TRAINING PROGRAMMES AND PERFORMANCE OF SELECTED PUBLIC ORGANIZATIONS: A CASE OF MINISTRY OF AGRICULTURE, NATURAL RESOURCE, LIVESTOCK AND FISHERIES IN ZANZIBAR MUNICIPALITY, TANZANIA

BY

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DECLARATION

I have taken time to read the rules and regulations of Kabale University regarding plagiarism and do hereby declare that this work is mine and has never been submitted in any institution of higher learning for the same award.

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SIGNATURE……………………………………

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APPROVAL

This research dissertation has been produced under my supervision and I do hereby recommend its submission for examination.

Signature ………………………   Date……………………………………

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LIST OF ABBREVIATIONS

HRH	:	Human Resource for Health
HRM	:	Human Resource Management
HRM	:	Human Resource Planning
IPA	:	Institute of Public Administration
MANLF	:	Ministry of Agriculture, Natural Resources, Livestock and Fisheries
MKUZA	:	Mpango wa Kupunguza Umasikini Zanzibar III/Poverty Reduction
RGZ	:	Revolutionary Government of Zanzibar
TMP	:	Training Master Plan
TNA	:	Training Needs Assessment
URT	:	United Republic of Tanzania
ZM	:	Zanzibar Municipality
ZPRP	:	Zanzibar Poverty Reduction Plan

ABSTRACT

This study was conducted to assess the effectiveness of training programmes and performance of public organizations in the Ministry of Agriculture, Natural Resources, Livestock and Fisheries (MANLF) in Zanzibar. The study was guided by three objectives which are: To analyse factors affecting employee training programmes and performance in public organization; To examine the contribution of employee training programmes towards employee performance; To recommend suitable employee training programmes to improve employee performance. The study used research tools that included interview guide and questionnaires to collect information from the respondents, guided by a cross-sectional study design to examine the effectiveness of training programmes and performance in public organizations with particular attention to Zanzibar municipality, where most of the public offices are located. Qualitative and quantitative data collection instruments were also used in order to enrich the study. The study revealed that the Ministry of Agriculture, Natural Resources, Livestock and Fisheries had a training programme in place and many staff were aware of it although it was not systematic and planned. The study also revealed that the lack of training programmes had many consequences including lack of skills and knowledge of work and it reduced work productivity; hence shortage of budget led to low implementation of the training programme in the MANLF. The study recommended that the Ministry of Agriculture, Natural Resources, Livestock and Fisheries should consider an adequate budget for the training programme as one of the priority factors, and the Ministry should hire a consultant to train human resources and training officers on how to prepare a Training Master Plan and Training Needs Assessment.

CHAPTER ONE:

INTRODUCTION

1.1   General Introduction

The chapter covers the introduction, background to the study, the statement of the problem, objectives of the study, general objective of the study, specific objectives of the study, research questions, scope of the study, significance of the study and operational definitions of key terms.

Training is the process of teaching the new or present employees the basic skills they need to effectively perform their jobs. Armstrong (2000, p. 543). Training effectiveness is essentially a measure that examines the degree to which training improves the employees' knowledge, skills and behavioural pattern within the organization as a result of the training Smith (2016). Performance is the degree of accomplishment of the task that comprises an employee's job. It reflects how well an employee is fulfilling the requirements of the job (Rue & Byars, (2009, p. 384).

1.2   Background of the Study

The need for training in any organization is important for the effective functioning of the organization which enhances employee effectiveness in undertaking the tasks that employees are supposed to accomplish. This means that the employees have to be trained to perform their jobs better in specific situations which will help the organization to achieve its envisaged vision, mission and set goals.

If organizations are to improve their productivity, efficiency and profit margin, there is need to move beyond the required training and look at more diverse learning and development activities and this would help employees to maximize their inborn potential, hence becoming valuable assets of the organization (Theresia, 2010). When there is training and development, there will be competitive advantage whereby employees would get the requisite and relevant knowledge and skills that provide a viable argument for organizations to treasure in their employees so that they gain the benefits and look different from their direct competitors. Where there is effective training and education endeavours they can reform company culture where employees are helped to understand ethical standards and how they apply workplace decisions (Armstrong, 2001).

The subject of Human Resource Management's (HRM) has viewed training and development as an important activity that contributes to an organization's overall effectiveness in HRM and training and development which is a requirement to build and sustain the organization's competitive advantages through skills and knowledge enhancement. Alexandros (2007, pp. 63-76). There are lots of changes taking place in this competitive era where some researchers recommend that organizations need to consider and plan strategically to have an edge over competitors. This can be done through the need to have human resources that show high levels of innovativeness, flexibility regarding market demand and are also knowledgeable compared to other organizations, which cannot be fulfilled unless organizations invest in developing skills and competences of their employees. This connotes a dire need for training which is viewed as central in the Human Resource Management function since its role is to achieve better performance and thus a well formatted and evaluated training programme should improve individual and departmental performance to achieve the desired impact (Okanya, 2008, p. 9).

The Revolutionary Government of Zanzibar has 13 ministries namely: Ministry of State-President Office and Chairman of the Revolutionary Council, Ministry of State President--Office Regional Administration and Special Departments, Ministry of State--President Office for Constitution, Legal Affairs, Public Service and Good Governance, Ministry of State- Second Vice President Office, Ministry of finance and Planning, Ministry of Health, Ministry of Information, Culture, Tourism and Sports, Ministry of Education and Vocational Training, Ministry of Construction, Industries, Communication and Transport, Ministry of Trade, Ministry of Lands, Water, Energy and Environment, Ministry of Empowerment, Adults, Youth, Women and Children, and Ministry of Agriculture, Natural Resources, Livestock and Fisheries. Many of these ministries are located in Zanzibar Municipality but the study focused on the Ministry of Agriculture, Natural Resources, Livestock and Fisheries.

The Ministry of State, President Office, Constitution, Legal affairs, Public Service and Good Governance has a mandate to manage all matters regarding public civil servants which are regulated by the Public Civil Servants Act of 2011 and its regulations of 2014. History shows that in the early 1990s, most of the Public Sector in Zanzibar lacked training programmes; however, employees got chances to study short courses through both government and private sponsorship although few employees applied. During recruitment, no orientation or induction

courses were given to the employed staff; the employees gained skills and knowledge from the senior officer and depended on the time they served at a particular post. There was no contract of employees for those who joined to study. Also in 1990s, there was no performance appraisal in order to know the shortage regarding employees' skills and their weaknesses so as to be aware which training to give them. There was also no Training Master Plan (TMP) to be followed. Generally, the performance of these ministries and other public organizations was not as pleasant as it is now. The employees worked based on their experience. There was no proper training programme provided in most organizations, and the employees learnt without following the TMP but according to their own choice. The situation led to low and poor performance.

However, recently the situation changed. Government through the Institute of Public Administration (IPA) provides induction course for three days to the employees after recruitment. There is a budget allocated particularly for training programmes for every organization. Currently, training evaluation is conducted for every employee in terms of behaviour, learning and results. The Revolutionary Government of Zanzibar is receiving training long and short courses from different donor countries including China, India, Japan and Korea. Most of the training provided in the public sector is orientation training, refresher training, and apprenticeship training, off-job training, on-job training, seminars and workshops.

The Ministry of Agriculture, Natural Resources, Livestock and Fisheries (MANLF) is responsible for promoting the Development of Agriculture Sector through research, extension and other production services while ensuring food security and increased opportunities in secondary sector for growth and improved well-being. Furthermore, it supports fisheries and livestock development while promoting sustainable use of natural resource. In the late 1990s, Ministry training programmes were not well planned and not based on the organization's needs. There were few opportunities for long courses, short courses and seminars; as a result many workers were not able to go for further studies. This led to lack of competence and hence low performance of employees. In early 2000s, the Ministry started Training Needs Assessment (TNA) in order to know the number of staff who needed training, the kind of courses needed and which courses were priority to the particular Ministry. It developed a Training Master Plan (TMP) which portrays the training programmes needed by the Ministry. Employees started to receive short courses and seminars like IT, secretary course, Human Recourse Management

course, fisheries and veterinary medicine courses, which helped employees to perform well in their daily duties. This study therefore focused on Public Organizations only because Private Organizations in Zanzibar contract their employees on temporary basis and provide no training to them and if the employee decides to train him/herself, the employers terminate the contract unlike in the Public Sector which has a customary training plan for its employees.

1.3   Problem Statement

Training is a Human Resource function that involves developing employees' skills, knowledge and abilities to meet the organization's needs. Training creates a competent, motivated and high-performing workforce that is prepared to meet future demands which was lacking in the MANLF. It also maximizes employee potential, leading to higher productivity. The broad development goal of the Revolutionary Government of Zanzibar as reflected in the National Development Vision (Vision, 2020) is aimed at improving the socio-economic situation of the community with a focus on reducing poverty and having the nation's human resources self-sufficient in the coming years through Human Resources Training and Development. This is emphasized also under the Public Civil Servants Act of 2011 and its regulations of 2014.

In view of these aspirations, the role of training and development of human resources forms an important segment in sustaining livelihood of the Human Resources to the tune of 80 per cent of Zanzibar's work force and should never be underestimated. Under Vision 2020 of Zanzibar, all stakeholders in both public and private sector have the mandate to spearhead their efforts to ensure priority goals namely, training, improving income levels and increasing customer care satisfaction through training. History shows that the Government institutions lacked training programmes in the1990s. No orientation or induction courses were given to the employed staff during recruitment. Also, the procedures of conducting performance appraisal to know the weaknesses or strengths of the employee so as to be aware which kind of trainings were suitable to them were rarely made.

However, in the middle of 2000s the Revolutionary Government of Zanzibar established the Institute of Public Administration (IPA) to provide training to civil servants and currently the Ministry allocates budget   for short courses and seminar for her employees. Despite these well intentioned aspirations, the training programmes in public organizations have not fulfilled the

main goal for which they are intended to achieve namely: increased and quality production, morale during performance, employees' commitment at work, reduced errors and mistakes at work, and quick adoption of new technology. It is against the above background that the researcher intended to assess the effectiveness of training programmes and performance in public organizations with particular attention paid to the Ministry of Agriculture, Natural Resources, Livestock and Fisheries in Zanzibar.

1.4   Objectives of the Study

1.4.1   General Objective of the Study
The general objective of the study was to assess the effectiveness of training programmes and performance in public organizations with particular attention to Zanzibar Municipality.

1.4.2   Specific Objectives of the Study
    i.   To analyse factors affecting employee training programmes and performance in public organizations;

    ii.   To examine the contribution of employee training programmes towards employee performance;

    iii.   To suggest suitable employee training programmes to improve employee performance.

1.5   Research Questions
    i.   What are the factors affecting employee training programmes and performance in public organizations?

    ii.   What is the contribution of employee training programmes towards employee performance in public organizations?

    iii.   What are the suitable employee training programmes to improve employee performance?

1.6   Scope of the Study
The scope of the study had three sections: geographical, content and time scope. The scope of the study helped the researcher to conduct the study within the limits and confines of the problem that was being investigated.

1.6.1 Geographical Scope

The study was conducted in Zanzibar particularly in Zanzibar municipality which has one region of Urban West. Zanzibar is part of the United Republic of Tanzania (URT). It is famously known for tourism and growing of cloves with the outside world. Its main religion is Islam. However, a small number of Christians exists.

1.6.2 Content Scope

The study examined the effectiveness of training programmes and performance in the selected public organization and find out whether this had any impact on employees. The study population was the civil servants working in Ministry of Agriculture, Natural Resources, Livestock and Fisheries in Zanzibar.

1.6.3 Time Scope

The study investigated the research gap and concentrated on the period covering six years, from 2010 to 2016 because during this period Government of Zanzibar and Zanzibar Municipality spent a lot of money on training of its public workers to enhance their innovativeness, performance and productivity (Zanzibar Government Report, 2014).

1.7   Significance of the Study

The study is significant for the following reasons:

 i.   The findings of the study will help the Government of Zanzibar, Zanzibar Municipality, and its ministries to encourage their employees to participate in the design of training programmes.

 ii.   The findings will help both public and private organizations to draft training programmes that will help their employees acquire new knowledge, skills and abilities or competences.

 iii.   The findings will help the employer and employees to identify their strengths and weaknesses and thereby help them to look for possible means of rewarding strengths and improving weaknesses.

 iv.   The findings will help the Government of Zanzibar, its Ministries and Agencies to increase the knowledge base of their employees so that they become compliant to the new technologies taking place in the global economy which will reduce resistance to change among the employees in both public and private organizations.

v.   The results of the research will add to the existing body of knowledge which future researchers can always refer to so as to enrich their academic works like proposals, theses and dissertations and articles or journals.

1.8   Conceptual Framework

Conceptual framework represents the researcher's synthesis of literature on how to explain a phenomenon. It maps out the actions required in the course of the study given his previous knowledge of other researchers' points of view and his observations on the subject of research. In other words, the conceptual framework shows what the researcher understands about how the particular variables in his study connect with each other. Thus, it identifies the variables required in the research investigation. It is the researcher's "map" in pursuing the investigation. As McGaghie et al. (2001, pp. 923-924) put it, the conceptual framework "sets the stage" for the presentation of the particular research question that drives the investigation being reported on based on the problem statement. The problem statement of a thesis presents the context and the issues that caused the researcher to conduct the study. The major purpose of the research is to find the relationship between two variables, Employee performance and Training programme, and to determine the extent to which Training programme impacts Employee performance.

An independent variable is defined as the variable that is changed or controlled in a scientific experiment. It represents the cause or reason for an outcome. Independent variables are the variables that the experimenter changes to test their dependent variable. A change in the independent variable directly causes a change in the dependent variable. The effect on the dependent variable is measured and recorded. Employee Training is termed as Independent variable and Performance is Dependent variable because it can be hypothesized that the better the training provided, the more improved performance can be expected from the employee; thus Employee Performance is dependent on the effectiveness of Training. The Dependent variable is looked at in terms of outcomes. However, it can also be looked at in terms of behaviour (Armstrong, 2000).

Kenney et al. (1992, pp. 341-349) stated that employees' performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance; for example, using of productivity, efficiency,

effectiveness, quality and profitability. Efficiency and effectiveness are two major components of performance other than productivity and competitiveness whereas training is a technique to boost the employees' performance. Kenney et al. (1992, pp 341-349) described that employees' performance as measurement of performance of an employee on the basis of the set standards by the organization. Good performance illustrates how well an employee has performed his or her assigned tasks. All the organizations have certain set of expectations towards the employees and their performance to achieve allocated objectives.

The conceptual framework as shown in the Figure 1.1 below enumerated as follows

Thus the traditional way of training employees beginning with giving them orientation training on their new job/positions which is the independent variable aimed to introduce to the employees the fundamentals of the organization which make them familiar with their new jobs/positions which is the dependent variable and this leads to fewer mistakes and increase of production. Employees are entitled to have a refresher training which is an independent variable that revitalize the employees' skills for purposes of increasing skills and knowledge.

The importance of imparting new skills and technologies to employees which is a dependent variable is visualized by apprenticeship training; an independent variable which builds the employees' capacity of performing any type of task.

On-job training is a training programme where the employees receive training at their work place this type of training tends to save time. Contrary to this, employees may receive off-job training outside of their offices and attending long or short courses. These kinds of training increase efficiency of employees and high productive rates are maintained in the office. Workshops and seminars enable employees to interact with other people in discussions and come up with new ideas which improves their communications' skills and they gain knowledge of experts.

1.0 The Figure Shows the Conceptual Frame Work of the Study

Independent Variable	Dependent Variable	Outcomes
Training Programmes	**Organizational Performance**	**Indicators**
- Orientation training	- Updating with new technology or changes	- Fewer mistakes committed
-Refresher training	- Able to skills learnt into practice	- Increased production
- Apprenticeship training	- Gain more confidence at work	- Improved competency
- On-job training	- Efficiency at work	- Time saving
- Off-job training	- Innovativeness	- Improved communication skills
- Workshop and seminars		

Moderating Variable

- Government policies

Source: Adopted From Armstrong (2001) and Modified by the Researcher.

1.9   Operational Definitions of Key Terms

Effectiveness is the variable that is likely to influence the outcomes of the training activity during the course of the training activity.

Training Programme is the plan showing what type of training is going to be conducted by any single /many organizations.

CHAPTER TWO:

LITERATURE REVIEW

2.0 Introduction

The chapter presents the literature that has been reviewed to back up the study. Literature review is the systematic retrieval, analysis and evaluation of documents related to the research problem as well as the analysis of causal observation and opinions related to the planned research. The aim of literature review is to enable the researcher to use other scholars' findings to identify the research gaps that exist and to find out in detail the concepts under study so as to understand these concepts better. The researcher reviewed literature found in textbooks, journals, articles, government reports and websites.

2.1 Theoretical Framework

One important area of the human resource management function is training and development for the effective use of human resources. Training is the act of increasing the knowledge and skill of an individual for doing a particular job. In the present situation training was increasingly viewed as a means of not only fostering the growth of the individual employee but as an integrated part of organizational growth. Kirkpatrick (2007, pp. 34-37) defined training as the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing the effectiveness of employees in their present positions as well as preparing them for future positions in the organization. This means that changing what employees know and how they work, or their attitudes towards their jobs and organization.

Training is the systematic process of increasing the knowledge and skills of the staff for doing a specified job by providing a learning experience. Armstrong (2000, p. 543) defined training as the planned and systematic modification of behaviour through learning events, programmes and instructions, which enable individuals to achieve the levels of knowledge, skills and competence needed to carry out their work effectively.

Training is a set of activities that help people acquire and improve job-related skills. This applies both to initial training of an employee and upgrading or improving skills to meet changing job requirements. Schermerhorn (2008, p. 296). Training offered to employees may help them

reduce anxiety and frustration brought about by work demands which they are not familiar with and they are lacking the skills to handle effectively (Gideon, 2011). Training is the act of increasing the knowledge and skills of an employee for doing a particular job. Khawaja (2012, pp. 112-222) states that the major outcome of training is learning. The trainees learn new habits, refined skills and useful knowledge during the training that helps in improving performance.

Aseka (2002, p. 72) argues that training enables an employee to do his or her present job more efficiently and prepares him or her for higher levels of jobs. Other scholars have defined training as a systematic acquisition and development of knowledge, skills and attitudes required by employees to adequately perform the job or risk to improve performance in the job environment. Training is the process which is planned to facilitate learning so that people can become more efficient and effective in carrying out aspects of their work.

Employee performance refers to how your workers behave in the workplace and how well they perform the job duties you have obligated to them -- the job-related activities expected of a worker and how well those activities were executed. Many organizations' personnel directors assess the performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement (Dunlop & Lee, 2004).

Every employee makes an individual contribution to the performance of the organizational unit and thus to your entire organization. If the performance of an organizational unit or individual employee falls behind for too long, as a rule this will lead to re-organization or redundancy. Particularly in an environment in which competition is more fierce than ever, the importance of continuously performing is increasing.

Employee performance review method focuses on goal setting between managers and employees. It has the advantage of giving employees clear expectations of how they should perform their jobs and uses deadlines to monitor progress toward these goals (Donohoe, 2010).

2.2   Training Programmes

Rothwell and Sredl (2000) define training programme as a planned process by which an organization seeks to attain performance enhancement either by developing the skills of learners or by meeting the learning needs on an identified group of employees. Through the planning process, there is an identification of group of learners, the trainers, the venue and the required

resources, both physical and financial. The training programme is significant long-term training activity which (as opposed to a training project) comprises a series of courses, and usually has a flexible time and cost budget.

Gupta (2007, p. 84) considered the following as characteristics of an ideal training and development programme. First, it should be designed with clear scope and objectives. Thus, a training needs assessment (TNA) exercise should be conducted. Second, it should have proper reinforcements to continuously improve the performance capability of an individual employee: Third, it should be role-specific and involve practice; it helps employees do their present jobs better and skills that are practiced often are better learned and less easily forgotten. Fourth, an effective T&D function should be carefully planned in terms of reading materials, learning duration, and instructors. Their proper organization enhances training effectiveness. Fifth, it should be transparent to all employees at all levels. Employees should be aware of selection criteria of trainees and trainers, preparation of relevant teaching materials, training room and accommodation of courses and actual conduction of courses. Lastly, it should be evaluated. Training consumes both organizations' time and money; therefore it is important to determine how well it was conducted. Evaluation reports establish whether the organization has derived more-or-less the same value from the amount of money and time invested in the programme.

2.3   Types of Training Programmes

A training programme is a plan showing the type of training that is going to be carried out by a particular organization. The major features of the training programme include the name of the organization where training is going to be carried out, title of the training, training objectives, methods to be used, duration of training, course content, facilitators' particulars and evaluation (Armstrong, 2009).

2.3.1   Orientation Training

Orientation is a set of activities designed to familiarize new employees with their job, co-workers, and key aspects of the organization as a whole (Schermerhorn, 2008, p. 296). Orientation or induction training tries to put the new recruits at ease, each new employee is usually taken on a formal tour of the facilities, introduced to key personnel and informed about company policies, procedures and benefits. To be effective, orientation training should be well

planned and conducted within the first week of employment. Such a pre-job training helps the recruit to familiarize him or herself with the job and its setting. Orientation is meant for new employees and its sole purpose is to acquaint new employees with job requirements and work methods (Fitz Patrick, 2004).

2.3.2 Refresher Training

Rapid changes in technology may force companies to go in for refresher training. By organizing short-term courses which incorporate the latest development in a particular field, the company may keep its employees up to date and ready to take on emerging challenges, it is conducted at regular intervals by taking the help of outside consultants who specialize in a particular discipline or profession (Mullins, 2010).

2.3.3 Apprenticeship Training

Apprenticeship training is a system in which an employee is given instruction and experience, both on and off the job, in all of the practical and theoretical aspects of the work required in a skilled occupation, craft, or trade (Rue and Byars, 2009, p. 250). This is commonly found in industries such as carpentry and plumbing. Apprentices are trainees who spend a prescribed period of time working with an experienced worker. Apprenticeship training is therefore a method for semi-skilled craftsmen. The worker who is appointed as an apprentice learns the methods of work by observing and assisting his or her senior, for example plumbers, machine men, craftsmen and artisans (Whitten, 2002).

2.3.4 On-the-Job Training

This is delivered to employees while they perform their regular jobs. In this way, there is no time wastage by the employees on the learning process. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with a periodic evaluation to inform employees about their progress. On-the-job technique includes orientations, job instructions, job instruction training, internships and assistantships, job rotation and coaching.

2.3.5 Off-the-Job Training

Off-job-training is accomplished outside the work setting. It is an important form is management development, designed to improve a person's knowledge and skill in the fundamentals of

management (Schermerhorn, 2008, p. 297). This includes lectures, special study, films, television conference or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most people are familiar with formal methods of training centres and many organizations use centres or hire hotel and conference accommodation for central events. Here the training is conducted by fulltime staff, assisted as necessary by occasional lecturers and tutors. Trainers usually work in groups, and the methods commonly employed are lectures, discussion groups, case studies, simulation, role-play, self-instruction, Team-building, Computer-Based Training (CBT), mentoring and exercises of various kinds, supported by multimedia presentations, PowerPoint projections and other audio-visual aids. Training usually covers subjects where needs are identified that are common to groups of employees of similar grades or jobs. The choice of methods and locations must be determined by the criterion of cost effectiveness (Shaun, 2006).

2.3.6   Seminar
A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate

2.4 Importance of Training in Organizations
Training is the process of building up confidence among employees at a workplace in terms of better performance. There is no doubt that training plays a fundamental role in human resource development to meet the overall objectives of the organization. According to an annual report on learning and development in Zanzibar (2006), 80% of the respondents reported that training is more geared to meet strategic needs of the business due to the changing business climate and growth in technology. It is ensured that an organization has to respond to provide different kinds of training programmes (Report, 2006).

The Human Resources Training Programmes Coordinator for Zanzibar (2000) produced a report stating that training programmes are very important to both the organization and individuals because they lead to increased productivity and quality of work, improve employees' morale, lead to reduced supervision by the managers, reduce accident, lead to increased organizational stability, increase revenue, reduce staff turnover and absenteeism.

2.5 Training Evaluation

One of the most nebulous and unsatisfactory aspects of training programmes is the evaluation of their effectiveness. Evaluation is any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information. Training Evaluation is the application of systematic methods to periodically and objectively assess the effectiveness of training and development programmes in achieving expected results, their impacts, both intended and unintended, continued relevant and alternative or more cost-effective ways of achieving expected results (Bharthvajan, 2014, p.1).

Training evaluation is defined as a systematic process of collecting data and information to determine whether training was effective (Armstrong, 2009). Evaluation of training is about determining how effective the training programme is. It is done in order to improve the future training progammes and for eliminating the training that is not effective (Kirk Patrick, 1987). The trainer should obtain feedback on the effects of training programmes. These effects are assessed in view of the training objectives that were set earlier before the training. Evaluation is a comparison of objectives with effects to answer the questions of how much the training has achieved. Evaluation enables the organization to decide whether or not training was worthwhile. This decision is arrived at through a cost benefits analysis of the training programmes.

There are four levels of evaluation: Reaction, which looks at how participants feel about the training programme. This is where assessing the value of the training programme is carried out during its course, with an aim of establishing how participants or trainers are feeling about the training programme. Secondly, there is learning that is to what extent the trainees have learnt what was taught? It is a more rigorous evaluation of the training outcomes aimed at establishing the extent to which participants have mastered the skills and knowledge passed onto them. Third, is the behaviour, that is what job-related changes in behaviour have occurred because of training. This is more concerned with determining what job-related behavioural changes have occurred because of the training. Fourth is results, which looks at issues like to what extent has training produced profit-related outcomes -- for example, productivity improvement, reduction in labour turnover, accidents and absenteeism (Anastasios, 2013).

Evaluating training is carried out for obvious reasons. It should be noted that training is a costly investment for both profit and non-profit organizations but for the sustainability of any organization, it must endeavour to undertake this costly operation and inculcate it in the fabric of corporate culture. Training is an integral part of Human Resource Development, and through training, humans are converted into resources and organizational capital in future.

Effective training converts costs into profitable, sustainable and renewable investment for the business enterprise. So the degree of business profitability can be assessed by evaluating the results of training programmes and it is equally crucial to identify the purpose of evaluating training carefully. Evaluation can provide clear benefits to be balanced against costs; it leads to improved quality of training activities, improved ability of the trainees to relate inputs to outputs, better cooperation between trainers and line managers in staff development. Employee training and evaluation not only provides benefits to the individual, but also to the business helping your company to continue running effectively.

2.6 Factors affecting Employee Training Programmes and Performance
Success of a training programme always depends on how the training was given. What was the content and who was the trainer? Haslinda and Mhyddin (2009, pp.63-80) found that lack of support from top management and peers, employees, individual attitudes, job-related factors and the deficiencies in training practice are the main factors which affect the effectiveness of training.

If there is support from top management and peers, the job is not going well or somehow there is problem in the job and absence of training practice then there is less chance of an effective training programme. Bigi and Shirmohammadi (2011, pp.355-375) found that emotional Training has significant impact on service quality. It means there is a relationship between behaviour and learning, and the service industry can be benefitted by emotional training because service industry is basically related to marketing and verbal communication.

Sacks and Hccoun (2007, pp. 201-218) discussed that psychological states of trainees especially motivation, self-efficacy, perceived control and the realities of the organizational context affects the training outcomes (Tai, 2006, pp.51-60). He concluded that general self-efficacy partially

arbitrated the relationship between training framing and training motivation which consequently influenced training outcomes.

2.7 The Contribution of Employee Training Programmes towards Employee Performance

According to Wright and Geroy (2001, pp. 586-600), employee competences change through effective training programmes. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Training programmes not only develop employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage. Therefore, it seems mandatory for the firm to plan for such training programmes for its employees to enhance their abilities and competences that are needed at the workplace (Jie and Roger, 2005). Training not only develops the capabilities of the employee but sharpens their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover, it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollen Beck, Derue & Guzzo, 2004).

Training is the method or manner used to build abilities and enhance employee skills and knowledge by providing new information for them to perform their job efficiently (Jagero et al., 2012). Muhammad Aslam Khan (2013) claimed that job training, training design and job delivery style are three of the most significant factors in organizational studies as they contribute to increasing employee performance. Employee training is crucial in order for the organization to have competitive advantage over others in the working field (Armstrong, 2000, p. 543). Training of employees would result in an increase in productivity and economic growth, as it has a significant effect on the ability of the employee to perform his job effectively. Anam Amiet et al. (2013) explain that managers are involved in developing the effective training programmes for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals. This struggle by the top management not only improves employee performance but also creates positive image of the firm worldwide (Jia-Fang, 2010). Effective training programmes help employees to get acquaintance with the desired new technological advancement, also gaining full command of the competences and skills required to perform at a particular job and to void on-job errors and mistakes (Robert, 2006).

2.8 Knowledge Gap

It has been observed that there were already some relative studies conducted in the Tanzania Public Sector as a whole. However, the previous studies were based on the effectiveness of training programmes in public sectors and did not consider performance. Lucas Habi's (2013) study based on the effectiveness of training programme in public organizations in Tanzania; a case study of Morogoro Municipal Council; and Mjenga's (2002) was on factors hindering the effectiveness of staff training function at the University of Dar es Salaam. Therefore, this study was conducted to fill the gap by focusing on the effectiveness of training programme and performance in a public organization because the researcher found that training and performance were mutually interdependent in achieving organizational objectives.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.0   Introduction

This chapter covers the methodology with sub-sections such as research design, study area, study population, sample size, sampling techniques and procedures, study procedures, data collection instruments, data quality control, data analysis, measurement of variables and ethical considerations.

3.1   Research Design

The study was guided by a cross-sectional study design to examine the effectiveness of training programmes and performance in public organizations with particular attention to Zanzibar municipality, where most of the public offices are located. The descriptive survey design is a method of collecting data by interviewing or using a questionnaire to a sample of individuals (Orodho, 2003, p. 24).

The researcher found this method to be suitable to this study for the collection of detailed description of the study in the selected public organization. The researcher used research tools -- interview guide and questionnaires -- to collect information from the respondents.

3.2   Study Area

The research was conducted in Zanzibar municipality in Urban West Region. This area was purposively selected because most of the public offices were located where the researcher got information. In fact the choice was expected to provide a clear picture and reality of what was going on in Government organizations.

3.3   Study Population

Study population is a group of individuals or items where samples are taken for measurement (Kombo, 2006). It is an entire group of individuals, events or objects having a common observable characteristic (Mugenda and Mugenda, 1999). The target population was 3,500 in the Ministry of Agriculture, Natural Resources, Livestock and Fisheries.

3.4 Sample Size

Sample size refers to the number of items to be selected from the universe to constitute a sample. It should be optimum so as to fulfil the requirements of efficiency, representativeness, reliability and flexibility (Lebin & Rubin, 2006, p. 378) and Kothari (2004, p. 174).

The sample was 246 respondents. The researcher interviewed staff from top-level management and simultaneously distributed questionnaires to staff that make the total of respondents. The fulfilment of the proposed sample size was adopted from sample size model from Krejcie and Morgan's Table.

3.5 Sampling Techniques and Procedures

The purposive sampling technique was used to select 25 staff from top-level management because these are believed to be knowledgeable in the area of study and hence provided in-depth information needed in the study. Simple random sampling was used to get 221 respondents information from other staff across different departments.

Table 3.1 Shows the Sample Size

	Category	Population	Sampling technique
1.	Staff from top level management	25	Purposive
2.	Other staff from selected Ministry	221	Random sampling
	Total	**246**	

3.6 Data Sources

The researcher used both Primary and Secondary data sources.

Primary data was directly collected by the researcher from respondents. This data was gathered by using research instruments developed by the researcher. These are questionnaires and interview guide.

As for secondary data the researcher got information through documentation analysis and electronic sources. The researcher reviewed the relevant documents including Zanzibar

governmental reports, policy documents, textbooks of different authors and some useful website were used.

3.6.1 Data Collection Methods

A variety of data collection methods were used to enrich the study. Mugenda and Mugenda (1999) advocate for use of triangulation of data collection methods to enrich the study. Data was collected from both primary and secondary sources.

Data from secondary sources were collected through reviewing written documents, reports, periodicals and articles and magazines and websites. Primary data was filled on gathered through questionnaires and face-to-face interviews. The researcher used the following data collection methods.

3.6.2 Interviews

An interview is an opportunity in the selection process when both the job applicant and potential employer can learn a lot about one another (Schermerhorn, 2008, p. 294). It is a face-to-face encounter between a researcher and respondents to meet a specific research objective and enables the researcher to get information which cannot be expressed numerically but used for gathering qualitative data (Amin, 2005; Kombo, 2006). In order to collect data from participants, the researcher first requested permission and consent from those interviewed and then recorded their responses. Both structured and unstructured interviews were used for purposes of getting in-depth information about cases in which the researcher had interest (Orodho, 2003).

3.6.3 Questionnaire Surveys

A questionnaire survey is a method of collecting information through interviewing respondents by use of a questionnaire to a sample of individuals (Orodho, 2003). Questionnaire surveys can be used while collecting information about people's attitudes, opinions, habits or social issues (Kombo, 2002). Questionnaires are used to get vital information about the population and can be used easily by the researcher; and if well administered, are easy to respond to.. They provide a high response rate and save time. They reduce interview bias since the questions are written on paper (Sekaran, 2003).

The researcher used questionnaires to obtain information from the respondents. The questionnaires comprised both close-ended and open-ended questions. The researcher used the Kiswahili language which was familiar and understandable by all respondents. For this purpose, 358 questionnaires were distributed to the selected organization.

3.6.4   Document Review

This is a method of data collection in which information from internal sources is gathered (Kombo, 2006). The researcherdesigned a document checklist to help him collect data from secondary sources like textbooks, government reports, websites and journals. Document review provides readily available and cheap data. The researcher found it easy to access the data that was already documented and gave back up to the raw data got from the field through interviews and questionnaires. However, this required time to review documents and the researcher depended on the skills and integrity of the people who documented the information reviewed (Oradho, 2003).

3.7 Data collection instruments

The researcher used both qualitative and quantitative data collection instruments in order to enrich the study. The use of both qualitative and quantitative data collection instruments promoted reliability and validity. These data collection instruments included interview guide, questionnaires and document review checklist.

3.8 Data Quality Control

3.8.1 Validity

Validity means that scores on selection device have demonstrated links with future job performance (Schermerhorn, 2008, p. 294). It is the accuracy and truth of the data and findings that are got during the study. The data collection instruments were first discussed with the supervisor so that he or she provides guidance on whether the instruments were valid enough to measure the variables that were being investigated.

3.8.2 Reliability

Reliability means that a selection device gives consistent results over repeated measures (Schermerhorn, (2008, p. 294). The closer the Cronbach coefficient is to 1, the higher the consistency and the reliability of the instruments; and coefficient lower than 0.6 is believed to be

generally poor (Sekaran, 2003). If the result is 70 and above, this means the research instrument is reliable because the least reliability index as recommended by Amin (2005) in survey studies is 0.7.

3.9 Study Procedures

After defending the research proposal, data collection instruments were approved by the Kabale University-based supervisor. The researcher then got an introductory letter from Kabale University which he presented it to the heads of institutions where the respondents worked. The researcher made appointments with the people he expected to participate in the study. This arrangement was made prior to the researcher's visit.

3.10   Procedure for Data Collection

The researcher requested for an introductory letter from the Faculty of Social Sciences at Kabale University. The letter was then presented to the officials of selected Ministries asking for permission to let the researcher conduct a study. The researcher always sought consent of the respondents before carrying out any interview and told them that he would observe a high level of confidentiality and the respondents names would not appear anywhere in the study because it was purely for academic purposes.

3.11   Data analysis

3.11.1   Qualitative Data Analysis

The data collected using questionnaires and face-to-face interviews were first perused, sorted and classified into categories. Completeness of this data was ascertained to find out whether it was correct. Data materials belonging to different categories were grouped together and analysed.

3.11.2   Quantitative Data Analysis

Quantitative data was edited for purposes of sameness, accuracy, consistency and completeness. The data was analysed using frequencies and percentages.

3.12   Measurement of Variables

Both ordinal and nominal scale were used because they are flexible to use (Amin, 2005).

Nominal level of measurements where variables were categorical in nature such as age, sex, religion were described. Ordinal scale level of measurement where variables could be ordered or ranked in some order of importance were used.

3.13   Ethical Considerations

A good research is one that is conducted with openness, honesty, justice, integrity and objectivity (Kothari, 2005). The researcher ensured that where literature from documented sources had been used in the research, the authors of these materials were acknowledged. The researcher observed confidentiality and always requested the consent of respondents before conducting the interviews. He requested the participants to participate willingly in the study and informed them that there were no gifts given to reward them for their participation. Participants' names were not quoted in the study; instead the researcher used identifiers.

3.14   Study limitations

The researcher faced following limitations:

Lack of funds for transportation and printing costs: To solve this problem, the researcher communicated with his sponsor, the Ministry of Agriculture, which helped to overcome these limitations.

The distance between the researcher and supervisor: The researcher talked to the supervisor to allow him to send his draft of proposal by using email so as to reduce the cost of travelling from Zanzibar to Kabale and this was agreed upon.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0   Introduction

This chapter presents the analysis of research findings of the data collected between May to June 2019. Being an important part of the research, this chapter was designed in such a way that the findings presented unbiased, relevant and reliable data. In this chapter, data was analysed in such a way that they clearly communicated the findings without distortion or misrepresentation on the study topic, 'Effectiveness of training programmes and performance in Ministry of Agriculture, Natural Resource, Livestock and Fisheries in Zanzibar, a case study of Zanzibar municipality'.

4.1   Sample Information

The researcher distributed 221 questionnaires to the administrative staff and interviewed 25 heads of sections of administration. However, the number of the questionnaires which were returned was 197 a representation of 80% response rate.

4.2   Biographic data of respondents

The researcher considered age, sex, working experience, position and education level. The biographic data was very essential for the research and the study in order to describe the respondents' profiles as presented below.

4.2.1. The gender of respondents

Table 4.1: Gender of respondents

Sex	Frequency (f)	Percentage
Male	90	45.6
Female	107	54.3
Total	**197**	**100**

Source: Field work 2019

The table above shows that there were 90 (45.6%) males and 107 (54.3%) female respondents. This means there were many females in this sample size. It was noted that the Ministry employs both male and female employees, though the majority were female; thus there was a diference of

19.9%. The findings indicate that female participation in the public sector is high as evident in the MANLF.

4.2.2. Age of respondents

Table 4.2 Age of respondents

Age bracket (group)	Frequency	Percentages
20-30	37	18.7
30-40	80	40.6
40-50	48	24.3
60 and above	32	16.2
Total	**197**	**100**

Source: Fieldwork 2019

Table 4.2 above shows the respondents' age where most of the respondents (40.6%) were in the age bracket of 30-40, followed by 24.3% who belonged to 40-50 age group, 16.2% fell in the age group 20-30 and lastly 16% in the age group 50-60. The result reveals that the majority of the staff working in MANLF are still young fresh and can pursue training and development activities so as to improve their performance of work and can make reasonable positive changes in the MANLF.

4.2.3. Education of the respondents

Table 4.3: Level of education of the respondents

Level of education	Frequency (f)	Percentage (%)
Diploma	67	34.0
Bachelor Degree	50	25.4
Post Graduate Degree	40	20.3
Master Degree	18	9.1
Doctor of Philosophy (PhD)	2	1.0
Other professional Qualification	20	10.2
Total	**197**	**100**

Source: Fieldwork 2019

Another aspect which also interested the researcher was the level of education of the respondents. The results from this study indicated 50 (25.4%) respondents had the first degree while 40 (20.3%) respondents possessed postgraduate degree. Another 67 (34%) respondents had diploma, 18(9.1%) had Master's, 2 (1%) were PhD holders and 20 (10.2%) had other professional qualifications. The results here indicated a clear picture that the levels of education of the MANLF employees were satisfactory, thus the employees could be trained.

4.2.4 Working experience of the respondents

Table 4.4: Working experience of the respondents

Working experience	Frequency (f)	Percentage (%)
1-10 yrs	64	32.4
11-20yrs	73	37.0
21-30 yrs	53	26.9
31 above	7	3.5
Total	**197**	**100**

Source: Field work 2019

Table 4.4 above presents the findings on years of working experience of respondents. The data indicated that 64 (32.4 %) respondents had working experience of between 1-10 years, 73 (37.0%) respondents had been working for 11-20 years, while 53(26.9%) respondents had been working for 21-30 years and 7 (3.5%) respondents had been working for 31 years. The findings observed that the majority of the employees of the MANLF (37%) were experienced and had the ability to accomplish their duties regardless of the shortage of training.

4.3   Factors affecting employee training programmes and performance in public organization

4.3.1. Knowledge about Training Programme

Table 4.5 Responses of the respondents on their knowledge on training programme

Responses	Frequency	Percentage
Yes	132	67.0
No	65	32.9
Total	**197**	**100**

With reference to the table above, the majority of the respondents, 132 (67%), reported that they had knowledge about the training programme while 65 (32%) of the respondents reported that they had no knowledge about the training programme. This result implied that the respondents were aware with the training programme in MANLF. Thus the employees could use it to improve their skills and knowledge in their daily work.

4.3.2. Whether the employees had ever got fundamental training after their recruitment

Table 4.6: Responses from respondents on whether the employees had ever got fundamental training after their recruitment

Responses	Frequency	Percentage
Yes	156	79.1
No	41	20.8
Total	**197**	**100**

Source: Field work 2019

Table 4.6 shows that the most of the respondents to the question, 156 (79.1%), agreed that they got fundamental training after being recruited, while 41 (20.8%) respondents reported that they had never. The result shows that the majority of the respondents had fundamental training after being recruited. This is a commendable action done by the ministry which is emphasized by the Public Service Regulations that fundamental training be given to recruited employees to be familiar with the work.

4.3.3. Type of training that your workplace carried out

Table 4.7: Response of the respondents on type of training that your workplace carried out

Responses	Frequency	Percentage
Orientation training	78	39.5
Refresher training	9	4.5
On job training	7	3.5
Off job training	40	20.3

Seminar/ workshop	63	31.9
TOTAL	**197**	**100**

Source: Fieldwork 2019

The researcher wanted to know type of training MANLF carries out. It was found that 78 (39.5%) of the respondents said orientation training, 63 (31.9%) respondents said seminar/workshop, 40 (20.3%) respondents said off-job training, 9 (4.5%) respondents said refresher training and 7 (3.5%) respondents said on-job training. The result indicates that different trainings are carried out and the majority of employees in MANLF supported that orientation training is the leading training provided in the ministry.

4.3.4. How many times an employee had attended training ever since he/she was recruited?

Table 4.8: Response from the respondents on the number of times employees had attended training ever since they were recruited

Responses	Frequency	Percentage
Once	66	33
Twice	80	40
Several times	44	22
Never	7	5
Total	**197**	**100**

Source: Fieldwork 2019

The findings showed that out of the 197 respondents, 66 (33%) had participated once, 80(40%) respondents had participated twice, 44 (22%) respondents had participated several times and 7 (5%) had never participated any type of training. The interpretation drawn from the above table indicates that employees in MANLF had opportunity to attended training to help them to improve morale, quality and efficiency of work.

4.3.5. Selection of employees for training

Table 4.9: Selection of employees for training

Responses	Frequency	Percentage

On joining the organization	30	15.2
Supervisors' recommendation	0	0
Compulsory for all employees	60	30.5
Performance appraisal	10	5.1
Upon employee request	97	49.2
Don't know	0	0
Total	**197**	**100**

Source: Fieldwork 2019

The results in Table 4.9 indicate that 30 (15.2%) respondents were selected for training on joining the organization. Sixty (30.5%) were selected based on compulsory for all employees. 10 (5.1%) respondents said they were selected based on performance appraisal and a large number of respondents,97 (49.2%), argued the selection for training was made based on their own request. Therefore the result implied that the majority of respondents acquired training upon their request which was not in line with the organization's requirement on selecting employee for training.

4.3.5 Do you think the training programme in this office is planned and systematic?

Table 4.10: Respondents' thinking on whether training programme in this office was planned and systematic

Responses	Frequency	Percentage
Planned and systematic	58	29.4
Not planned and systematic	120	60.9
Not sure	19	9.6

Total	**197**	**100**

The data in Table 4.11 reveals that 58 (29%) of the respondents agreed that training in MANLF was planned and systematic, while 120 (60.9%) of the respondents said that it is not planned and systematic and the remaining 19 (9.6%) respondents representing were not sure. This result has revealed that the training programme in MANLF was not planned and systematic. The existence of a planned and systematic training programme in the institution is important to enable the institution to have a prepared plan to train its employees by following the training needs assessment.

4.3.6. Are training programmes conducted for every employee?

Table 4.11: Responseof the respondents on whether trainings were conducted for every employee

Responses	Frequency	Percentage
Yes	85	44.2
No	110	55.7
Total	**197**	**100**

The data presented in the Table 4.11 shows that out of 197 respondents, 85 (44.2%) said that training programmes were conducted for every employee, while 110 (55.7%) respondents said training programmes were not conducted for every employee in the MANLF. This implies that the MANLF did not target training all ministries' employees but it targeted specific employees with the specified requirements. This helps organization to train the right employees based on the ministry's priorities.

4.3.7. What are the consequences if there was lack of training programme on performance in your Office?

Table 4.12: Response of the respondents on the consequences if there was lack of training programe in their Office

Responses	Frequency	Percentage
Decrease staff morale	15	7.6
Poor performance of task	45	22.8
Reduce workplace productivity	54	27.4
Lack of skill and knowledge	83	42.1
Total	**197**	**100**

Source: Fieldwork 2019

Table 4.12 above illustrates the results from the question above and the results indicate that lack of training programmes decreased staff morale as answered by15 (7.6%) of the respondents. Fourty-five {45 (22.8%)} said it led to poor performance of task; 54 (27.4%) said it reduced workplace productivity; and 83 (42.1%) which represents the majority number of respondents said it would lead to lack of skill and knowledge. Therefore, the answers from the respondents revealed that the absence of training programmes may have many consequences including lack of skill and knowledge of work and reduced work productivity.

The researcher interviewed heads of section who admitted that training programmes were very important in an institution as they were used to refresh and increase the employees' skills and knowledge, the employees' performance and the ministry at large.

4.3.8. What caused lack of effective training programmes in the organization

Table 4.13: Response from the respondents about what caused lack of effective training programmes in the organization

Responses	Frequency	Percentage
Poor planning and policies in the organization	60	30.4
Shortage of budget	98	49.7
Poor design of training programmes and TNA.	30	15.2

Lack of trainees	9	4.5
Total	**197**	**100**

Source: Fieldwork 2019

The responses above show that 60 (30.4%) of the respondents said that lack of effective training programme was caused by poor planning and policies in the organization while 98 (49.7%) said shortage of budget was one of the causes of lack of effective training programmes in the organization; 30 (15.2%) of the respondents said poor design of training programmes and training needs assessment; and the remaining 9 (4.5%) said lack of trainees caused lack of effective training programmes. The results show that the majority of the responded agreed that insufficient budget was one of the challenges regarding effective training programmes.

The heads of section concurred with the respondents' responses that the planned budget for the training programme was limited and could not afford implementation of the planned programme. They argued that since the ministry acknowledged the importance of the training programme for its good performance, it must increase the budget to enable the training programme to be implemented as planned.

4.4 To examine the contribution of employee trainings toward employee performance

4.4.1. Do you think trainings provided by your organization improve/increase your performance

Table 4.14: Response from the respondents thinking whether trainings programmes as provided by your organization improved/increased your performance

Responses	**Frequency**	**Percentage**
Yes	170	86.3
No	27	13.7
Total	**197**	**100**

Source: Field work 2019

Table 4.14 shows that the majority of the respondents, 170 (86.3%), agreed with the question that training programmes in the organization improved their performance, while 27 (13.7) of the respondents disagreed that training programme increased their performance. This was an expected result by the researcher that the training programme improved the performance of the employees.

4.4.2. Whether organization considered the importance of employees' participation in preparing training programmes

Table 4.15: Responses from the respondents on whether organization considered the importance of employees' participation in preparing training programmes

Responses	Frequency	Percentage
Yes	120	60.9
No	77	39.1
Total	**197**	**100**

Source: Fieldwork 2019

Table 4.15 above the result shows that the majority of the respondents, 120 (60.9%), reported that they had participated in the preparation of training programmes, while 77 (39.1%) of the respondents reported that they had never participated. The results above indicate that preparation of training programmes in the MANLF involved employees.

While interviewing the training officer the researcher noted that in preparation of the training programme, the training officer invited heads of section/department to submit the training needs assessments for their sections/departments. After receiving the training needs, the training officer in collaboration with the heads of section/department prepared the training programme according to the ministry's priorities.

4.4.3. Is there any difference between trained and untrained staff in performing their daily work

Table 4.16: Response from the respondents on whether there was any difference between trained and untrained staff in performing their daily work

Responses	Frequency	Percentage

Yes	180	91.3
No	17	8.6
Total	**197**	**100**

Source: Field work 2019

The respondents' responses positively agreed with the presented question that 180 (91.3%) said there was a difference between trained and untrained staff, while 17 respondents representing and 17 (8.6%) said there was no difference. The researcher agreed with the results above based on the fact that trained staff were always capable of performing their duty better and could work with confidence as compared to the untrained ones who needed a supervisor to complete the work.

4.4.4. Do you think employee training helps to achieve organization goals?

Table 4.17: Response from the respondents on whether training helped to achieve organization goals

Responses	Frequency	Percentage
Yes	125	63.5
No	72	36.5
Total	**197**	**100**

Source: Field work 2019

As shown in Table 4.17 above, a total of 125 (63.5%) responded to the questionnaire positively that the training programmes helped to achieve organization goals while 72 (36.5%) of respondents said no. This is another result expected by the researcher from the respondents and outcome of the training programme.

4.4.5. What are the objectives of the training programmes?

Table 4.18: Response from the respondents on what were the objectives of the training programmes

Responses	Frequency	Percentage
Improve performance	86	43.6
Increase motivation and engagement risk management	52	26.3
Acquired work skills	59	29.9

Total	**197**	**100**

The results shows that out of 197, 86 (43.6%) respondents said the objective of the training programmes was to improve performance while 52 (26.3%) said it increased motivation and engagement risk management and 59 (29.9%) said acquired work skills. The deviation of the results above drewn the respondents' views on the leading objective of the training programmes among others.

4.5 To suggest suitable employee training programmes to improve employee performance

4.5.1. What are the training programmes which are suitable to improve employee performance in your organization?

Table 4.19: **Response from the respondents on which training programmmes were suitable to improve employee performance**

Responses	Frequency	Percentage
Based organization need	122	61.9
Based personal need	75	38.0
Total	**197**	**100**

The study wanted to know the suitable training programme to improve employee performance in their organization. Out of 197 respondents, 122 (61.9%) said that it was based on the organization's needs while 75 (38.0%) said based personal needs. This result affirmed having a training plan based on the organization needs is a suitable than the one based personal needs for the employee performance in the organization.

4.5.2. Are you satisfied with the training programmes in organization?

Table 4.19: Responses from the respondents on whether they were satisfied with the training programme in their organizations

Responses	Frequency	Percentage
Yes	12	6.0

No	185	93.9
Total	**197**	**100**

Source: Field work 2019

The responses showed that the minority of the respondents, 12 (6.0%), said that they were satisfied with the training programme in their organization, while 185 (93.9%), which is the majority number, said that they are not satisfied with the training programme in their organization.

The heads of section elaborated further that employees were not satisfied with the training programmes since the selection method was not favourable to their desire of joining the training they wished. In addition to that, lack of budget also discouraged them to apply.

4.5.3.   What is the significance of training programmes in the organization?

Table 4.20: Response of the respondents on what was the significance of training programmes in the organization

Responses	Frequency	Percentage
Reduction of costs	30	15.2
Reduction of turnover and absenteeism	38	19.2
Increase production/services	90	45.6
Improve morale	39	19.7
Total	**197**	**100**

Source: Field work 2019

An overwhelming number, 90 (45.6%), of the participants agreed that the significance of training programmes in the organization was to increase production/services. On the contrary, 39 (19.7%), stated that it was to improve morale. Others, 38 (19.2%) believed in reducing turnover and absenteeism while 30 (15.2%) stated that the significance of training programmes in the organization was reduction of costs. The deviation of the responses above has just drawn the respondents' views that increase of production or services is the most significant of training programmes compared to the others.

4.5.4.   Would you require further training?

Table 4.21: Responses of the respondents whether respondents required further training.

Responses	Frequency	Percentage
Yes	197	100
No	0	0
Total	**197**	**100**

Source: Field work 2019

All respondents, 197 (100%), said that they required further training. This means there were no respondents who had negative perception on the presented question.

4.6   Discussion of findings

4.6.1. Factors affecting employee training programmes and performance in public organizations

The study revealed that shortage of budget and poor planning and policies in the organization were found to be major causes of lack of training programme. This is contrary to the views of Rothwell and Sredl (2000) who agreed that Training programme is significant long-term training activity which (as opposed to a training project) comprise of a series of courses, and usually has a flexible time and cost budget.

On the other hand, the results confirmed that lack of skills and knowledge, decrease of work productivity, poor performance, among others, were observed to be the consequences of lack of training programme. The training of employees would result in increased productivity and economic growth, as it has a significant effect on the ability of the employee to perform his job effectively. Anam Amiet et al. (2013) explained that managers were involved in developing the effective training programmes for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals.

4.6.2. The contribution of employee training programmes towards employee performance

According to the research findings, employees of the MANLF were aware of the training programme, the majority got fundamental training and attended training twice and some several times. Generally, the employees agreed that the training programme improved employees' performance although they were not satisfied with the training programme in the MANLF. Thus the result affirmed the Wright and Geroy (2001, pp. 586-600) argumentation that the employee

competences change through effective training programmes. It not only improves the overall performance of the employees to effectively perform the current job but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

4.6.3. To suggest suitable employee training programmes to improve employee performance

It has been observed that the training programme in the MANLF was not planned and systematic and was not conducted for every employee. Thus employees were selected for training upon their own request although the findings showed that the majority of the respondents agreed that the training programme which based on the organization's needs was suitable to improve employee performance. Kenney et al. (1992, pp.41-349) stated that employees' performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance, for example using of productivity, efficiency, effectiveness, and quality and profitability measures.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

This chapter discusses on the results obtained from chapter four. It also concludes and gives the recommendations to the study topic effectiveness of training programmes and performance in Ministry of Agriculture, Natural Resource, Livestock and Fisheries in Zanzibar, a case study of Zanzibar .

5.1   Summary of Findings

In this study the collected biographic data revealed the following: 54% of the respondents out of 100% were female this result indicates that the number of female employees in MANLF is high. Likewise, the study results showed that 40% of the MANLF employees are between 30-40 years thus they are young, energetic and productive human resources. In addition to that, it has been noticed that the respondents had enough experience: between 11-20 years they are 37% and between 21-30 years they are 27%. This is a sign that MANLF have a good plan in recruiting.

On the other hand, the level of education of the respondents showed that respondents were educated at some extent as 34% possessed diploma, followed by 25% with Bachelor's degree, 20% postgraduate, 9% possess Master's degree and 2% Dooctorate of Philosophy (PhD).

The basic findings of this study were based on the three research questions. The first question intended to know the factors affecting employee training programmes and performance in Public organization. The researcher put a preliminary question to draw up the respondents' understanding on the training programme and the majority of the respondents, which is 67% out of 100%, seemed to be aware of the training programme.

The results showed that the majority 79% of the respondents got fundamental training during their recruitment only few (21%) report not to have received the training. The result also showed that different trainings are carried out in the MANLF and the majority of the respondents agreed to have had orientation training through seminars and workshop. As to how many times the respondents received training, the reports demonstrate that 33% attended once, 40% twice, 22% report to have attended several times while 5% had not.

The respondents responded to the question as how they were selected for training as follows: the majority (49%) said that they were selected upon their request, 31% responded that they were selected as it was compulsory for all employees, 15% on joining the organization and 5% said based on performance appraisal. As to the question whether the training programme in the MANLF was planned and systematic, 61% of the respondents said that it was not planned and systematic, 29% said it was planned and systematic, while 10 they were not sure. Again, while answering the question whether the training programme were conducted to every employee, the majority of the respondents (56%) said that the training programme was not conducted to every employee and 44% said that it was conducted to every employee.

On other hand, respondents expressed their views on what were the causes of lack of training programmes in organizations. Forty-nine per cent (49%) said that it was caused by the shortage of budget while 30% said it was caused by the poor planning and policies in the organization. The respondents agreed that there were many consequences if there was a lack of training programme including lack of skills and knowledge 42%, reduction of work productivity 27%, poor performance of task 23%, and decrease of staff morale 8%. Similarly, 61% of the respondents agreed the organization considered the importance of the employees' participation in preparing training programmes.

The second question aimed to understand the contribution of employee training programmes towards employee performance in Public organizations. Eighty-six per cent (86%) of the respondents affirmed that the training programme as provided by the MANLF improved their performance, while 24 said no and 91% agreed that there were differences between trained and untrained staff in performing their daily work, and only 8% said there was no difference.

The third question was drawn to understand the respondents' thinking on what were the suitable employee training programmes to improve employee performance. The study revealed 62% of the respondents agreed that the suitable employee training programme was one based on the organization's needs, while 38% said it was one based on personal needs. While answering the sub-question whether they were satisfied with the training programmes, the majority of the respondents (i.e. 94%) said that they were not and the remaining 6% said they were.

The responses show that 46% said the significance of training programme in the organization was to increase production/services, 20% improve morale, 19% reduction of turnover and absenteeism, and 15% reduction of cost.

5.2 Conclusion

Based on the research findings the conclusion is drawn that the employees of the MANLF were aware of the training programme. The majority got fundamental training and attended training twice and some several times. Generally, the employees agreed that the training programme improved employees' performance although they were not satisfied with the training programme in the MANLF.

It has been observed that the training programme in the MANLF was not planned and systematic and was not conducted in respect of every employee. Thus employees were selected for training upon their own request although the findings showed that the majority of the respondents agreed that the training programme which was based on the organization's needs was suitable to improve employee performance. On other hand shortage of budget and poor planning and policies in the organization, were found to be major causes of lack of training programme.

The results in this study confirmed that lack of skills and knowledge, decrease of work productivity, poor performance, among others, were observed to be the consequences of lack of training programme. The training of employees would result in an increase in productivity and economic growth, as it had a significant effect on the ability of the employees to perform their jobs effectively.

5.3 Recommendations

Based on the research findings above the study recommends the following:

5.3.1. Training Master Plan (TMP) and Training need assessment (TNA)
The study recommends that MANLF should hire a consultant to train her human resources and training officers how to prepare TMP and TNA. It is expected that the referred knowledge will help the HRM and training officers to prepare a good TMP and TNA by themselves in the

present and at the future for the achievement of the organization's goals. It was observed by 120 (60.9%) respondents that the training in the MANLF was not planned and systematic.

5.3.2. Selection of employee for training based on the organization's needs
The study recommends that the training programme should be based on the organization's needs and not on employee desires. There should be a training needs assessment (TNA) from which the required needs could be identified for MANLF's development.

MANLF should ensure that every employee who possesses the required qualifications is trained accordingly. This will help to avoid bias and will help MANLF to have trained employees who will contribute to the Ministry's performance. The majority of the respondents in this study {122 (61.9%)) positively agreed that training based on the organization's needs was a suitable than the one based personal needs for the employee's performance in the organization. The study recommended they should not continue to select employees for training upon their request as evidentfrom the response of 49.2%.

5.3.3. Sufficient budget for training programme
Insufficient budget is evident as a challenge that hinders the implementation of the training programme. It is recommended that MANLF sets aside sufficient budget to implement the planned training. The study recommends that MANLF budget priority should include the training programme. On other hand, the policy planning of MANLF should consider adequate budget for the training programme as one of the priority factors. This was supported by 98 (49.7%) respondents in this study.

5.3.4. Prepare a fully participatory training programme
Participation of the employee during the preparation of training programme is crucial and is emphasized by the researcher. The study recommends MANLF to improve the procedure of preparing the training programme through participatory means since the majority of the respondents, 185 (93.9%), declared that they were not satisfied with the training programme provided in MANLF.

5.4   Area for further research

This study directly focuses on the effectiveness of the training programme and performance in the Ministry of Agriculture, Natural Resources, Livestock and Fisheries in Zanzibar, a case study in the Zanzibar Municipality. The study and findings were particularly based on the public sector; therefore the same study is recommended to be done for the private sector.

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APPENDICES

Appendix I: Questionnaire for Ministry Staff

No.........   Date........................

Dear Respondent(s),

My name is Abdulkadir Mohamed Abdulkadir, pursuing Masters of Arts in Human Resource Management at Kabale University. I am conducting an academic research as part of my master's programme, the study is about "Effectiveness of training programmes and performance in public organization in Zanzibar".

Kindly, you are requested to spare your time assist me by answering the following few questions:

SECTION A: BIO DATA

Please answer the following questions by ticking (√) the relevant block beside the item number or writing down your answer in the space provided.

1. Name of your organization

…………………………………………………………………………………………….

2. Sex

Male	1	
Female	2	

3. Age group (Years)

20-30	30-40	40-50	51- Above
1	2	3	4

4. Working experience

1-10 yrs	11-20 yrs	21-30 yrs	31 above
1	2	3	4

5. Level of Education

Diploma	Bachelor Degree	Post Graduate Degree	Philosophy of Doctorate (PHD)	Other professional Qualification
1	2	3	4	5

6. Position within the organization

Senior level	Medium level	Lower level

SECTION B: OBECTIVE ONE

To determine factors affecting employee training programmes and performance in public organizations.

7. Are you aware of Training Programme?

YE	NO

8. Did you get any fundamental training after been recruited?

YES	NO

9. Which type of training does your workplace carry out'?

1	Orientation training	
2	Refresher training	
3	On job training	
4	Off job training	
5	Workshop and seminar	

10. How many times you have attended training since you are with this office?

Once	Twice	Several times	Never

11. How are you selected?

1.	On joining the Organization	
2.	Supervisors recommendation	
3.	Compulsory for all employees	
4.	Upon employee request	
5.	Performance appraisal	
6.	Upon your organization need	
7.	Don't know	

12. Do you think training program in this office is planned and systematic?

1.	Planned and systematic	
2.	Not Planned and systematic	
3.	Not sure	

13. Are training programmes conducted for every employee?

YES	NO

14. What are the consequences if there is lack of training program and performance in your Office?

1	Decrease staff morale	
2	Poor performance of task	
3	Reduce workplace productivity	
4	Lack of skill and knowledge	

15. What causes lack of effective training programmes in the organization?

1	Poor planning and policies in the organization	
2	Shortage of budget	
3	Poor design of training programmes and TNA.	
4	Lack of trainees	

SECTION C: OBECTIVE TWO

To examine the contribution of employee training programmes towards employee performance.

16. Do you think training program as provided by your organization improve/increase your performance?

YES	NO

17. Does your organization consider the importance of employee's participation in training programme?

YES	NO

18. Is there any difference between trained and untrained staff in performing their daily work?

YES	NO

19. Do you think training program helps to achieve organization goals?

YES	NO

20. What are the objectives of the training programmes?

Improve performance	
Acquired work skill	
Increase motivation and engagement. Risk management.	

SECTION D: OBECTIVE THREE

To suggest suitable employee training programmes to improve employee performance.

21. What are the training programmes which are suitable to improve employee performance in your organization?

1	Based Organization need	
2	Based Personal need	

22. Are you satisfied with the training program in your organization?

YES	NO

23. What is the significance of training programmes in the organization?

1	Reduction of costs	
2	Reduction of turnover and absenteeism	
3	Increase production/services	
4	Improve morale	

24. Would you require further training ?

YES	NO

THANK YOU FOR YOUR COOPERATION

No.........   Date........................

QUESTIONS WILL BE ASKED TO HEAD OF HRM SECTIONS:

Dear respondent(s),

This questionnaire aims at exploring your information concerning the "Effectiveness of training programmes and performance in public organization in Zanzibar". Please fill in all questions either by putting a tick ( ) in the boxes provided or by filling in the spaces provided. The information obtained shall be treated with maximum confidentiality and shall be used for the purpose of study only.

Kindly, you are requested to spare your time assist me by answering the following few questions:

<div align="center">

SECTION A: BIO DATA

</div>

1. Sex

1	Male	
2	Female	

2. Age group (Years)

20-30	30-40	40-50	51- Above
1	2	3	4

3. Working experience

1-10 yrs	11-20 yrs	21-30 yrs	31 above
1	2	3	4

4. Level of Education

Diploma	Bachelor Degree	Post Graduate Degree	Philosophy of Doctorate (PHD)	Other professional Qualification

5. Position within the organization

Senior level	Medium level	Lower level

SECTION B: OBJECTIVE ONE

To determine factors affecting employee training programmes and performance in public organizations

6. Do you have any Training Programme in your organization?

(Yes........No.........)

If No why?

....
....
....
....

7. What types of trainings are offered in your organization?

1	Orientation training	
2	Refresher training	
3	On job training	
4	Off job training	
5	Workshop and seminar	
6	None	

8. Are there any problems you face with regard to training within your organization?

YES	NO

If yes please select the answer below

1	Time and Resources are limited	
2	Inconsistent training	
3	Gathering feedback and course completion	
4	What training needs to be delivered and to who	
5	Others	

SECTION C: OBECTIVE TWO

To examine the contribution of employee training programmes towards employee performance.

9. Do you undergo training in the organization

YES	NO

If yes, how do you undergo training?

1	Every six months	
2	Every year	
3	Every two years	
4	No specific schedule	

10. What are the types of trainings offered in your organization? Please mention them.

....
....
....
....

11. Do you feel that these training programs help employees in improving performance? If the answer is 'Yes' how?

....
....
....
....

SECTION D: OBECTIVE THREE

To suggest suitable employee training programmes to improve employee performance.

12. What are the training programmes which are suitable to improve employee performance in your organization?

    Please mention them

    ....
    ....
    ....
    ....
    .

13. Are you satisfied with the training program in your organization?

    (Yes........No.........)

    If No why?

    ....
    ....
    ....
    ....

THANK YOU FOR YOUR COOPERATION

Appendix III: Budget

Items	Quantity	Cost @ Unit (Tshs)	Total Tshs
Transport to the field for data collection	60	15,000	900,000
Food and drinks during data collection	60	5000	300,000
Communication	30	2000	60,000

Printing questionnaires and interview guides	361	200	72,200
Printing and book binding of research proposals	3	7,000	21,000
Printing and binding of dissertation copies	5	15,000	75,000
Presentations to the University	2	50,000	100,000
Transport Tanzania - Uganda	3	300,000	900,000
Total			**2,428,200**

Appendix IV: Time Frame

Activity	July to September 2018	October to November 2018	December 2018 to January 2019	February to March 2019	April to May 2019	June 2019
Proposal writing	■					
Proposal marking	■					
Proposal collection for 1nd draft		■				
Proposal collection for 2nd draft and binding			■			
Proposal defending, correction, and submission				■		
Data collection					■	
Report defending, correction and final submission						■