

Challenges Facing Training Organisations in Facilitating Short Course Programmes in Tanzania: A Case of Tanzania Public Service College (TPSC)

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Abstract

Training organisations in Tanzania face significant challenges in facilitating short course programmes. Limited studies have concentrated on unveiling these challenges. This study, therefore, aims to reveal these challenges by assessing the challenges facing training organisations in facilitating short course programmes in Tanzania, focusing on Tanzania Public Service College (TPSC). The research employed a mixed-methods design, combining quantitative and qualitative data collection and analysis. The study population comprised TPSC staff with a sample size of 41 respondents selected using purposive and stratified sampling techniques. Data were gathered through structured questionnaires and in-depth interviews with key informants. Quantitative data were analysed using descriptive statistics via SPSS, while qualitative data underwent content analysis. The study revealed several key challenges, such as difficulty attracting sufficient participants, struggling to update course content to meet changing needs, lacking modern training facilities and equipment, and insufficient time to cover all necessary topics effectively. Furthermore, the study found inadequate funding for hiring skilled trainers and acquiring teaching materials, misalignment between course content and job market demands, and low awareness of short course programmes among potential participants. The study recommends that TPSC should develop strategies to attract more participants to short course programmes, regularly update course content to align with rapidly changing public service needs, invest in modern training facilities and equipment, review teaching hours to ensure sufficient time for comprehensive topic coverage, and finally enhance collaboration with employers to ensure course relevance and increase registration.

Keywords: Training Organisation, Short Course Programmes, Tanzania Public Service College, Tanzania

1.0. Introduction

Organisations desire high productivity from their employees. High productivity guarantees business profitability and realising organisational goals regarding products or services offered (Yandi, 2022). To realise organisational productivity, employees must possess the required competence through competent training organisations, whether public or private. Implementing different innovative training strategies by different organisations helps to improve performance levels and results in high productivity and profitability (Bhakuni & Saxena, 2023).

Training organisations, through their different capacity-building programmes, including short courses, play a crucial role in addressing specific skill gaps and enhancing human capital development (Mabula et al., 2019).

Specifically, organisations opt for short courses as they offer the best return on investment compared to long-term education in many comparative areas (Yamani & Elsigini, 2024). Short course programmes have emerged as a vital component of the education and training landscape, addressing specific skill gaps and enhancing human capital development in a relatively short period (Crouch et al, 2023; Fateye et al., 2022).

In this regard, short courses are designed to target and address specific skill deficiencies in various sectors of the economy. They provide a focused approach to learning, allowing participants to acquire specialised

knowledge and skills that are immediately applicable in their professional roles (Matimbwa & Masue, 2019).

Organisations with tight schedules need flexibility in learning, which short courses guarantee. They offer a flexible learning option for working professionals who cannot commit to long-term, full-time education (Hunter et al., 2019). This flexibility is essential, as many individuals need to balance work commitments with skill development. The accessibility of short courses allows a broader range of learners to participate in continuous professional development.

Short courses are often more affordable than traditional degree programmes, making them accessible to a broader range of learners (Hunter et al., 2019). This cost-effectiveness is significant where financial constraints can be a significant barrier to education and training.

Short courses address the gap between academic curricula and industry requirements. They often involve input from industry professionals, ensuring the content is relevant and current with current industry practices (Tennakoon et al., 2023). This alignment with industry needs is particularly important in Tanzania, where there is a need to enhance the employability of graduates.

Apart from the key role training organisations play in offering short courses, challenges are also notable in America, Europe, Asia and Africa.

In America, one of the key challenges is making short courses more inclusive and accessible. Williams et al. (2023) noted that short-format training (SFT), such as workshops and short courses, is widely relied upon but has unaddressed limitations regarding effectiveness and inclusiveness. They propose a set of recommendations to systematically strengthen SFT, including making equity and inclusion an ethical obligation for instructors and centralising infrastructure for assessment and evaluation.

Apart from America, Asia faces challenges related to the sustainability and integration of short courses into broader healthcare systems. Varghese et al. (2024) describe the development of short online courses on noncommunicable disease services for primary healthcare managers in the WHO South-East Asia Region, which reached over 12,000 unique users within 100 days. However, the authors note the need to address issues such as inconsistent resource supply and the absence of monitoring and evaluation to ensure the long-term sustainability of such programmes.

In Portugal, Carvalho et al. (2024) and Sorensen et al. (2023) have highlighted a key challenge regarding accessibility and inclusiveness of training. Carvalho et al. (2024) and Sorensen et al. (2023) describe the development of an e-learning training course for school psychologists in Portugal, which faced organisational and pedagogical challenges in terms of ensuring that the training was accessible and met the needs of a diverse group of participants.

Like other parts of the world, Africa has been experiencing various challenges with short course implementation. One key challenge is the lack of access to health centres and facilities, which can hinder the effective implementation of short courses. A study in sub-Saharan Africa found that the lack of access to health facilities was a major barrier to implementing the Directly Observed Treatment Short-course (DOTS) programme for tuberculosis treatment (Oktafiani, 2023).

Additionally, the managerial and organisational issues within the training organisations are challenging. A study on the implementation of primary care guidelines in South Africa found that shortcomings in the health system, such as financial constraints and poor leadership, affected organisations' ability to implement new programmes effectively (Kredo et al., 2020).

In Tanzania, short course customisation is a normal practice whereby short courses are tailored to address specific needs in key economic sectors such as agriculture, tourism, and technology. This specialised focus helps develop a skilled workforce to contribute to the country's economic growth and development (Mweta et al., 2024). With rapid technological changes, short courses provide a means to quickly update skills and knowledge related to new technologies. This is particularly relevant in Tanzania, where there is a need to bridge the digital divide and enhance technological competencies across various sectors (Mwasonya et al., 2024).

Mabula et al. (2019) highlight the challenges facing short courses in Tanzania in the emergency medicine field. The introduction of emergency medicine as a speciality through short courses has been met with challenges, such as the need for more practical, hands-on training and the necessity for follow-up to assess the long-term impact of these courses. Apart from the specific challenges of the medical industry, there are

limited studies highlighting challenges facing training organisations in implementing short courses. Therefore, this study intends to assess training organisations' challenges in facilitating short course programmes using the case of Tanzania Public Service College.

2.0. Literature Review

2.1. Theoretical Literature Review

This study was guided by Resource-Based Theory (RBT), which emerged as a strategic management framework in the 1980s and 1990s, with its roots traced back to the work of Edith Penrose in her 1959 book, *The Theory of the Growth of the Firm*. Penrose emphasised the importance of firm-specific resources in shaping competitive advantage and organisational growth. Later, scholars such as Barney (1991) and Wernerfelt (1984) refined RBT, positioning it as a dominant theory in strategic management. Barney (1991) formalised the theory by introducing the VRIO framework (Value, Rarity, Imitability, and Organisation), which evaluates resources to determine their contribution to sustained competitive advantage.

RBT operates on two key assumptions: resource heterogeneity and resource immobility. Resource heterogeneity suggests that firms possess unique combinations of resources and capabilities, setting them apart from competitors. Resource immobility implies that certain resources are difficult to transfer or replicate, making them a source of long-term advantage (Wernerfelt, 1984). These assumptions guide organisations to focus on developing and leveraging internal strengths rather than solely reacting to external market pressures. One of the key strengths of RBT is its focus on internal capabilities, which provides a practical lens for evaluating and optimising a firm's resources. The VRIO framework, in particular, is a versatile tool for identifying which resources contribute to competitive advantage. Additionally, the theory's emphasis on leveraging internal strengths makes it applicable across diverse industries.

However, RBT has its limitations. It has been criticised for its static perspective, as initial formulations did not account for rapidly changing market conditions. Moreover, measuring intangible resources, such as human capital or organisational culture, can be challenging. Critics like Priem and Butler (2001) also point out that RBT sometimes overlooks the role of external environmental factors.

RBT provides a strong theoretical foundation for studying the challenges facing Tanzania Public Service College (TPSC) in facilitating short courses. Training institutions like TPSC rely heavily on internal resources such as skilled trainers, financial support, infrastructure, and effective management systems. Using the VRIO framework, the study can assess whether TPSC's resources are valuable, rare, and organised in a way that contributes to its mission. By identifying gaps, such as inadequate funding or misaligned resource allocation, the theory can guide strategic recommendations to address these challenges. RBT's focus on resource optimisation and strategic alignment makes it a valuable tool for examining institutional challenges in education and training contexts. Its practical applicability and emphasis on internal strengths align well with the research objectives. By leveraging this theory, the study can provide actionable insights into how TPSC can overcome resource-based constraints and enhance its short-course programmes.

2.2 Empirical Literature Review

Training programmes, including short and long courses, face different challenges during implementation. The studies below highlight the challenges related to implementing short courses in several areas, such as America, Europe, Asia, and Africa.

Starting with the United States, Moore et al (2022) conducted a study to examine the Point-of-Care Ultrasound Training during Nephrology Fellowship. This study employed a survey methodology to assess barriers to programme development. The study found that a significant barrier was the lack of available instructors, which was reported by more than half of the faculty involved in nephrology training. This highlights the challenge of ensuring adequate instructional resources, which is critical for the success of short training programmes in specialised medical fields.

Golian (2024) conducted a study in the UK that examined the knowledge, facilitators, and barriers to providing botulinum toxin and dermal filler treatments in UK dental practice. The study employed a qualitative approach to explore the adequacy of training provided in short courses. The findings revealed that while many practitioners completed short courses, the limited duration raised concerns about the comprehensiveness of the training. This emphasises ensuring that short training courses adequately prepare participants for complex procedures.

Kardum (2023) studied the effects of a short course training programme on teaching approaches in Croatia's higher education. This study utilised a quantitative approach to assess changes in teaching practices. The results indicated improvements in teaching competencies; however, the study also pointed out the challenge of integrating such training into existing educational frameworks, which can hinder the implementation of new teaching strategies.

Apart from the above studies, Kostopoulos and Karalis (2021) explored the motivation and barriers unemployed people face regarding their participation in lifelong learning programmes in Greece. Using a case study approach, the researchers found that short enrollment times, long waits for programme initiation, and geographical distance significantly hindered participation among unemployed individuals. This underscores organisations' logistical challenges in attracting participants to short courses, particularly among disadvantaged populations.

In Belgium, Munneke (2024) also shared the challenges facing training organisations in collaboration. Their study on developing an interdisciplinary training programme about chronic pain management used a hybrid effectiveness-implementation design to identify barriers and stakeholders' needs. The study revealed that despite the co-design process improving training quality, the complexity of interdisciplinary collaboration posed challenges in implementation. This suggests that organisations must navigate the intricacies of interdisciplinary dynamics to enhance the effectiveness of their training programmes.

In the context of public health, Upadhyay et al. (2023) developed a capacity-building training model for public health managers in low and middle-income countries, utilising a participatory approach. The study found that while the model was effective, challenges related to resource allocation and sustainability of training efforts were significant. This emphasises the need for organisations to secure ongoing funding and support for training initiatives.

A study conducted by Main et al. (2019) assessed training for tuberculosis elimination in Indonesia. The study employed qualitative methods to evaluate the impact of the training. The study highlighted that while participatory training methods were effective, there were challenges in sustaining behaviour change post-training. This finding emphasises the need for ongoing support and follow-up mechanisms to ensure that short training courses lead to lasting improvements in practice.

In Iran, Hosseinpour et al. (2021) conducted a study that developed a model for evaluating short and medium-term training courses. The study emphasises the importance of using established frameworks like Kirkpatrick's model for assessment. The study found that while evaluation models exist, their application in practice is often inconsistent, posing a challenge for organisations seeking to measure training effectiveness accurately.

Mohamed (2023) used a mixed-methods approach to evaluate an online training programme on COVID-19 for health workers in Papua New Guinea. The study found that while the online format increased accessibility, barriers such as limited internet access and technological literacy among participants affected engagement. This highlights the challenge of ensuring that training formats are accessible and user-friendly for all potential participants.

Challenges facing training organisations are not confined to a particular geographical location; they are global concerns, though they differ in types of challenges and extent. Therefore, despite limited studies, Africa is also experiencing challenges facing training organisations.

In the South African context, Bakuwa et al. (2020) focused on the value of a short practical training course for newly qualified therapists working with children with cerebral palsy in South Africa. The study used a before-and-after evaluation design. The study showed positive changes in knowledge and clinical practice intentions, yet it also highlighted the challenge of ensuring that such gains are maintained over time. This points to the necessity for ongoing support and resources post-training.

In a study conducted in Uganda by Jjingo et al. (2021), a QuasiFlow was used to process NGS data for HIV drug resistance and evaluate the impact of bioinformatics training programmes on skill development and curriculum enhancement. The study revealed that short courses often fail to provide adequate depth of knowledge due to their limited duration. The findings advocate for longer training programmes that foster deeper understanding and skill acquisition among trainees.

Another study on measuring the return on investment (ROI) for training interventions by Shibiti (2024) identified several barriers to short courses, including insufficient capacity and fragmented training efforts. The study's implications highlight the need for organisations to develop coherent strategies for evaluating training effectiveness to ensure better resource allocation and programme sustainability.

Finally, Kibet's (2024) research on bioinformatics project-based learning in East Africa emphasised that short-term training programmes often lack the depth needed for effective skill development. The findings suggest a shift towards longer, more comprehensive training initiatives that can better prepare students for real-world applications in research.

3.0. Research Methodology

This study was undertaken using a mixed research design. It was conducted at Tanzania Public Service College (TPSC), Tanga Campus; specifically, the study collected information from various staff about the challenges training organisations face in facilitating short course programmes in Tanzania Public Service College (TPSC). The study employed both qualitative and quantitative research approaches. The study population was the TPSC staff. The study employed purposive and simple random sampling techniques to select the required sample.

The study had a sample size of 41 respondents surveyed using a structured questionnaire. From the data collected, out of the 41 questionnaires, 35 were successfully administered face to face, and 6 were left with respondents and collected later, of which all 6 questionnaires were filled out and returned. This means that 41 questionnaires were administered, representing 100 percent of the response rate. According to Mann (2019), a sample is considered adequate if it is more than 50% of the population. In this respect, the study, therefore, returned an excellent questionnaire response rate. The researcher was set to interview only the TPSC training coordinator and two short course facilitators.

Data collected from the questionnaires, which were distributed to 41 selected respondents at TPSC, were organised into a meaningful format and coded for easy analysis. Descriptive statistical analysis such as mean and standard deviation were used, and the results were presented in tables, frequencies, graphs, and charts. This was done using Statistical Package for Social Sciences (SPSS) version 21. Data collected from the interview were distributed to only the TPSC training coordinator, curriculum development officer, and programme administrator. They were analysed using content analysis, where an examined concept was chosen to assess the relationships between concepts. The analysis started by determining the type of analysis, coding categories, exploring the relationship between concepts, coding the relationships, checking the validity and reliability, performing the statistical analysis and presenting the results.

Ethical consideration in research is not only important but also necessary to ensure that participants are treated with dignity and respect during the study. The researcher considered ethical issues by seeking approval from Tanzania Public Service College (TPSC) Tanga Campus to obtain the information;

considerations were applied to data collection methods, presentation and interpretation of the findings and citations.

4.0. Presentation and Discussion

The researcher was interested in the respondents' feelings on the closed-ended questionnaires relating to specific objectives. Respondents were asked to assess their understanding of the challenges faced by the Training Organisation in facilitating short course programmes at Tanzania Public Service College (TPSC). The researcher assumed the list of items to be the basis of their understanding of social security benefits, and respondents indicated their satisfaction level was from one to five. A five-point Likert scale with the following options was used: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The study was guided by one independent variable and one dependent variable. The independent variables included the challenge facing the Training Organisation. The dependent variable was short course programme facilitation. At this moment, the findings are presented as per the variable, where respondents were asked specific questions based on their knowledge of the variable.

4.1. Challenges Facing Training Organisations in Facilitating Short Course Programmes in Tanzania

The researcher was interested in the respondents' feelings about training organisations' challenges in facilitating short course programmes in Tanzania.

4.1.1 Summary

On this account, the respondents were therefore asked to complete the questionnaire indicating their feelings about the challenges training organisations face in facilitating short course programmes at Tanzania Public Service College (TPSC). The respondents responded accordingly to the questionnaires. The majority of the respondents strongly agreed, as noted in Table 4.1. Furthermore, the study provided the respondents with statements on a Likert scale, whereby 1 represents strongly disagree, 2 represents disagree, 3 represents neutral, 4 represents agree, and 5 represents strongly agree. Based on the mean values, the five-point scale ranges are as follows: mean scores of less than 1.5 represent strongly disagree; mean scores of 1.5 but less than 2.5 represent disagree; mean scores of 2.5 but less than 3.5 represent neutral; mean scores of 3.5 but less than 4.5 represents agree; mean scores of 4.5 to 5 represents strongly disagree.

Table 4.1: Descriptive Characteristics of the Challenges Facing Training Organisations in Facilitating Short Course Programmes in Tanzania Public Service College (TPSC)

S/N	Statement	Mean	Std. Deviation
1	We struggle to attract sufficient participants for our short course programmes	4.6778	.74695
2	Our institution faces difficulties in updating course content to meet rapidly changing public service needs	4.6111	.61250
3	We face challenges in providing practical hands-on training experiences within the short course format	4.0222	.98275
4	We lack the modern training facilities and equipment necessary for effective short-course delivery	4.7222	.45041
5	There is insufficient time to cover all necessary topics in short course programmes effectively	4.3422	.68275
6	Average	4.4757	.5567

Source: Researcher (2024)

4.1.2 Implication of Table 4.1

As shown in Table 4.1 above, the respondents agreed that training organisations in facilitating Short Course Programmes in Tanzania face various challenges. This is shown by their average mean of 4.48 for most of the statements provided and the standard deviation of 0.56. The respondents strongly agreed that we struggle to attract sufficient participants for our short course programmes with (Mean 4.68, SD = 0.75), our institution faces difficulties in updating course content to meet rapidly changing public service needs with (Mean 4.61, SD = 0.61), we face challenges in providing practical hand-on training experiences within the short course format with (Mean 4.02, SD = 0.98), we lack modern training facilities and equipment necessary for effective short course delivery with (Mean 4.72, SD = 0.45) and there is insufficient time to cover all necessary topics in short course programmes effectively with (Mean 4.34, SD = 0.68). Since the average standard deviation in Table 4.1 is less than 1, then this implies that the respondents had similar opinions relating to the challenge facing training organisations in facilitating Short Course Programmes in Tanzania Public Service College.

4.1.3. Discussion of Descriptive Findings

4.1.3.1. Struggling to Attract Sufficient Participants in Short Course Programmes

The researcher intended to determine whether TPSC struggle to attract participants to short course programmes. After data collection and analysis, the researcher found a mean of 4.6778. The high mean score of 4.6778 indicates a strong agreement with the statement that TPSC struggles to attract sufficient participants for short course programmes.

This aligns with findings from Gifford et al. (2019), who noted that many healthcare professionals are often unaware of available training opportunities, leading to low enrollment. Similarly, Juliana (2024) highlighted logistical issues and a lack of awareness about the relevance of short diplomatic courses, which can hinder participation.

On the contrary, Madan et al. (2021) reported successful participant attraction through effective marketing strategies in their international training course in agricultural extension, suggesting that institutions can overcome this challenge with the right approach. The findings suggest that institutions must enhance their outreach and marketing strategies to raise awareness about their short courses. The studies indicate that while challenges exist, targeted communication and engagement can significantly improve participant numbers.

4.1.3.2. Difficulties in Updating Course Contents to Meet Public Service Needs

Serving the public service needs in short courses requires incorporating updated content. In this light, the study intended to examine whether TPSC faces challenges updating course content to meet rapidly changing public service needs. With a mean of 4.6111, there is strong agreement that TPSC face difficulties updating course content.

Shaulov et al. (2023) emphasised the necessity for ongoing curriculum revisions in palliative care education to remain relevant. Burkinshaw et al. (2022) also discussed the challenges in adapting educational content to meet evolving demands in educational leadership. Conversely, Naderi et al. (2024) demonstrated that structured short courses could effectively introduce new content areas, suggesting that institutions can adapt quickly if they implement focused training initiatives.

The findings above highlight the need for institutions to establish mechanisms for regular curriculum updates. The studies suggest that while challenges exist, proactive approaches can facilitate timely updates to course content, ensuring relevance in a rapidly changing environment.

4.1.3.3. Challenges in Providing Practical Hands-on Short Course Training

Short courses are meant to offer practical skills to participants; hence, training organisations like TPSC are expected to offer the same. In this part, the study examined whether TPSC faces challenges in providing practical hands-on training experiences within the short course format. After data analysis, the study noted a

mean score of 4.0222, which indicates agreement with the statement regarding challenges in providing practical hands-on training.

In light of the above findings, Mink et al. (2022) concur that the lack of practical training opportunities can hinder the effectiveness of educational programmes. Vogt et al. (2022) also found that purely digital education can lead to inferior knowledge acquisition compared to traditional hands-on training.

Apart from the importance of practical learning and its contribution to acquiring skills, there are exceptions, as noted in a study by Dohle et al. (2021), that indicate digital knowledge learners can acquire skills through e-learning.

In conjunction with the above discussion, the findings suggest that while practical training is essential, institutions may need to explore innovative methods, such as hybrid models that combine online and hands-on experiences, to enhance training effectiveness.

4.1.3.4. Lack the Modern Training Facilities and Equipment Necessary for Effective Short-course Delivery

Training facilities are crucial components needed for effective short course implementation. The researcher in this study wanted to know whether TPSC lacked modern training facilities and equipment necessary for effective short-course delivery. A mean of 4.7222 was observed. The high mean of 4.7222 strongly agrees with the statement about lacking modern training facilities. Madan et al. (2021) indicated that inadequate facilities can significantly hinder the effectiveness of training programmes. Robbins et al. (2020) also noted that limited resources can restrict comprehensive training experiences.

In contrast, Shojaei et al. (2023) demonstrated that virtual training can effectively substitute for physical facilities, suggesting that innovative approaches can mitigate the lack of modern equipment.

The findings underscore the importance of investing in modern training facilities and equipment. However, they also suggest that institutions can explore alternative training methods, such as virtual training, to enhance learning experiences despite physical limitations.

4.1.3.5. Insufficient Time to Cover Necessary Topics in Short Course Programmes

The study examined whether short course allocated time, usually five days, is enough to cover TPSC short course programmes effectively. The study noted a mean score of 4.3422, which indicates agreement with the statement regarding insufficient time to cover necessary topics. Madan et al. (2021) highlighted that time constraints often prevent comprehensive coverage of essential topics in training programmes. Robbins et al. (2020) also noted that the fast-paced nature of educational demands can limit the depth of content covered. Conversely, Dohle et al. (2021) found that focused, intensive training sessions can effectively cover essential topics within limited timeframes, suggesting that course design can mitigate time constraints.

The findings suggest that institutions must optimise course design to ensure essential topics are covered effectively within the available time. The studies indicate that with strategic planning, significant learning outcomes can be achieved even within tight schedules.

4.1.4 Content Analysis of the Challenges Facing Training Organisations in Facilitating Short Course Programmes in Tanzania Public Service College (TPSC)

The researcher was interested in knowing, "What challenges are facing training organisations in facilitating short course programmes in Tanzania?". This interview guide was subjected only to the training coordinator, curriculum development officer and programme administrator at Tanzania Public Service College (TPSC). The rationale of the questionnaire was to understand the perception of the training coordinator, curriculum development officer and programme administrator about possible challenges facing training organisations in facilitating Short Course Programmes in Tanzania Public Service College. This is due to the nature of the study, which demands data collection from the respondents with specialised experience and knowledge. Through this, the researcher obtained the key people who could provide enough information about the phenomena under study.

Respondent A replied, *"The biggest challenge we face is inadequate funding, which limits our ability to hire highly skilled trainers and acquire advanced teaching materials. Budget constraints also affect our capacity to market these programmes effectively to potential participants. Many learners are unaware of the value of short courses or our programmes, so they remain under-enrolled. Additionally, outdated facilities make accommodating larger groups or providing an optimal learning environment difficult."*

The above findings align with Coşkun (2023), who identified inadequate funding as a barrier to educational development in Balochistan, Pakistan. This barrier affects infrastructure and resource availability, such as updated and modern training materials and facilities.

The implications of these findings suggest that without sufficient financial resources, training organisations cannot enhance their programme quality or attract qualified trainers, ultimately affecting the effectiveness of short courses. This situation necessitates reevaluating funding strategies and potential partnerships with private sectors or donor organisations to secure necessary resources.

Apart from the above findings, respondent B also alluded to the following: *"One of the major challenges is aligning the course content with the ever-changing demands of the job market. Participants often expect these programmes to provide immediate and practical skills, but we struggle to meet those expectations without updated content. Additionally, most short courses require a blend of theoretical and practical learning, yet limited access to modern technology and simulation tools impacts the quality of our programmes."*

The above respondent pointed out the challenge of aligning course content with the evolving demands of the job market. This concern is echoed in the study by Zibaghafa and Okpolosa (2024), which discusses the challenges of implementing International Public Sector Accounting Standards in Nigeria, emphasising the need for educational programmes to adapt to market requirements. Furthermore, Pervez et al. (2024) highlighted the misalignment between university curricula and job market needs in Pakistan, indicating that outdated course content can lead to a skills mismatch.

The implications of these studies suggest that training organisations must engage in continuous curriculum review and development processes to ensure that their offerings remain relevant and meet participants' practical needs. This could involve collaboration with industry stakeholders to gather insights on current market trends and required competencies.

Finally, the researcher interviewed another respondent who asserted, *"Low registration rates are a persistent problem, often because many public sector employees are unaware of the courses or perceive them as irrelevant to their roles. Furthermore, the logistics of organising these courses, such as securing venues, coordinating with trainers, and scheduling, are complicated by last-minute cancellations or insufficient participant numbers. There is also a challenge in convincing supervisors to release employees for training, as some view short courses as non-essential."*

Concerning the above findings, respondent – C noted that low enrollment rates are a persistent issue, often due to a lack of awareness about the courses and their perceived irrelevance. This finding resonates with the research by Mahabir-Lee and Rambarath-Parasram (2019), who discussed how the lack of community engagement and awareness can hinder the integration of marginalised groups into educational programmes. The implications of these findings indicate that training organisations need to enhance their marketing strategies and outreach efforts to raise awareness about the value of short courses. This could involve targeted campaigns to inform potential participants about the benefits of these programmes and how they can enhance their professional skills and career prospects.

5.0. Conclusion and Recommendations

5.1. Conclusion

Regarding the challenge training organisations face in facilitating short course programmes in Tanzania, the findings indicate that TPSC struggles to attract sufficient participants for the short course programmes. The respondents also asserted that the institution faces difficulties in updating course content to meet rapidly

changing public service needs. The findings also indicated that the TPSC faces challenges in providing practical hands-on training experiences within the short course format. Furthermore, the findings also indicated that TPSC lacks the modern training facilities and equipment necessary for effective short-course delivery.

In the qualitative analysis of The TPSC, one respondent replied that the biggest challenge we face is inadequate funding, limiting our ability to hire highly skilled trainers and acquire advanced teaching materials. Another respondent explained that one of the major challenges is aligning the course content with the ever-changing demands of the job market. Participants often expect these programmes to provide immediate and practical skills, but we struggle to meet those expectations without updated content. On the other hand, the last respondent added that low enrollment rates are a persistent problem, often because many public sector employees are unaware of the courses or perceive them as irrelevant to their roles.

5.2 Recommendations

Based on the study findings, the following recommendations were made in line with the study objective. Regarding the issue of possible challenges facing training organisations in facilitating short course programmes in Tanzania Public Service College, it is recommended that;

- i. Tanzania Public Service College (TPSC) should struggle to attract sufficient participants for our short course programmes.
- ii. TPSC must be able to update its entire course contents in order to meet the rapid changes in public service needs; the College need to provide practical, hands-on training experiences within the short course format.
- iii. TPSC need to acquire the modern training facilities and equipment necessary for effective short-course delivery.
- iv. Also, it was recommended that Tanzania Public Service College review the teaching hours, which will help tutors and lecturers get sufficient time to cover all necessary topics in short course programmes effectively.

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