have enough time to make some logistics to facilitate the training of the male and female employees. For example, the Ministries would have enough time to prepare the study leave of the employees going for training and even prepare training fees and allowances thereby giving participants ample time to concentrate on their studies and acquire the much needed skills to improve the Civil Service.

Another issue mentioned was to enhance proper planning; starting with the training needs assessment. Respondents argued that there was need to plan adequately. The Government should not only provide a deliberate policy to fund the training needs of the Civil Service employees, but there was also need to come up with strict assessment of training needs. This would help send the right people for the right training, and assist Ministries to achieve their goals and objectives.

In addition, the respondents said that some training institutions had no modern facilities to help train the employees to meet changes in technology with confidence. Some institutions were said to have outdated books that were not good enough to help the trainers. They also argued that some of the courses that some institutions were offering were not necessary in the smooth running of the Civil Service.

Another issue which the respondent gave as a problem affecting male and female employees in effective implementation of training and development in the Public Service was that the

officers were not given the platform to perform. They said that due to bureaucracy, the male and female employees were only confined to do routine work. Therefore, there was need to reduce the bureaucratic process which brought about derailments and hinder the execution of the duties using the skills and knowledge obtained from the training and development programmes. Given the relevant platform, the employees could bring about innovation in the Ministries and Government system as a whole. The respondents also thought that this could act as a motivation to the employees. The employees' morale could be boosted and they could develop a sense of belonging. This could encourage them to do their duties without being pushed, hence improving service delivery.

Giving the relevant platform to the male and female employees could also act as one way of assessing training and development needs. The respondents argued that giving the employees relevant tools could help the supervisors to see the gaps between the performance of each individual and the desired performance.

To alleviate the problems affecting the male and female employees in effective implementation of the training and development programmes, the respondents said that there was need for the Human Resources and Administration (HRA) to provide latest equipment and sensitize the employees on the courses that were available. They said that, this would give employees a choice on the courses which suit their current positions in the Ministry.

Respondents also said that the Government should encourage employees to attend short courses which are skill based. The respondents further said that the Government should monitor and evaluate the training programmes undertaken by the employees. They argued that the methods which were being used to monitor and evaluate were not effective because they lacked Government involvement and management support. So it was difficult to see

how the employees were performing and if they were able to effectively implement what they learn from training and development programmes.

The respondents said that there was need for the officers responsible for training to ensure that those employees recommended for training are informed on time. Sometimes the employees are informed to go for training after the courses they applied for had already commenced. This acted as a problem affecting male and female employees in effective implementation of training and development in the Civil Service.

Retraining of the training officers was also seen as an important aspect in order to alleviate problems affecting male and female employees in effective implementation of the training and development needs. They argued that for the training officers to implement training and development needs effectively, they were supposed to familiarize themselves with the new methods of training needs assessment. Retraining of training officers would help them have knowledge of which skills were required in the Ministries.

4.3   RESEARCH FINDINGS (MANAGERS OF TRAINING INSTITUTIONS)

This section reveals the responses of managers from four selected training institutions which included the National Institution for Public Administration (NIPA), Lusaka Management and Business College, Natural Resource Development College (NRDC) and SEDTER Business Executive College. This category comprised two Head of Departments, Director of Management Studies and the Executive Director.

The Managers of training institutions were very cardinal to this study because they are the implementers of training and development. They are involved in the planning, designing

and implementing of the training and development programmes in which the male and female employees in the Civil Service participate.

Three of the respondents were holders of a Masters Degree and one had the first degree in Human Resource Management. All the respondents confirmed that they had worked in Civil Service and their length of service in the public sector were: 25 years, 16 years, 7 years, and 5 years.

When asked whether training of the Civil Service workers was important, all the subjects responded in affirmative, pointing out that training of the Civil Servants was critical to the acquisition of the necessary knowledge, skills and attitudes for quality service delivery. One of the respondents said that most of the Public Service employees and management suffer from "Government work syndrome", like late coming, early knocking off, 'I do not care' attitudes toward work, big expenditure budgets and many other things. This, the respondent argued, had an adverse effect on service delivery.

The respondents were also asked whether they knew how training needs assessment was conducted in the Civil Service. All the respondents said the training needs assessment was conducted through the Performance Appraisal System. Further, the respondents were asked if the training needs assessment was adequately conducted. Three said that training needs assessment was not adequately conducted. Only one indicated that the training needs assessment was conducted adequately, arguing that this was normally done through the Human Resource and line managers, Heads of Departments and Directors who conducted the Annual Performance Appraisal. Those who argued that training needs assessment was not adequately conducted sited insufficient funds as a reason for failure to conduct thorough training needs assessments. As a result, training needs were not regularly assessed and this

led to big gaps between the quality of service required and the actual service which was being delivered in the Public Service.

Concerning effective implementation process of the skills learnt from training and development, all the respondents objected, two of them claimed to have observed that the money which could have been used to implement these skills was being diverted to other Government expenditures. The other two respondents said that sometimes officers did not get the opportunities to implement competencies because of lack of resources and structural difficulties. The structure of the Government, they argued, promoted routine work which did not leave room for innovation and implementation of other skills. They also argued that the skills and knowledge learnt were not adequately implemented because supporting systems were not in place.

Concerning gender issues if they were addressed in the planning, designing and implementation of the training and development programmes, two of the respondents reacted affirmatively. They argued that since the number of women being trained has increased over time, the gender issues were being addressed. The other two said that gender issues were being addressed but it was difficult to see this because there were more males in the Public Service than females. This made it difficult to see whether there was one to one ratio in the planning, designing and implementation of the training needs.

The respondents were further asked if the Public Service employees were accorded the required training and development opportunity. One said that equal opportunity was provided. She argued that the Government was spending a lot of money on training, an indication of commitment to developing human resource. In addition, there were lots of employees, both in the private and public sectors, who have acquired their training through the Government's training efforts and opportunities. Nevertheless, some employees go to

work in the private sector after they have been trained by the Government. However, the other three respondents said that there was need for Government to ensure that employees get the required training which would enhance efficiency in the implementation of the programmes and projects.

Respondents were also asked what they thought the training institutions should do to enhance effective training and development. One said that there was need to improve the efficiency of local training institutions in terms of commencements of the studies and also make sure that the courses were being completed within the stipulated timeframe. This, he argued, would build morale in the people needing training. The other respondent said that there was need to increase financial and human capital in order to reduce constraints on the management of the training institutions.

Two of the respondents argued that some of the local training institutions were of low standard, prompting the tendency of some people going abroad for training. According to them, for training institutions to enhance effective training and development, there was need to bring the training institutions to international standards and motivate the teaching staff for their retention. There should also be deliberate policies to discourage people going abroad for training.

The researcher sought the respondents' views on what gender issues training institutions should consider in the planning, designing and implementation of training and development programmes and responses were as follows: One of the respondents said that there was need to strengthen capacity of the lecturers and management to analyze, understand and use gender considerations in the designing and implementing of courses. This will enable them have the necessary gender analytical skills hence they will be able to positively address the needs of both males and females. Two of the respondents said that it was important for the

training institutions to identify the gender capacities of the students in the courses offered so that they would be able to relate positively in building the capacity of both male and female employees thereby improve service delivery in the Public Service. The other respondent said that training institutions should provide a conducive learning environment and courses should be structured in such a way that they do not disadvantage the female students who, in most cases, are burdened with family responsibilities.

On what gender issues should the Government consider to ensure that competencies, skills and knowledge by male and female employees were effectively implemented; two of the respondents said that the starting point should be to identify the needs of the male and female employees in relation to training and development. The other respondent said there was need for Government to introduce affirmative action initiatives at all levels to address the existing gender imbalance. The other respondent said that the Government should ensure that female employees who obtain higher qualifications are promoted to decision making positions.

The opinion of the respondents was examined concerning other issues which should be addressed in order to enhance effective implementation of training and development in the Public Service. Some respondents said that the Government's bureaucracy was rigid and slow-acting. This led to its failure to send its employees for training on time, or to effectively assess the training and development needs. They suggested that Government should become flexible and should expedite the implementation of the learnt skills and knowledge.

Other respondents said that training needs could only be effectively identified and implemented if training of the Civil Service employees was localized. They argued that when the Civil Service employees go outside the country to be trained, the training they

acquired does not meet Zambia's needs. To avoid this problem, they felt there was need to improve the standards and support the local training institutions.

CHAPTER FIVE

5.0   DISCUSSION OF THE FINDINGS

This chapter aims at addressing the research questions and the objectives of the study. It starts by discussing the relevance of some of the issues raised in this study. It then discusses the problems that affect the male and female employees in the effective implementation of training and development in the Public Service. The chapter further looks at the gender issues which the training institutions, policy makers and the Government needed to address in the designing of training and development for Public Service employees. Finally, it focuses on specific issues which policy makers should consider to enhance effective and positive implementation of training and development in the public service.

5.1   RELEVANCE OF SOME ISSUES RAISED IN THIS STUDY

From the respondents and the analysis of the literature review this research has established that training and development of the Civil Service employees was very important because it helped them acquire new skills and knowledge. This helped the employees to work under minimum supervision as compared to those who had not received training and development at all. The training and development was further thought to reduce the costs incurred in terms of supervision and production.

In addition, this research established that training and development of the Civil Service employees improved their efficiency and effectiveness in the way they executed their duties. Most of the respondents and the examination of literature indicated that trained staff were able to reduce the costs of service delivery both in terms of time taken to complete their work and effective utilization of available resources. Moreover, training and development helped in the boosting of the employees' morale. When a Civil Service employee was

trained, that employee would want to use the skills learnt. This made employees to be confident workers with self responsibility for their own work.

In analyzing the age of the respondents it could be assumed that the females were not willing to be employed during peak years of their reproductive age of 26 years to 36 years because according to the figures of the findings, the number of females was far less than that of the males between this age group. However, the numbers of the female employees began to increase after the age of 36 years. This had implications in terms of training and development because it means most of them could not be taken on a number of scholarships abroad because there was usually an age limit of 35 year old.

In addition, the bonding agreement before employees reach the mandatory retirement age of fifty five (55) may affect the female employees much more than the males. According to the Procedures and Guidelines for Human Resource Development in the Public Service 14.1 (P.20) "Officers who are about to retire from the Public Service shall be considered for training and development programmes provided that upon completion of such programmes, the officers shall be able to serve their bonding period before retiring." Therefore, there was need to seriously address this issue because in one way or another it affect the implementation of training and development of the employees especially the females.

In an effort to establish the gender distribution and integration in training and development of the Civil Service employees the sex, marital status, qualifications and the department under which the respondents operated were analyzed. These areas were important to this study because they helped the researcher, among other things, to highlight gender issues and disparities which affected effective implementation of training and development in the Civil Service as they relate to the status of each sex in society at large and the organization in particular.

The findings of the research revealed that the majority of the respondents were males. In addition, the findings revealed that the male employees had higher qualifications which enabled them occupy key positions in the Ministry. This by implication meant that the females were not able to participate in providing policy formulation and guidance in the energy and water sectors which are so cardinal to the socio and economic performance of this country. Further the marital status was relevant to the study because it has a bearing on the implementation of training and development in the Civil Service. The study revealed that the majority of the married women were certificate holders in none technical fields. This was because most of the married women would not accept to attend training abroad or outside their work station no matter how relevant and important that training would be. They could not leave their husbands and children because of training. As such the training opportunities were taken up by their male counterparts who continue to excel to higher positions. This had a negative impact because these women ended up attending short term training at local institutions which in some cases did not have the facilities to enable them acquire the relevant qualifications which would usher them into decision making positions.

The research findings indicated that females were being trained much more than males. This could be true but needs further investigation because the study has revealed that most of the female respondents were typists, stenographers or registry clerks. Therefore, according to the Terms and Conditions of Service number 121, (b) of 2003 as read with the Procedures and Guidelines for Human Resources Development in the Public Service number 7.1.6 the employees were compelled to train in fields which were directly relevant to their career in the Public Service if they should be sponsored by Government . This meant that females were being trained in courses like Typing, Records Management and so on which were not so much related to decision making positions in the Ministry of Energy and Water Development.

5.2 HUMAN RESOURCE DEVELOPMENT OFFICERS AND MANAGERS OF TRAINING INSTITUTIONS

The findings revealed that all the Human Resource Development Officers (HRDOs) and Managers of Training Institutions interviewed saw training of the Civil Service employees as being contingent for improving performance and service delivery in the Public Service. They also said that training and development of the employees boosted morale and increased productivity. This supported the findings from the employees of the Ministry of Energy and Water Development (MEWD) which showed that training and development enhanced the performance of workers. This was also in line with the literature review which revealed that performance in work depended on skill and knowledge. Therefore, practical results in better quality performance can be achieved through training.

The respondents emphasized that a trained civil servant is more likely to work under minimum supervision. They also said that training provides additional skills and appropriate behavioral change. These new skills and behavioral changes help civil servants to execute their duties more efficiently than before training. They further said that, if civil servants are not trained or retrained to adapt to the changes in technology, this can lead to poor performance and increased cost of production thereby negatively affecting service delivery.

In addition, the findings indicated that the respondents from this category were of the view that all employees were being sent for training regardless of their gender. This was contrary to the findings of the employees from MEWD who thought that females were mostly sent for training.

The findings further indicated that the HRDOs and the Managers of Training institutions thought that the civil service employees were not accorded the required training. This was attributed to a number of problems some of which are highlighted below:

5.3 PROBLEMS THAT AFFECT EFFECTIVE IMPLEMENTATION OF TRAINING AND DEVELOPMENT IN THE PUBLIC SERVICE

Despite the majority of respondents from MEWD saying that they were able to implement what they learnt from training and development there were a number of problems which were highlighted as affecting the male and female employees in effective implementation of training and development in the Public Service.

This research revealed that the training needs assessment was not adequately conducted in the Public Service. It also established that in some cases the Human Resource Development Section did not even conduct training needs assessment at all. This is supported by the Public Service Training and Development Policy (PSTDP) number 2.1.5 which state that "Unsystematic approach to undertaking Training Needs Analysis (TNA), resulting in uncoordinated Training and Development Plans and HRD activities which do not meet the needs of the Public Service." This was in line with the Statement of the Problem of this research where it was highlighted that the Public Service in Zambia does not adequately assess the training needs of its employees. The situation revealed that despite the Government spending a lot of money on training and development, most of these programmes were not adequate and were unreliable in that most of the employees attend these programmes without implementing the competencies and skills obtained. This posed a big challenge because training was not conducted on the basis of institutional needs. Therefore, it was not possible to effectively implement what

was learnt from training and development because the training may have been based on personal interests. Further, the literature reviewed in this study indicated that in the absence of proper training needs assessment, it was very difficult for any organization to achieve the desired objectives which are associated with training and development of employees. This is because institutional training needs were crucial in ensuring that training and development interventions yielded a return on the money invested and that resources were not wasted.

Therefore, coordinated and systematic training needs assessment is an important tool, if it is done correctly, because it does not only establish training and other performance improvement needs, but also act as a tool to determine practical solutions that could help the organization achieve the desired results. Consequently, in the absence of training needs it was difficult to establish the linkage between the skills and knowledge the employee acquired and their job performance in relation to the work environment and the objectives of the organization.

In examining the responses it was established that there was a problem of tribalism by superior officers to send for training functionaries of their ethnic culture. This approach could compromise the level of objectivity and the achievement of the goals and objectives of the organization. Therefore, this coupled with favoritism by some officers to certain individuals, affected male and female employees in the effective implementation of training and development because sometimes the skills attained were not relevant to the needs of the Ministry.

It was further established that lack of interest on the part of employees who should really be trained affected effective implementation of training and development because in most cases the target group did not usually participate. In addition the negative attitude of officers responsible for training and development had adverse effects on the implementation of training and development in the Public Service.

Findings of this research further revealed that inadequate funding of training and development programmes by the Government adversely affected effective implementation of training and development in the Public Service. The resources allocated for training were not adequate as such the public service employees were not accorded the required skills and knowledge which would improve service delivery. This is supported by the assertions in the PSTDP number 2.1.2 which stipulates that there is inadequate operational funding for

training and development resulting in fewer training and development activities taking place in the Public Service. The literature revealed in this study has identified that "To achieve the goals of completely reshaping the corporate culture of an organization there is great need to invest in training and education." Susan E. Jackson and Randall S. Schuler (2003:350). Therefore, in the absence of adequate investment in training and development the Public Service should forget about achieving its desired objective.

The other problem that was highlighted in this research was that of the rigidity of the Public Service systems. It was established that the Public Service was so rigid and bureaucratic that it did not allow the use of new skills or knowledge. It was indicated that most of the work was routine and as such, there was no room for innovation. Therefore, people could not easily implement what they learnt from the training and development programmes.

The research further established that there was no information on training and development opportunities. Some of the employees did not attend training because there was no information on the available scholarships in their Ministries. The only people who had information were those who were close to the central administration while those in other districts did not have the required information.

Respondents also said that lack of training programmes at local training institutions was another problem which affected the male and female employees in effective implementation of training and development. It was observed that in cases where Ministries conducted training and development needs assessments adequately, some fields of training and development were not offered at the local training institutions. This had negatively impacted on the implementation of training and development of the Public Service because the cost of training employees abroad was very high. In addition, the skills and knowledge acquired

abroad could not be easily implemented because of the differences between the learning environment and the point of implementation.

5.4.   GENDER ISSUES TO BE ADDRESSED

From the foregoing discussion it has been established that gender is a topic of major concern for all the stakeholders. As such in the past decades there has been growing recognition that gender is a critical factor in explaining the differences and inequalities in access to many other things including education and training. The Government of the Republic of Zambia has realized that these inequalities are as a result of broad gender inequalities such as low status of women, exclusion of women from decision making, and limited access to resources spent on training and development. For example, the Government had formulated the National Gender Policy in 2000 to, among other things, "Promote equality of access at all levels to both formal and non formal education and training and harness the types of knowledge, skills, values and competencies that are necessary for economic development". National Gender Policy (2000:47)

In addition, it is worth noting that there has been a number of documents to address gender imbalance in the Public Service, among which was the National Training Policy of 1996 which contained affirmative action measures to train women employed in the Public Service so that they would qualify for higher positions and participate in decision making.

However, the question one would ask is that are gender programmes sufficiently implemented, including training and development of both male and female employees in the Public Service?   The response could attract a lot of debate because the Zambian Government has not yet attained gender balance in the Public Service as could be evidenced by the female representation in decision-making positions of the Ministry in this research. This could be attributed to the fact that there has not been much political will; hence, there is

need for policy makers and other relevant stakeholders to take drastic measures to sufficiently implement gender issues in order to achieve positive results in national development.

Therefore, while acknowledging the growing interest in gender issues in the country there has been a number of gaps which the Government, Policy Makers and the training institutions need to seriously consider if the nation is to achieve the desired results. For example, the study has established that for Ministry of Energy and Water Development the representation of males was 56 while that of females was 46 and out of these only a few females were in decision making positions because the rest of them did not qualify for such positions. This gender imbalance has been acknowledged as being one of the weaknesses in the Ministry of Energy and Water Development. Ministry of Energy and Water Development Strategic Plan (2003-2007:18).

In analyzing the responses in this study, it has been established that gender imbalance in the designing and implementation of training and development programmes for public service employees has been triggered by a number of factors which included gender stereotyping; cultural beliefs; the work culture and systems in the Public Service; the attitude of males towards the female employees and the attitude of females towards their fellow females in decision making. This is very true, because culturally in Zambia women are encouraged or rather are nurtured to become house wives as opposed to enhancing their ability to be highly educated and taking up key roles of decision making in society.

According to UNESCO and UNICEF training and education must challenge existing power relations and institute the attitudinal and behavioral change of girls and boys, women and men. In addition, this study has established that training and development contribute to

improving the standard of living for both males and females because they would have access to a wider range and better paying jobs. In terms of empowerment, they are better positioned because they would have access to sources of knowledge and are able to participate in decision making at all levels in their lives. Therefore, the training and development of both males and females should be a fundamental priority.

The findings of the research have revealed that traditional beliefs; upbringing and social responsibilities have to a greater extent, affected training and development in the Public Service in that women were ushered into becoming better wives and mothers as opposed to becoming engineers or any of the related professions. Lungu (1987) as quoted by Mushanga (2007:14) has added that "The major factors causing the educational qualification imbalance between males and females at the work place are the biased ratio of school pupils in favour of boys which is caused by parental preference for boy child over the girl child in school enrolment."

The implementation of training and development was therefore, biased towards ushering men to occupy decision making positions. This is because without sufficient training and development women would not be able to compete with males hence the persistent gender imbalances.

Further, this has been worsened by a lack of appreciation of gender issues and concerns by both males and females, inadequate funds and also the rigidity of the policies in implementing training and development activities. In addition, there has not been so much collaboration among the stakeholders. This has had a negative impact because each one of the stakeholders implemented training and development programmes independently. There was therefore, greater need for the stakeholders to improve collaboration with one another as this was key in ensuring that there was no gender discrimination against women in the

planning, designing and implementation of training and development for the Public Service employees.

In view of the above, there was need for training institutions, the government and the policy makers to address the following specific gender issues in the planning, designing and implementation of training and development for male and female employees in the Public Service.

5.4.1   TRAINING INSTITUTIONS

The findings of the study from HRDOs and the managers of training institutions revealed that the training institutions were able to address gender issues in the planning, designing and implementation of training and development for male and female employees in the Public Service. This was contrary to the MEWD respondents where the majority of them, 94 (94%), that is 54(54%) males and 40 (40%) females, said that the training institutions did not consider gender issues in the designing and implementing of training and   development.

The respondents that is from MEWD, 36 (36%) females and 43 (43%) males said that the committees selecting candidates for enrollment should be gender sensitive and management should ensure that there is gender balance in terms of students enrolled for each course. The other issues raised were that there should be gender balance among the teaching staff and that all members of staff should undergo training in gender studies. Further, the respondents indicated that there should be a component on gender studies in all the courses. In other words gender should be mainstreamed in all the programmes undertaken by the students. In addition, the respondents said that the training institutions should ensure that both the males and females had equal access to studies which lead to better careers and job opportunities.

Furthermore, the study revealed that there was need to strengthen the capacity of the lecturers and management to analyze, understand and use gender considerations in the designing and implementation of courses. This could enable them have the necessary gender analytical skills to be able to positively address the needs of both males and females. Moreover, it was established that, it is important for the training institutions to identify the capacities of the students by gender in the courses offered, so that they would be able to positively build the capacity of both male and female employees thereby improve service delivery in the Public Service. Moreover, it was pointed out that training institutions should provide a favorable learning environment for both males and females; and courses should be structured in such a way that they do not disadvantage the female students who in most cases are burdened with family responsibilities.

5.4.2   POLICY MAKERS

In examining the findings and the literature review, this research has established that the current national training and development policy did not consider gender issues in the designing and implementation of training and development in the Public Service. This affected effective implementation of training and development because in the absence of proper policy guidelines it was difficult to ascertain the progress in terms of achieving the 30% female representation in key positions. The policy makers therefore, should ensure that the training and development policy was gender sensitive and was able to identify the immediate needs of men and women employees. In addition, there was need to design strategies that took care of the contributions which both men and women made in service delivery and the specific needs they had to satisfy in society. Further, they should ensure that data was disaggregated according to gender during policy formulation and implementation. However, this could only be achievable if there was a wider consultation and involvement of all the stakeholders. In addition, Responsible Officers, Heads of Departments and Human Resource Development Officers in Ministries and other

Government Departments should be equipped with gender analytical and mainstreaming skills.

The Public Service Training and Development Policy should be gender responsive by including policy statement which would act as a guide for the Ministries and other Government Departments in the Public Service. According to the Commonwealth Secretariat (1995:34) "A policy statement should be formulated in consultation with a wide range of stakeholders. The policy formulations should be made the subject of community meetings, past students' associations meetings; and it is through this discussion that the priorities for particular communities and specific institutions should be agreed." This means that policy formulation should involve wide consultation and contribution of all the stakeholders so that its implementation would be well accepted.

Furthermore, policy makers should ensure that the education system integrates gender issues into its goals, objectives, plans, programmes, projects and other activities. This could be achieved through the gender balanced power structures and policy making bodies of the training institutions, ministries and schools as well as gender representation in decision making positions. Above all the positive and effective enforcement of the legislation on gender would act as a powerful tool in the achievement of gender balance in the implementation of training and development for the male and female employees.

5.4.3 GOVERNMENT

The identified gender strategies could not be fully functional with the current capacity. It was therefore, cardinal that all the male and female employees in the Civil Service as well as the supporting institutions are familiar with the basics of gender analysis and mainstreaming. Gender analysis would in a way increase institutional capacity to address concerns of both male and female employees in the Civil Service. This would contribute to a

more equitable and effective implementation of training and development for both male and female employees.

Therefore, the starting point for the Government is to train the trainers. These should include Controlling Officers, Heads of Departments, Human Resources Development Officers and Supervising Officers. It would be important that the selected trainees are both men and women and are representative of the entire Civil Service. In addition the training should also involve those working to strengthen the linkages between the Government institutions and the private sector. This is because the private sector had a particular role to play in poverty alleviation, and could have a significant impact on women since the Government would not achieve its goals and objectives without private sector involvement.

In examining the findings of the study and the available literature it has been established that the Government should ensure that girls and women are encouraged to take up courses which would enable them occupy decision making positions to enable them compete favorably with their male counterparts.

Further, the findings of the study revealed that the Government should ensure that competencies, skills and knowledge by male and female employees were effectively implemented by identifying the different needs and interests of the male and female employees in relation to training and development. In addition, there was need for Government to introduce affirmative action initiatives at all levels to address the existing gender imbalance.

In analyzing the responses of the study it has been established that there was need for Government to institutionalize gender mainstreaming in the training and development of its employees.

5.5   GENERAL ISSUES TO BE CONSIDERED

In examining the findings of the study and the available literature it has established that in order to enhance effective and positive implementation of training and development in the Public Service there was need to increase funds towards training and development of the Civil Service employees. The funds allocated for training were seen to be inadequate to carter for all the employees who needed training and development. In an event that the Ministry did not have funds for training, the employees should be given loans to enable them further their education.   The findings revealed that since the funds allocated for training seemed not to be enough, there was need for the Civil Service, Ministries in particular, to lobby for sponsorship on behalf of their employees from other stakeholders.

The findings of the study revealed that for training and development programmes to be implemented effectively and positively, the policy makers and government at large should ensure that the superior officers and the male and female employees develop a positive attitude towards continuous training. Some officers were said to have had a negative attitude towards training and development which in itself impacted negatively on the implementation process. In addition, this had a negative impact on the training needs assessment which consequently affected the male and female employees in effective implementation of the training and development in the Public Service.

Reducing Government interference was also identified as one of the things which should be addressed in order to enhance effective and positive implementation of training and development of the public service employees in the Public Service. This research revealed that Government interference had a negative impact on the implementation of training and development.

This research revealed that there should be deliberate policies to encourage continuous training and retraining of male and female employees. This could be done by providing career guidance, and counseling especially to female employees who seem not to be willing to attend long term training because of social responsibilities and problems. In addition, information should flow on the available training and development programmes as one way of encouraging both male and female employees to go for training.

Salient was the question of the local training institutions some respondents pointed out that some of the local training institutions were not well equipped to offer quality programmes. Therefore, there was need for Government to provide deliberate policies to support and raise the standards of the local training institutions.

CHAPTER SIX

6.0   CONCLUSION

The case study of Ministry of Energy and Water Development as the target group (beneficiaries) and the Human Resources Development Officers and Principles/Managers of training institutions as facilitators and providers of   training   and   development   respectively,   has revealed the following conclusions on the assessments of problems affecting male and female employees in the effective implementation of training and development in the Public Service:

The respondents viewed the effective implementation of training and development of the Civil Servants as cardinal in the attainment of quality service delivery. They also considered training and development as helpful in boosting the morale of the employees.

However, there were a number of problems which had been sighted as affecting the male and female employees in the effective implementation of training and development and these included:

- Favoritism by some officers responsible for implementing training and development;
- Tribalism by superior officers to send for training functionaries of their ethnic culture;
- Inadequate funding for training programmes, enabling only fewer functionaries to go for training;
- Lack of interest on the part of the employees, this was thought to be a compromise on the effective use of the funds meant for training and development of the civil servants since the target group did not usually participate.

In addition, the negative attitude of the officers responsible for training and development was also seen as a factor that affected training and development. In some cases training and development was not based on identified training and development needs of the employee. This was seen as a hindrance in supporting those who needed training. Further, lack of information concerning training and development opportunities; as well as lack of some programmes at the local training institutions hampered effective implementation of training and development. Bureaucracy was also cited as contributing to poor implementation of training and development in the Public Service.

Therefore, there is an urgent need for all the stakeholders including the beneficiaries to interact more closely and treat each other as partners in an effort to alleviate the above stated problems through successful implementation of training and development.

The Government should consider increasing funds as one way of enhancing effective implementation of training and development of male and female employees in the Public Service. The other factor was to give both male and female employees relevant platforms by reducing the bureaucracy in the Government system and allow them to incorporate their acquired skills and knowledge in executing their duties. In addition, there should be close interaction among the stakeholders including the male and female employees. Each one of them must be allowed to participate in the designing, planning and implementation of training and development activities and also be allowed to influence policies because they are the ones who are directly affected, hence know best what is appropriate for themselves.

Education and awareness campaigns against gender discrimination are other areas which need to be addressed if effective planning and implementation of training and development programmes are to achieve non discriminatory desired goals. This is because the results of the investigation have shown that both men and women are important agents of change and

development. To perform their functions effectively and efficiently, they require relevant skills and knowledge imparted through training and development. The balanced gender representation in the Zambian Civil Service therefore, will raise morale and energize workers' self application to work.

The above observations demonstrate that building and improving capacity for the state bureaucracy to deliver services to the satisfaction of the public is an enormously difficult exercise. It requires state will-power to plan carefully the bureaucracy it envisages to have, and to provide the means to attain the goals. Collected data have further shown that bureaucrats' co-operation needs and programmes are integral elements for success.

6.1   RECOMMENDATION

Based on the findings of this study, the following policy recommendations are suggested:

- Training and development should be implemented on grounds of the   identified needs. That is, there should be need to train therefore, supervising officers should closely monitor the performance of the   employees so that the gaps between the expected performance and actual performance could be   identified. This   should be supported with career guidance and counseling to both male and female employees which could be effectively utilized at all levels throughout the Public Service. Government should put in place   strict measures to ensure that training plans are developed and   followed so that officers   could be given equal opportunity to be   trained and developed.

- There is also need for the Government to increase the allocation of   funds for training and development in Ministries. This should be coupled with consistent and adequate funds to public training institutions so that quality training could be provided.

- Further, Government should put in place deliberate policies to   monitor the credibility of the training institutions, both local and abroad, to ensure that officers sent for training

receive appropriate skills relevant to their duties in particular and the Civil Service at large. Therefore, training providers should only be allowed to tender for public service training and development in specific fields where they are competent. As such, there should be improved mechanisms for the monitoring and evaluating of training and development at the National, Departmental and Provincial levels where the Human Resource Development Committees will play a particularly important role.

- Specific criteria and performance indicators should be drawn to form the basis for effective monitoring and evaluation of training and development. This would not only ensure adherence to the training plans and programmes but would also reduce the manipulation of the training and development function.

- Government should ensure that regulations, procedures and guidelines are reviewed systematically and comprehensively so that appropriate interventions can be put in place to enhance successful implementation of training and development. Therefore, there should be broad participation and involvement in the planning and implementation of training and development programmes by all the stakeholders.

- There should be effective and clear career paths for both male and female employees so that they are all trained and developed both for current skills and future aspirations. In addition, training institutions, the policy makers and the Government at large should seriously consider gender mainstreaming in all training and development activities as a major focus because there are linkages between gender equity and training and development if the delivery of services were to have a positive impact on service delivery in the Public Service.

- The position, role and status of the Human Resources Development Officers should be redefined and enhanced in order to ensure that training and development play an increasingly strategic and integral part in improving service delivery in the Public Service.

BIBLIOGRAPHY

1. B.N.A Bulletin (1999) <u>Retain Skilled Workforces;</u> OH Grid Publishing, Columbus.

2. Blood, J.W. (1964) <u>The Personnel Job in a Changing World</u>; American Management Association, New York U.S.A.

3. Boudreau J.W. (1991) <u>Utility Analysis for Decisions in Human Resource Management; in Dunnette and Hough (eds.) Handbook of Industrial and Organisational Psychology, Vol. 2</u>; Palo Alto, CA: Consulting Psychologists Press.

4. Commonwealth Secretariat (1995) <u>The 1995 Plan of Action on Gender and Development: A Commonwealth Vision Agreed in Principle</u>.

5. Draft Public Service Training Policy (2003) the Public Service Management Division, Lusaka, Republic of Zambia.

6. Gender Policy (2006), Ministry of Science, Technology and Vocational Training, Lusaka, Republic of Zambia.

7. Gilley, W. J. and Eggland, A. S (1989) <u>Principles of Human Resource Development</u>, Hesley Publishing Company, Inc.

8. Goldstein I.L. (1986) Training Program Development and Evaluation 2nd ed, Brooks/Cole, Monterey, California U.S.A.

9. Hale, J. (1987) Training: Preparing for the 21st Century unpublished paper.

10. Kuriloff, A.H. (1966) <u>Reality in Management</u>. McGraw-Hill Book Company, New York U.S.A.

11. Ladd, C. (1986) Rethinking the Workshop: <u>Training and Development.</u>

12. MacDuffie J.P and Kochan T.A. Kochan (1993) <u>Do U.S. Firms Underinvest in Human Resources? Determinants of Training in World Auto Industry,</u> Journal of Industrial Relations.

13. Muarer T.J (2001) <u>Career Relevant Learning and Development, Worker Age, and Beliefs about Self – Efficacy for Development</u>, Journal of Management, www.yahoo.com.

14. Mushanga C.C.M (2007), <u>Impact of Gender Policy on Women Representation in Decision-Making Positions in the Zambian Public Service: A Case Study of Government Ministerial/Institutional Headquarters,</u> Master of Public Administration, University of Zambia, Lusaka,   Zambia.

15. National Gender Policy (2000), Gender in Development Division, Office of the President, Cabinet Office, Lusaka, Zambia.

16. Procedures and Guidelines for Human Resource Development in the Public Service, Public Service Management Division, Lusaka, Zambia.

17. Public Service Training and Development Policy, Cabinet Office, Lusaka, Zambia

18. Public Service Training Policy (1996), the Public Service Management Division, Lusaka,   Zambia.

19. Report on Training of Trainers in Rural Energy Planning and Environmental Management (2002).

20. Society for Applied Learning Technology (1986) Report on the Greenbier Conference.

    Training Manual (2008) <u>Managing the Training Function</u>

21. Terms and Conditions of Service for the Public Service (2003), Cabinet Office, Lusaka, Zambia.

22. UNICEF AND UNESCO (2005) <u>Report on Education and Training of Women.</u>

    <u>www.google.com</u> (2010).

APPENDIX A: BUDGET

	ITEM	QUANTITY	UNIT PRICE	TOTAL
1	Reams of Paper A4 Paper	5	20,000	100,000
2	Pencil	2	500	1,000
3	Eraser	1	2,000	2,000
4	Writing Pads	3	5,000	15,000
5	Flash Disk	1	280,000	280,000
6	Transport	30 days	40,000	1,200,000
7	Lunch	30 days	20,000	60,000
8	Typing	40 Pages	2,000	80,000
9	Binding	4	100,000	400,000
	TOTAL			**K2,138,000**

APPENDIX B: QUESTIONAIRE FOR THE RESPONDENTS FROM THE MEWD

This questionnaire is purely for academic purposes. All the information obtained from it will be treated with strict confidentiality. It would, therefore, be kind of you to answer all the questions as honestly as possible by either ticking in an appropriate box or writing in the space provided.

SECTION A:

General Information of the Respondents

1.   Age:

        (a)   [ ] 20-25.

        (b)   [ ] 26-30.

     (c) [ ] 31-35.

        (d)   [ ] 36-40.

        (e)   [ ] 41 and above.

2.   Sex:

        (a)   [ ] Male.

        (b)   [ ] Female.

3.   Marital status:

        (a)   [ ] Single.

        (b)   [ ] Married.

        (c)   [ ] Widowed.

        (d)   [ ] Divorced.

SECTION B:

Qualifications of the Respondents

4. a   what is your highest qualification?

        (a)   [   ] Certificate

        (b)   [   ] Diploma

        (c)   [   ] Degree

        (d)   [   ] Masters

        (e)   [   ] Any other specify

…………………………………………………………………………

4. b   Please specify field of specialization in 4.a above.

…………………………………………………………………………...

5.   Name of institution and country from which your qualification was obtained.

…………………………………………………………………………..

6.   Please indicate the date when you obtained the above qualification (s).

…………………………………………………………………………..

SECTION C:

Work Record

7.   Department.

………………………………………………………………………….

8.   What is your first date of appointment to the civil service?

        …………………………………………………………………………………..

9.   Position held.

        ………………………………………………………………………………….

10.   Current position.

        …………………………………………………………………………………..

11.   Date of appointment/promotion to current position.

        …………………………………………………………………………………..

12.   What is the minimum qualification of your substantive job?

        …………………………………………………………………………………..

SECTION D:

Implementation of Training and Development

13.a   Is the training and development of employees important?

        (a) [ ] Yes.

        (b) [ ] No.

13.b   Please explain your answer.

        ……………………………………………………………………………………
        ……………………………………………………………………………………
        ……………………………………………………………………………………

14.a Have you ever been trained by the civil service?

    (a)   [ ] Yes.

    (b)   [ ] No.

14.b If yes, did the programme (s) improve your performance?

    (a) [ ] Yes.

      (b) [   ] No.

15.a Have you been able to implement what you learnt from these

                programmes?

    (a)   [ ] Yes.

    (b)   [ ] No.

15.b   If the answer is no give reasons.

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

16.   How is the needs assessment done in your Ministry?

  (a) [ ] Recommendations from the Annual Performance Appraisal

        System.

  (b)   [ ] Filling in of skills questionnaires.

  (c) [ ] Verbal consultations between human resource and supervising officers.

  (d)   [ ] Observation by the human resource officers.

  (e)   [ ] All of the above.

(f)   Any other………………………………………………...……………………….

17.a   From the answer you have given in 16, are the training needs adequately conducted?

    (a)   [ ] Yes.

    (b)   [ ] No.

17.b   Please give reasons for your answer.

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

18.   If the answer in 17.a is no, what do you think should be done to improve the situation?……………………………………………………..……………………
……………………………………………………………………………………
...…………………………………………………………………………………

SECTION E:

GENDER COMPONENT

19.   What do you understand by the word gender?

    (a)   The social attributes and opportunities associated with being male and female.

    (b)   The socially constructed roles and relations between men and women.

    (c)   The wide set of characteristics that are seen to distinguish between male and female.

    (d)   All of the above.

    (c)   None of the above.

20.   What is gender balance?

(a)   Equal opportunities of males and females in all issues

(b)   Favouring of the females in preference to males

(c)   Favouring of males in preference to females

(d)   All of the above.

(c)   None of the above.

21.   What is gender imbalance?

(a)   Unequal opportunities of males and females in all issues

(b)   Favouring of the females in preference to males

(c)   Favouring of males in preference to females

(d)   All of the above.

(c)   None of the above.

22.a   Is the implementation of training and development segregated according to gender in your Ministry?

(a) [ ] Yes.

(b) [ ] No.

(c)   [ ] Not sure

22.b   Please explain your answer in 22a.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

23a.   In your opinion, which gender is mostly sent for training and development programmes in your Ministry?

        (a)   [ ] Males.

        (b)   [ ] Females.

        (c)   [ ] Both

23b.

Why?………………………………………………………………………………

………………………………………………………………………………………..

24a.   In your opinion do training institutions consider gender issues in the designing and implementing of training programmes?

        (a)   [ ] Yes.

        (b)   [ ] No.

        (c)   [ ] Don't know.

24b.   Explain your answer in 24a above.

………………………………………………………………………………….

……………………………………………………………………………………

………………………………………………………………………………….

25a.   What gender issues should training institutions address in the designing and implementing of training and development for public service employees?

(a)…………………………………………………………………………….

(b)……………………………………………………………………………

(c)……………………………………………………………………………………

(d)…..……………………………………………………………………………….

25b. Please explain your answers in 25 a. above.

(a)…………………………………………………………………………………….

(b)……………………………………………………………………………………

(c)……………………………………………………………………………………

(d)…………………………………………………………………………………….

27.   Does the national training policy address gender issues in the implementing of training and development of public service employees?

(a) [ ] Yes.

(b) [ ] No.

(c) [ ] Don't know.

28.   In your opinion what gender issues should policy makers and government address in the designing and implementing of training and development programmes for public service employees?

(a)……………………………………………………………………………………

(b)…………………………………………………………………………………….

(c)……………………………………………………………………………………

(d)…..……………………………………………………………………………….

29.   What factors do you think continue to affect the attainment of gender balance in the designing and implementing of training and development programmes for public service employees?

  (a)   Gender stereotyping

  (b)   Culture and systems in the public service

  (c)   Males attitude towards training and development

  (d)   Females attitude towards training and development

  (e)   Any other specify……………………………………………………………

30.   Please explain your answer in 29 above.

  (a)   ………………………………………………………………………………

  (b)   ……..……………………………………………………………………………

  (c)   ………..…………………………………………………………………………

  (d)   ……..……………………………………………………………………………

31.   In your opinion what specific issues should policy makers consider in order to enhance effective and positive implementation of training and development in the public service?

  (a)   ………………………………………………………………………………

  (b)   …...……………………………………………………………………………

  (c)   ………..…………………………..……………………………………………

  (d)   ………………………………………………………………………………

32.   Apart from those already mentioned above, what other problems do you think affect male and female employees in effective implementation of training and development programmes?

(a)   …………………………………………………………………………

(b)   …………………………………………………………………………

(c)   …..………………………………………………………………………

(d)   ….……………………………………………………………………….

33.   In your opinion what should be done to alleviate the problems affecting male and female employee in effective implementation of training and development programmes   in the Public Service?

(a)   …..………………………………………………………………………

(b)   …………………………………………………………………………

(c)   ………....…………………………………………………………………

(d)   ….…………………………………………………………………………

APPENDIX C: INTERVIEW SCHEDULE FOR HRDOS

SECTION A

1.   Name of organization.

………………………………………………………………………………………

……………………………………………………………………………………….

2.   Position of respondent.

……………………………………………………………………………………….

…………………………………………………………………………………………

……………………………………………………………………………………….

……………………………………………………………………………………….

3.   What are your qualifications?

……………………………………………………………………………………….

……………………………………………………………………………………….

……………………………………………………………………………………….

4.   For how long have you worked in the civil service?

………………………………………………………………………………………..

SECTION B

5.   In your opinion is the training and development of public service employees
         important?

……………………………………………………………………………………….

……………………………………………………………………………………….

Please explain your answer

……………………………………………………………………………………….

……………………………………………………………………………………….

……………………………………………………………………………………….

6. What method does your ministry use to conduct the training needs assessment?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

7. Does this method provide the training needs of your ministry?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

8. If no what is the ideal and general way of conducting training needs assessment?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

9. Is the implementation process of competencies and skills learnt from training and development effective?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    Elaborate.

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

10. Do training institutions address gender issues in the planning, designing and implementation of training and development programmes?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

Give details.

…………………………………………………………………………………………

……………………………………………………………………………………

…………..………………………………………………………………………….

11.   In your opinion what specific gender issues should the training institutions address in the planning, designing and implementing of training and development programmes?

……………………..…………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

12.   In your opinion what specific gender issues should the Government and policy makers address in order to alleviate problems affecting male and female employees in effective implementation of training and development in the Public Service?

………………………………………………………………………………………….

………………………………………………………………………………………….

…………………………………………………………………………………………..

…………………………………………………………………………………………..

13.   In your opinion would you say the male and female employees in the public service are accorded the required training and development?

…………………………………………………………………………………………

…………………………………………………………………………………………

Elaborate.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

14. What should the government do to ensure that competencies, skills and knowledge obtained by its employees are effectively implemented?

………………………………………………………………………………

………………………………………………………………………………

………………….…………………………………………………………….

15. What should the Government and policy makers consider to enhance effective and positive implementation of training and development in the public service?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

APPENDIX D: INTERVIEW SCHEDULE FOR MANAGERS OF THE TRAINING
INSTITUTIONS

SECTION A

1.   Name of organization.

………………………………………………………………………………….

………………………………………………………………………………….

2.   Position of respondent.

………………………………………………………………………………….

………………………………………………………………………………….

………………………………………………………………………………….

3.   What are your qualifications?

………………………………………………………………………………….

………………………………………………………………………………….

………………………………………………………………………………….

4.   Have you ever worked with or in the public service?

………………………………………………………………………………….

………………………………………………………………………………….

5.   If yes for how long?

………………………………………………………………………………….

………………………………………………………………………………….

SECTION B

6.   As an institution do you train public service employees?

…………………………………………………………………………………..

7.   What kind of training do you offer?

……………………………..……………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

8.   In your opinion is the training and development of public service employees important?

……………………………………………………………………………………
……………………………………………………………………………………

Please explain your answer

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

9.   Do you know how the training needs assessment conducted in the public   service?

……………………………………………………………………………………
………………………………………………………………………………………..

10.   If yes is it done appropriately?

……………………………………………………………………………………
……………………………………………………………………………………….

Elaborate.

……………………………….……………………………………………………
…………………………………………………………………………………….

11.   If no what is the ideal and general way of conducting training needs assessment?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

12.	Is the implementation process of competencies and skills learnt from training and development effective?

	……………………………………………………………………………………

	Explain.………………………………………………………………………………

	……………………………………………………………………………………

	……………………………………………………………………………………

13.	Are gender issues addressed in the planning, designing and implementation of training and development programmes?

	……………………………………………………………………………………

	……………………………………………………………………………………

	Give details.

	……………………………………………………………………………………

	……………………………………………………………………………………

	……………………………………………………………………………………

14.	In your opinion would you say public service employees are accorded the required training and development?

	……………………………………..………………………………………………….

	……………………………………………………………………………………………

	....

	Elaborate.

	……………………………………………………………………………………

	……………………………………………………………………………………

	……………………………………………………………………………………

15.	In your view what gender issues should the training institutions consider in the planning, designing and implementing of training and development programmes?

……………………………………………………………………………………….

……………………………………………………………………………………….

………………………………………………………………………...……………

16.   What gender issues should the government consider to ensure that competencies, skills and knowledge acquired by its male and female employees are effectively implemented?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

17.   What other issues should be addressed in order to enhance effective and positive implementation of training and development in the public service?

…………………………………………………………………………………

…………………………………………………………………………………

……………..……………………………………………………………………