

**ASSESSING THE EFFECTS OF HUMAN RESOURCE TRAINING ON THE
PERFORMANCE OF MINISTRY OF EDUCATION AND VOCATIONAL
TRAINING IN ZANZIBAR**

ALI KHAMIS ALI

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certify that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled; “*Assessing the effects of Human Resource Training on the Performance of Ministry of Education and Vocational Training in Zanzibar*” in partial fulfillment of the requirements for the degree of Master of Human Resource Management (MHRM).

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Dr. Janeth N. Isanzu
(Supervisor)

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Date

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DECLARATION

I, **Ali Khamis Ali**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Human Resource Management (MHRM).



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Signature

09/11/2023

.....

Date

DEDICATION

This work is dedicated to my lovely family including my father, mother, wife and children who were supporting me in the work for prayers and advices. Through their support they encouraged me to work hard for academic success. Furthermore, my dedication is to my lovely teacher, Mr. Abubakar Moh'd Ramadhan who played great role throughout my professional and career development.

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ABSTRACT

This study assessed the effects of Human Resource Training on the performance of Ministry of Education and Vocational Training (MoEVT) in Zanzibar. Specifically, the study focused on the investigating Human Resource Training strategies adopted by the MoEVT in enhancing employees' performance, examining the roles of employees' training on the performance of academic institutions and identifying the challenges facing MoEVT institutions in the implementation of HRT strategies in Zanzibar. The study employed cross sectional survey design and adopted qualitative and quantitative research approach. The study used probability sampling particularly purposive sampling. The sample size was 90 respondents which consisted of teachers and head teachers of secondary schools, MoEVT officials and National Teacher Resource Centre staffs who were employees of MoEVT institutions. The study involved in-depth interview and questionnaires whereby descriptive research design was used for quantitative data analysis and content analysis was used for qualitative data. The findings of the study revealed that employees have been equipped using different training strategies as a way to adopt required competence in enhancing the performance of public organizations. The findings indicated that HRT has positive role to the sustainability of organization specifically building competence, creativity, job morale and commitment of the employees. Meantime, findings revealed that HRT programs are not free from challenges including poor budget and follow up which lead to under efficiency of many delivered in service programs. It was recommended that HRT should be supported with adequate fund resource, clear policy, appropriate time allocation and effective follow-up.

Keywords: *Human Resource Training, Learning Strategies, Performance of Organization.*

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LIST OF ABBREVIATIONS AND ACRONYMS

AUWSSA	Arusha Water Urban Supply and Sanitation Authority
GNTZ	Good Neighbor Tanzania
HR	Human Resource
HRD	Human Resource Development
HRDS	Human Resource Management Strategies
HRM	Human Resource Management
HRT	Human Resource Training
ICT	Information and Communication Technology
KIUT	Kampala International University in Tanzania
MoEHRD	Ministry of Education Human Resource Development
MoEVT	Ministry of Education and Vocational Training
N	Number of Observation
NTRC	National Teacher's Resource Center
NTRC	National Teacher Resource Center
OUT	Open University of Tanzania
SAS	Statistical Analysis System

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter described back ground of the study, statement of the problem and research objectives. It further provided research questions, significance of the study and scope of the study. This part generally provided overview of the study.

1.2 Background of the Study

Recent worldwide, there is growing interest on the investment of Human Resource (HR) among many organizations. The increased demand for Human Resource Development has gained momentum following the global economic change, technological growth, and change in business environment as well as level of competitive advantage among both profit and non-profit organizations (Anwar, 2021). The superior performance of an organization is achieved through maximum utilization of the potential labours that perform operative functions for the realization of organization goals (Tsosane, 2022).

A study by Kareem (2019) in Iran reported that the appropriate performance is highly attained through continuous in-service training that incorporate professional development and career development programs at work place. Following this importance, human resource training becomes essential to maximize the degree of effectiveness and efficiency in the organization as it enhances the efficiency, productivity and general organization performance. Again, A study by Cahyadi (2022) in Austria maintained that training is a powerful tool to improve the capacity of workforce as the employees adopt multiple skills for effective engagement in

production or service delivery. In this role, employers should value the strength of training in encouraging the standard performance of organization.

In Africa, trainings to employees have been also emphasized for the advantages of organization. This becomes in effect due to revolution of information and communication technology (ICT) in the production, change in world job market and competitive economy. Training for the workforce helps to meet the organizational goals as they transform workers into more productive (Tukur, 2017). Also, Cutu (2021) confirmed that training has significant role in ensuring employees potential knowledge and skills to enhance production. Similarly, Ndhura (2022) who studied relationship human resource training and employee in Uganda investigated that in-service trainings influence positive relation with workers performance including competence and commitment to the best practices in their career duties.

According to Yiman (2022) Human resource training programs in Africa can be conducted formally and informally. In formal way, they are complied with professional development programs whereby the employees are given permission to join formal academic institution for professional development; they officially get admission for further studies in certificate, diploma, undergraduate and post graduate programs. Additionally, human resource trainings can be delivered through informal ways including; seminars, workshops, inductions, mentoring, simulations, peer coaching and field trips whereby the novices and experienced are interacting, supporting each other to share job skills and values which ultimately expand their level of competence and raise the performance (Makina & Oundo, 2021).

In Tanzania, issue of training to the employees gets supported by many employers of business and public organizations the way it is not only used to update the workers competences but also they motivate them to work with high efficiency for the sustainability of organization. A study by Nnko & Ten'go (2022) showed that training for teaching staffs enable teacher to implement competence based curriculum which engages learners into multiple activities. This helps to attain the provision of quality education in public schools.

Likewise, Masanja (2022) argued that human resource development inform of trainings is proved to bring positive results since they encourage performance of employee sufficient production or service delivery and was reported to reduce labour attrition turnover in organization. However, organization with poor human resource training faces the critical challenge of underutilization of man power which consequently leads to decline in the performance of organization (Ramadhani, 2017).

Mbaraka, (2020) opined that organization needs to design training programmes to develop the employees' skills, attitude and values towards effective organization practices. This tends to improve their level of performance for the attainment of organizational goals. The worthwhile for adopting training strategies to the human resource comes from Tanzania National Policy that provides an overarching framework for the complementary human resource development strategy including the implementation of training programs to teaching employees to enable them working in the appreciated performance (Kampala International University in Tanzania, 2019).

As evidence to Zanzibar Education Vision 2025, government insists much on investing the employees building capacity programs especially for teachers. This helps to install the required skills and attitude in responding different challenges during practices. Teachers are able to cope with shifting paradigm from content curriculum into competence based curriculum (CBC) practices in which students can learn on their own pace (GNTZ (2022)). The Ministry of Education and Vocational training (MoEVT) has decided to encourage human resource training programs to capacitate its workforce to enhance the quality education delivery in public institutions.

1.3 Statement of the Problem

The sustainability of an organization is contributed by a numerous factors but the most significant one lies on availability of skilled personnel. Implementation of HRT programs in public institutions like schools provides efficient human resource utilization for the desirable performance of the organization (Ringo, 2022). With regard to this significance, (MoEVT) has systematically designed and adopted different in-service training programs to build competence of teaching staffs to maximize academic performance in its respected institutions. Teaching staff development becomes important following the National Policy and Zanzibar Education Development Program which encourages in-service training to teaching staffs in order to meet the global change in education system into competence based curriculum implementation.

The justification for the present study come from various researchers who emphasize those Human Resource Development strategies such a straining; professional

development and career development which were reported to result positive out puts for the successful performance of organization (Ashmond &Owusu, 2022; Tsosane, 2022; Arinaitwe&Barygye 2021; Maalam, 2021; Karim&Choundhury 2019 and Suta, 2018).

A study by Masanja (2022) reported that trainings has significant role to manpower as it strengthens their competence towards effective production or service delivery which speeds up performance of the service offering firms. Again, Cutu (2021) agreed that Human Resource Training programs help employees to get oriented on how to solve problems in real work situation and develop creativity to work in high efficiency to match with organization needs. Ramadhani (2017) advocated that school based learning programs for teachers play part of in-service training which make teachers competent and confident in classroom teaching, management, and positive communication which in turn leads to good academic performance for students.

Unfortunately, these researchers did not convincingly inform how Human Resource Training strategies have been effective on the performance of public organization and particularly the MoEVT institutions in Zanzibar. Consequently, there is limited information on the effects of Human Resource Training on the performance of Ministry of education and vocational training institutions in Zanzibar. Following this gap, the study was proposed to assess the effects of Human Resource Training on the performance of Ministry of education and vocational training institutions in Zanzibar. The findings of the study were required to make significant improvements on human resource development on the basis of training for increased performance

of public organizations.

1.4 Research Objective

1.4.1 General Objectives of the Study

The general objective of this study was to assess the effects of employee straining on the performance of Ministry of education and vocational training in institutions in Zanzibar.

1.4.2 Specific Objectives of the Study

The study was guided by three (3) specific objectives as to:

- i. Investigate human resource training strategies adopted by the MoEVT in enhancing employees' performance in Zanzibar.
- ii. Examine the roles of employees' training on the performance of academic institutions in Zanzibar.
- iii. Identify the challenges facing Ministry of education and vocational training institutions in Zanzibar (MoEVT) in the implementation of human resource training strategies in Zanzibar.

1.5 Research Questions

The study found answers to the following research questions:

- i. What are HR training strategies adopted by the MoEVT towards the improved employees' performance in the MoEVT institutions in Zanzibar?
- ii. What are roles of HR training on the performance MoEVT institutions in Zanzibar?
- iii. What are the challenges facing MoEVT institutions in the implementation of human resource training strategies in Zanzibar?

1.6 Significance of the Study

The study would contribute to human resource training strategies in enhancing the performance of public academic institutions. It further helped policy debates for the improvement of training strategies in building workers' competences for competitive advantage of organization. Meantime, it provided relevant theories and models guiding the implementation of Human Resource Training especially In-service Training (INSET) programs on the bases of team learning to upgrade professional and career development of practitioners at macro and micro levels of practice. In broad sense, the study findings were expected to provide a base line for further studies of the same topic

1.7 Scope of the Study

According to Mbaraka (2020) the scope of the study refers to limitation or parameters under which the study will operate or cover. The scope of this study was limited to the effects of employees training on the performance of Ministry of education and vocational training institutions in Zanzibar (MoEVT). Specifically, the study was restricted to the Human Resource Training strategies adopted by the MoEVT in enhancing employees, roles of employees' training on the performance of Ministry of education and vocational training institutions and challenges facing MoEVT institutions in the implementation of Human Resource Training strategies. The study moreover was conducted in Zanzibar Urban District because of the familiarity and the possibility of collection of data was more accessible.

1.8 Organization of the Study

The report for the study was organized into five chapters including; introduction,

literature review, methodology, data presentation and findings as well as conclusion and recommendation. Chapter one is comprised of background, statement of the problem, research objectives and questions, relevance of the study, scope of the and organization of the study. The chapter two will involve conceptual definition of the key terms, theories guiding the study, empirical studies, knowledge gap and conceptual framework for the study. Chapter three explained research design, philosophy, study area, study population, sample size and sampling procedures, data collection, data analysis plan, reliability and validity as and ethical consideration. Furthermore, chapter four; it provided presentation including demographic and research information and study findings and discussion. Lastly, the report was organized by chapter five that presented conclusion and recommendation of the study.

1.9 Summary of the Chapter

The chapter described introduction, background of the study and statement of the problem. It had also presented research objectives, research questions, relevance of the study and organization of the report.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter provided the current literature and materials reviewed in relation to conceptual definitions, theoretical literature review and empirical literature review. It further presented research gap and conceptual frame work for the study. Thus, the chapter was organized into sections and subsections.

2.2 Conceptual Definitions

2.2.1 Human Resource Training (HRT)

According to Sunday (2016) human resource training refers to as a planned process used to modify the knowledge, skills, attitude and behaviours of through learning experience so that human resource can satisfy the present and future expectations of the organization. Suta (2018) defines Human Resource Training as any designed learning program implemented to upgrade employees' knowledge, skills and abilities to be properly utilized for the effectiveness of organization.

Bhalla (2021) defines human resource training as human resource development strategy executed within or outside the work place to enhance the competence and commitment of the employee so that organization can achieve its standard performance. Generally, the conceptual definition by Bhalla (2021) is suitable for the study as it acknowledges the usefulness on-job and off job trainings to improve employees' performance for sustaining superior performance of organization including level of commitment, satisfaction and productivity.

2.2.2 Performance

According to Makina & Oundo (2020) performance is referred to as ability of the organization of institution to produce results in dimension in term of sale growth, productivity and profitability. Masanja (2021) argues that performance is measure that determines the level of productivity, production quality, service quality, sales and innovation based on application of organization resources. Likewise, (Suta, 2018) defines performance as an outcome of the employees that determines the level of production or the achievement of organizational goals including competitive advantages. From these definitions, Suta (2018) definition is as appropriate as it determines workers' competences in enhancing performance and efficiency of organization.

2.3 Theoretical Literature Review

Cutu (2021) define theory as a set of assumptions which explain the occurrence of a phenomenon and its relevance in real life situation or practice. This study was guided social learning theory and human capital theory.

2.3.1 Social Learning Theory

This serves major guiding theory guiding for the study. The theory was developed by Albert Bandura and Levy Vygotsky in 1970's. According to social learning theory an individual adult learns better under guidance of competent peers or experts in social setting. The theory asserts that, training develops cognitive skills that are required by the employee not only to perform particular tasks of organization but also solving the problems occurs during real practice Vygotsky (1978). In this concern, the theory encourages communal learning in the sense that workers share

job skills and values for the better practices. When workers share career and professional skills the performance of organization tends to increase.

The social learning theory adds the strength to the study in the sense that it brings skilled and unskilled workers together to learn the best way of improvising their professional practices through social interaction. According to Ramadhani (2017) social learning theory is important in developing a culture of cooperative learning strategies among employees who perform the similar deities at work place. The theory likewise, develops a sense of team building, creativity, competence and motivation as workers gain relevant job skills and attitude through peer coaching, mentoring, induction, field trips and workshops and seminars training methods. However, the social learning theory is criticized from limiting individuals from developing personal interest and self-creativity during practices as it overlies communal learning and practice (Anwar, 2021).

Generally, the theory has fixed the present study by explaining worthwhile of HRT for the improved performance of organization. The theory likewise provides a platform of collaborative learning methods like coaching, mentoring, seminar discussions and peer assisted learning which enable practitioners to be competent in pedagogical knowledge and career practice skills. In addition, the theory was used by Kareem (2019), who assessed the impact of training and development on employees in Malaysia. Also, Cahyadi, (2022) used social learning theory in assessing HR practices training and career development in Tanzania Mainland. Additionally, the theory was adopted by Ramadhan (2017) who assessed the usefulness of subject panels in enhancing teaching employees' professional

development in Zanzibar. In large extent, the study has been guided by Social learning theory as the most favorable theory compared to human investment theory.

2.3.2 Human Capital Investment Theory

This theory was proposed to support major theory used in the study. The theory was initially founded by Becker in 1962 and Rosen in 1976. The theory made an assumption that human being a potential resource in enhancing performance of organization including production. The theory stresses that individuals need training and education to be inspired with skills and abilities for the satisfactory performance. The human capital theory points out that human resource plays the role to the attainment of positive change within organization including; competitive advantages, effectiveness and profitability. The theory further maintains that educated people are engine of production in the organization because they change theories into concrete practice. Again, the theory supports that man power performance relies on well-developed training programs whereby qualified and unqualified workers discuss the challenges in their performance and help each other to solve those challenges (Fix, 2018).

The human capital theory corresponds with study because it encourages the suitability of man power with relevant skills, knowledge and attitude for the effectiveness of organization. It also, emphasizes the implementation of in service training programs for career development so that organization can attain its goals. However, the human resource theory has been challenged as it overlies on human resource investment and ignores other important factors which enhance the performance of organization like technology, infrastructure, organization culture,

leadership style and marketing competition. Thus, it overemphasizes on internal motives than external factors for the sustainability and efficiency of public organization.

The theory gets justification to be adopted in the study, the way it incorporates employees training with sustainability of organization. It further has considered man power as important asset and instrument for the achievements of organization goals. Utami (2022) applied this theory in his study assessing the influence of training and development on the performance of municipal council employees in South Africa. Similarly, the theory was employed by Cahyadi, (2022) who assessed effects of human resource trainings and career development in Tanzania. Similarly, Josephine (2022) adopted the similar theory to assess the effects of training on employees' performance at the Vocational Education and Training Authority in Tanzania.

2.4 Empirical Literature Review

This subsection presented empirical literature review related to the study. Therefore, the general studies outside Africa and studies in African were presented. Also local different local studies in Tanzania were reviewed on the impact human resource training strategies on the performance of public institutions under MoEVT.

2.4.1 General Studies

Human resource training in the global context has been as potential as it modifies the knowledge, skills, attitude, and behaviours of the employees to attain effective performance of organization. A study by Ashmond & Owusu (2022) reported that most of public organizations are interested on human resource training strategies

especially in-service training to support the novice and incompetent workers with relevant skills and knowledge for the best service delivery. Training fosters workers competences which stimulate the achievement of organizational goals.

Again, Cahyadi (2022) conducted a study in assessing human resource development and performance of employees in Austria. The study findings showed that training is powerful to improve performance of workforce with multiple skills to effective engagement in production or service delivery. Thus, it was emphasized that management style needs to appreciate the values of training and motivation for the positive outcomes of mainly non-profit organizations so that the performance and productivity are in good standard.

Also, Arinaitwe & Barygiye (2021) who conducted a study on human resource development practices on job performance of academic staff. The study found that training strategies make transform worker to be talent, confident, competent, well committed and creative who lead to positive results of the organization. Another study conducted by Goronduste (2018) on the influence of leadership style, training, role of ambiguity on employee performance of high education in Saudi Arabia. The study used quantitative approach with 384 sample size. The qualitative data were analyzed by using descriptive analysis; the study found that leadership and training have significantly positive impacts on employee performance.

Furthermore, Aldhuhoori (2022) conducted a study on the effects of recruitment, selection, and training practices on employee performance in the construction and related industries in United Arab Emirate (UAE) . The study used survey strategy

research design and deductive approach, also it involved 151 a sample size of Employee of UAE. The study revealed that, the in United Arab Emirate public sector cooperation, training appears to be the least significant factor influencing employee performance.

Moreover, Mahadevan & Yap (2019) investigated on the impact of training methods on employee performance in a district selling organization in Malaysia. The study used survey design and adopted quantitative approach. The study used 162 sample size and it was found that both on-job and off the job training have positive outcomes to the improvement of organization standard performance. Trained workers were found to be most productive who increase the profits for the survival of organization. Alkhasawreh, *et al.*, (2022) conducted a study on the impact of organization training operations management on job performance in Jordan, study used Questionnaire approach, it used 311 sample sizes, and the study concluded that, there was a statistically positive impact of the organization training operations on job performance in all dimensions. This fact came to emphasize the organizational management provision of training toward the employee performance.

Again, Hao (2022) in his study assessing the impact of trained human resource, adoption of technology and international standards on the improvement of accounting and auditing activities in the agricultural sector in Vietnam. The study used survey questionnaire research design and adopted quantitative approach, the sample size employed in this study was 522. The result explored that human resources, technological adoption, and international standards positively impact the improvement of accounting and auditing activities in the agricultural sector.

Likewise, Kareem (2019) conducted study assessing the effectiveness of HRD practice and performance of public academic institutions in Iran. The study found that human resource development practice adds competence and world exposure into actual performance of career duties which consequently enhance the efficiency of organization.

2.4.2 Empirical Studies in Africa

Training strategies have been considered most important for the successful performance of organization as they equip practitioners with potential knowledge, skills and values in the implementation of career responsibilities in a right way and right time. A study by Tukur (2017) that assessed the effectiveness of human resource development on the construction firms in North Western Nigeria confirmed that human resource development strategies (HRDS) such as training and education play significant vehicle for employees to implement the best practice especially clients who are service users.

Zondi (2021) conducted a study conducted on training and development as drivers for performance of Municipal council employees in South Africa. The study adopted exploratory design, it explored training creates useful human capital as organization ensures satisfactory efficiency and productivity with a little cost and wastage of resources. Similarly, a study by Makina & Oundo (2020) revealed that human resource mobilization leads to positive impact on organization performance by expanding the level of production, market competition and quality service delivery. Moreover, a study by Cutu (2021) that assessed the human resource development in enhancing employee performance in South Africa and found that found that training

has significant role in ensuring that employees are well equipped with required skills and competence in matching with career demand. However, Bhalla (2021) criticized that some employees use human resource development programs like training for self-enrichment as they attend training programs such as seminars, workshops or learning projects as means of gaining pay (allowances) and they are not part of competence building for the desirable changes in the organization.

Furthermore, Cutu (2021) presented that on-job and off-job training methods have been encouraged to build the efficiency and confidence of employees to continue with production a long run in the organization. Training turns employees into appropriate performance with relevant skills to implement their job related duties with low supervision. Also, Yimam (2022) investigated the impact of training on employee performance in Ethiopia, the study used cross-sectional survey research design and adopted quantitative approach, the population size used in this study was 316. The study discovered that, training design, training needs assessment, training diversity styles and training evaluation have significant positive effect on employee's performance.

Ndhuhura (2022) conducted a study on relationship between human resource training and employee performance in Uganda, the study used a cross-sectional study design and adopted questionnaire survey method. The study used 85 population sizes. Finally the study explored that, both on- the job and off- the job training significantly and positively affect employee performance at habitat for humanity Uganda.

Again, Tsosane (2022) investigated the influence of human resource development challenges to public health service delivery in South Africa and it was commented that poor allocation of financial resource in human resource development programs obstructs the effective performance of public organization. However, Mehlape & Ababio (2017) commented that the implementation of on-job training methods needs faithful support from human resource management, organization culture, policy and commitment of trainers. Training becomes useful with adequate resource investment from organization management in one side and volition, interest and availability of trainers as workforce to engage in production.

2.4.3 Empirical Studies in Tanzania

In Tanzania, many studies have been done on the effectiveness of human resource development towards employees' performance which in turn reinforces the performance of organization. A study by Suta (2018) assessing the effect of human resource practice and performance of Tanzania local government found that HR practices are essential for the performance of public organizations as it generates competent and skilled personnel sufficiently to expand not only productivity but competitive opportunity.

However, Ramadhani (2017) conducted a study on the effectiveness of subject panels to the performance of public institutions in Zanzibar. The study used mixed approach with cross sectional design. It was found that inadequate facilities and prohibitive cultural attitude are the threats for implementation of training programe specially school based INSET in public academic institutions. Mbaraka (2020) emphasized that public academic institutions strive to improve the capacity of their

employees particularly teaching staffs for the excellent performance of the organization; thus training for workers get invested so that practitioners can meet to exchange pedagogical knowledge, skills and experience to adopt necessary competences in the actual classroom practice using their subject panels. Again, a study in Tanzania by Cahyadi, (2022) who assessed the relevancy of human resource practices training and career development. The findings explored that training has positive effect on the performance of organization and it was recommended formulation of supportive policies and procedures to achieve the usefulness of training programs for the healthy performance of organizations.

Furthermore, Suta (2020) investigated the human Resource practices in the performance of Tanzania local government authorities, the study used qualitative descriptive design and adopted qualitative approach; the study involved the population size of 9870 of employee of local government authorities. The research exposed that, employee competences, commitment, and working environment have high relatively high influence on the performance of Tanzania local government authorities. The study also described that these human resource practices are obtained through recruitment of variable demands, proper training and development policies, good compensation, proper performance management and conducive work environment. This meant that, proper training of employee influenced the better performance of employee.

Nnko & Tien'go, (2022) conducted the research on the effects of the human resource training on employee performance in Tanzania especially in Arusha. The study used descriptive correlation research design and adopted quantitative approach. The study

found that human resource methods, training policy, and training resources have significant effects on improvement of employee performance in most private sectors. Changale & Mosoma, (2022) conducted a research on the effects of human resource training practices on employee' performance in Tanzania especially in Dar Salaam, the research used a descriptive cross sectional research design and adopted mixed positivism and interprets approach, the study revealed that, human resources training practices enhance internal communication, enrich employees with decision making skills, increases employees commitments and participation in various issues increasing employee capacity in meeting deadline, increase feeling of ownership and handling employee with care.

Masanja (2021) conducted a study which assessed the influence of human resource management practice on employee performance in Arusha. The findings showed training investment has positive influence as it provides human capital with additional capabilities and creativity of performing their tasks in appropriate conditions raising the capacity of organization in both production and service offering activities.

In addition to that, Staki (2018) conducted study in Morogoro assessing the effects of human resource Practice on organization performance. the study used the exploratory research design also it adopted the qualitative approach. The study concluded that, there are positive relationship between training and development and organizational performance. However, Mbaraka (2020) argued that poor commitment and participation among some employees during the actual training sessions hinders the HRD strategies from addressing the challenges that workforce

face on the basis of organization practice.

2.5 Research Gap Identified

Most literature surveyed within and outside Tanzania have been emphasizing on the effectiveness of human resource training in enhancing the performance of employees in the sense that it fosters positive change to employee's attitude and capabilities for the effective organization practice (Ringo, 2022; Tsosane, 2022; Arinaitwe & Barygye 2021; Anwar, 2021; Maalam, 2021; and Suta, 2018). Mahonge, (2021) conducted a study on the effects of training on employees' performance at the Vocational Education and Training Authority (VETA) in Tanzania. The study found that the trainings have positive effects to employees' performance as they increase job satisfaction, workers' morale, reduce frequency of supervision, and reduce unnecessary accidents and loss of organization. Ashmond & Owusu (2022) conducted a study on the effects of human resource development practices and employees' performance. The study findings revealed that career development and training engage workers in better practice as they become capable of implementing their job related duties.

Likewise, Cutu (2021) conducted a study on human resource development in enhancing employee performance in South Africa. The study found that employee training has significant role in equipping human resource with required skills and competence to meet career demands. Again, a study by Masanja (2021) that assessed the influence of human resource management practice on employee performance in Arusha. The study found that that human resource management practice improve performance of employees in public organization Nevertheless; the study did not

clearly show how human resource management practices influence organization performance. Moreover, Karim & Choundhury (2019) conducted a study on the effects of training and development on employees' performance. The findings revealed that training have positive effects to the efficiency of workers in fostering creativity and job motivation.

However, these studies have inadequate information on the effects of human resource training on the performance of organization. Additionally, the methodologies, scope and objectives of the reviewed literature differ from that of Zanzibar even if the findings can be replicated. Following all the outlined elements, there is requirement for another study to be conducted in Zanzibar. Therefore, this study aimed at assessing the effects of human resource training in enhancing performance of MoEVT institutions in Zanzibar.

2.6 Conceptual Frame Work for the Study

Independent Variables

Dependent Variable



Figure 2.1: Conceptual Framework

The conceptual framework for the study lies on training theory by Zondi & Kabir (2021) which evaluates the effects of HRT on the performance of public organization as shown in Figure 2.1. Dependent variable is influenced by training which is measured in three independent variables including HR training strategies, roles of the training and challenges of the training.

2.7 Dependent and Independent Variables

2.7.1 Dependent Variables

Said & Siew (2019) defines dependent variables attributes which are influenced or manipulated by independent variables to denote some effects of the study. They refer to the output factors or response variables which are presumed to be the results of the independent variables. In this study the dependent variable was performance of public organization which involves MoEVT institutions. The dependent variable which was analyzed under this study involved effectiveness, efficiency, competitive advantage and good services delivery. Mahonge (2021) confirmed that training encouraged the performance of employees which result the excellent performance of service delivery organization.

2.7.2 Independent Variables

According to Creswell (2012) independent variables are the attributes or characteristics that affect the outcome or dependent variable. They are sometime called factors, treatments, predictors, determinants, or antecedent variables. In this study, there were three main independent variables used to determine the level of performance for the MoEVT institutions. The first variable was human resource training strategies which assessed how much training affects the performance

academic institutions. This focused on regular on-job training, coaching, mentoring, workshop, seminars and subject panels.

The second variable was the role of human resource training as it was examined on how it enhanced the performance of public academic intuitions on the basis of developing employees' competence, creativity, increased level of commitment and job morale. The last variable was challenge facing the human resource training as it determines those areas of difficulties the affect the implementation of training programs for the improved performance of public academic institutions including; fund shortage, time inadequacy, poor monitoring and evaluation and lack of supportive policy

2.7 Summary of the Chapter

This chapter presented empirical study related to effects of training and performance of organization and theories guiding the study. it also provided presented knowledge gap and relevant conceptual framework for the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter highlighted on the research design, study area and study population. It further presented sample size and sampling procedures as well as methods of data collection. Meantime, the chapter informed about data analysis plan, reliability and validity as well as ethical consideration. According to Cress-Well (2012) research methodology refers to a process through which information and vital data are collected for the sole purpose of deducing informed results during a piece of research.

3.2 Research Philosophy

Research philosophy refers to the set of beliefs concerning the nature of reality being investigated depends on the knowledge it provides to guide practice (Chege & Atieno, 2020). This study applied positivism philosophy. Based on this philosophy, human resource is developed to be useful with positive attitude to attain personal, social and economic progress. The philosophy is appreciated because it studies the reality of the effects of human resource training on performance of public academic organization in Zanzibar. In fact, the positivism philosophy will be used to seek information of a single independent variable which may be job trainings (knowledge, skills, value provided) in connection with a single dependent variable which is performance of MoEVT institutions.

3.3 Research Design

Research design is the specific strategy or procedure involved in the research

process, data collection, data analysis, and report writing(Ringo, 2022). The study used survey design based on cross sectional procedure. The cross sectional survey strategy is feasible to collect data from different sections (multiple participants) at one point within a short time. Using this design, a researcher was able to collect data from teachers, school heads, NTRC staffs and MoEVT officials. It likewise, provided participants with sufficient opportunity to express their perceptions about effects of human resource training on the performance of public academic organizations.

3.4 Study Area

Ramadhan (2017) refers study area as a location or area where study population is found and the actual investigation is carried out. The study was carried out in the Urban West Region of Zanzibar Island. The island is located in the Indian Ocean about 40 kilometers of the coast of Mainland Tanzania. It lies between longitude 39° 17' and 39° 50' East of Greenwich and latitude 4° 80' and 6° 87' South of the Equator with a total area of about 2,654 square kilometers. The reason for choosing this study area is due to the fact that the area has continued to implement different human resource training strategies for the MoEVT employees so as to enhance the performance of public school organizations.

3.5 Study Population

Anwar, (2021) defines population as the entire group of people, items or places for which sample of study is selected. Population includes some of the overall demographic determinants such as age, gender, work experience, educational background and occupation. The target population of this study involved employees

of MoEVT in Zanzibar. It focused on teaching staffs of public schools, MoEVT officials especially those who work in human resource department and staffs from National Teacher Resource Centers (NTRC). The proposed survey population was suitable for the study because it provided relevant sample for the study in assessing the effects of human resource training and performance of MoEVT institutions.

3.6 Sample Size

According to Divakar (2021) sample size is the number of observations in a sample involved in research. The sample size for this study was calculated by using Yamane formula in proposing samples from large population.

Formula

$$n = \frac{N}{1 + N (e^2)}$$

Where

n = Sample size

N = Population size

e = Probability of error (0.05), assuming 95% confidence level, and with precision of 5%

$$= \frac{116}{1 + 116 (0.05)^2}$$

$$= \frac{116}{1 + 116 (0.0025)}$$

$$= \frac{116}{1 + 116 (0.0025)}$$

$$= \frac{116}{1 + 0.29}$$

$$= \frac{116}{1.29}$$

$$\mathbf{n = 90}$$

Therefore, the total sample size for the current study was 90 employees of the MoEVT whereby 60 respondents were teachers of secondary schools, 10 were head teachers of secondary schools, 10 were staffs of NTRC and 10 were MoEVT officials as shown in Table 3.1.

Table 3.1: Sample Size

Respondent Category	TargetPopulation	SampleSize	Percentage(%)
Teachers	153	60	39.73%
Head teachers	15	10	7.85%
NTRC staffs	12	10	7.85%
MoEVT officials	11	10	7.85%
Total	191	90	63.28%

Sources: Researcher (2023).

3.7 Sampling Procedure

This study applied non-probability sampling specifically purposive sampling procedure. The sampling techniques enabled researcher not only approaching the target population directly from their selection but also collecting desired results at right time. According to Divakar (2021) purposive sampling is effective when researcher needs detailed information for the particular respondents. The purposive sampling procedure was used to choose representatives including; teachers of secondary schools, head teachers of secondary schools, staffs of NTRC and MoEVT officials. Adopting purposive sampling helped the researcher to identify and involve participants out of the entire population who have better knowledge, understanding and information about the subject matter being studied.

3.8 Methods of Data Collection

In this study, the required data were collected through interview and questionnaire methods. These were used to ensure the triangulation of information as a way to

increase validity and reliability of the study findings.

3.8.1 Interview Method

According to Kvale (2017) interview refers to the oral or vocal questioning technique or discussion which involves face to face interaction between individuals leading to self- report. In this method, both structured and unstructured interviews were generated to extract data from 10 school heads and 10 MoEVT officials in order to explore their views, experiences, perceptions and attitude on the effects human resource training on performance of public organizations particularly MoEVT institutions.

3.8.2 Questionnaire Method

Ngatuga (2020) defines questionnaire as quantitative method of data collection involving pieces of pre-prepared questions need to be filled out by respondents. The study employed questionnaire data collection method for 60teachers of secondary schools and 10 NTRC's staffs. The closed ended questions were set for short and specific responses whereby the respondents were required to tick the relevant box for one alternative or fill the word(s) in the space provided. Questionnaire tool was employed because it gave respondents with freedom to select the right response and it was more economical in term of space and time. Also it made easy for a researcher to generalize findings using statistical instruments. In addition, questionnaires ensured high degree of anonymity for respondents and gave privacy of respondents in data generating. Likewise, questionnaire method provided a researcher with objective data for easy quantitative analysis using SPSS and Microsoft excel software.

3.9 Data Analysis Plan

According to Cress-Well (2012) data analysis is a systematic process of taking data apart then synthesizing them for the sound meaning. Data then can be interpreted and compared based on research objectives so as to provide useful explanations of the single phenomenon of interest (Uakarn, 2021). The data analysis plan involved mixed approach based on both qualitative and quantitative data analysis.

3.9.1 Qualitative Data Analysis Technique

Kothari (2016) defines qualitative data analysis technique as procedure of collecting, analyzing and presenting data based on words or description that is characterized by subjectivity. The study used qualitative data analysis technique so as to analyze data of the interview to express the informants' perceptions and experience on effects of HRT and performance of academic public organization. Qualitative data analysis procedure incorporated thematic analysis based on the descriptions. The qualitative data were presented in thematic form; the themes were identified before and refined during the analysis. For example, interviews from 10 head teachers and 10 ministry officials were guided by selection of sub-themes and merged together in the line of research questions.

3.9.2 Quantitative Data Analysis Technique

On the basis of quantitative analysis, the researcher used the Statistical Package for Social Science (SPSS) to analyze data from questionnaires using descriptive statistics, such as frequency and percentage and mean on the demographic component and basic objectives. Also Microsoft Excel was used in quantitative data.

3.9.3 Justification for Using Mixed Approach for Data Analysis

This study employed the mixed approach for data analysis based on both qualitative and quantitative approaches in order to increase validity and reliability. The combination of qualitative and quantitative approach tends to increase authenticity and precision in data collection, analysis and presentation (Ts'osane, 2022& Ramadhani, 2017).

3.10 Validity and Reliability

3.10.1 Data Validity

According to Cress-well (2012) validity is an appropriateness, meaningfulness or soundness of research findings based on the satisfaction of specific design criteria for various types of research.

3.10.2 Data Reliability

Reliability refers to the consistency with which repeated measures produce the same results across time and observers (Cutu, 202). The Cronbach's alpha was used to test reliability consistency of the independent variables. It takes the values from 0 to 1, with one (1) the highest value, meaning perfect consistency. Furthermore, according to Divakar (2021) a Cronbach's Alpha with value higher than 0.7 is considered as reliable in comparison values lower than 0.7, this means Reliability coefficient of $\alpha \geq 0.7$ is considered acceptable. Meantime, Said & Siew (2019) advocated that person reliability with <0.67 value is considered lower than $0.91 - 0.94$ value while >0.94 means excellent and considered most reliable. The statistical test figure for reliability is shown in Table 3.2.

Table 3.2: Statistical Test Figure for Reliability

Statistics	Fit indices	Interpretation
Cronbach's alpha (KR-20)	<0.5	Low
	0.5 – 0.6	Moderate
	0.6 – 0.7	Good
	0.7 – 0.8	High
	>0.8	Very High
Item and Person Reliability	<0.67	Low
	0.67 – 0.80	Sufficient
	0.81 – 0.90	Good
	0.91 – 0.94	Very good
	>0.94	Excellent
Item and Person Separation		High separation value indicates that the instrument has a good quality since it can identify the group of item and respondent

Sources: Researcher (2023).

3.11 Ethical Consideration

Uakarn (2021) maintains that the researcher's responsibility is to ensure that the participants are physically and psychologically protected from any discomfort or danger that might arise due to the research procedure during the field. The researcher sought for an approval letter from the Post Graduate Office at Open University of Tanzania (OUT) as well as research permit from the Second Vice President Office and MoEVT Zanzibar for smooth data collection during actual field research.

Also, informed consent forms were developed for the participants to certify their willingness towards the study. There was compulsion of any participant to take part in the study. Furthermore, the principle of confidentiality was considering as the information provided by the respondent were not disclosed to any unauthorized person or institution and respondents were not required to give their names during

data collection. Furthermore, anonymity was assured during the field study as no respondent's name was written in questionnaires pertaining data collection. The researcher meantime considered the issue of plagiarism by acknowledging any information obtained from related literature with proper citation and referencing.

3.12 Summary of the Chapter

This chapter provided research philosophy, research design, and survey population. It again described sampling procedures and methods of data collection. Meantime, it provided data analysis plan, reliability and validity of the study as well as ethical consideration. Chapters for data presentation and finding discussion as well as conclusion and recommendation are forth coming.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter is hereby to present, analyze and discuss the study findings with respect to the data collected. The main aim of data analysis is to answer study objectives and help to determine the relationship among study variables. Analysis in this study is based on specific objectives of the study and it used both descriptive, factor analysis and inferential analysis, while discussion of the finding was based main objective of this study which was to assess effects of HRT on the performance of MoEVT institutions specifically on the HRT strategies adopted by the MoEVT in enhancing employees' performance, the role of HR training on the performance of academic institution and identifying challenges facing public academic institutions in the implementation of HRT strategies in Zanzibar.

4.2 Response Rate

The study distributed 70 questionnaires to respondents, and all questionnaires were returned fully which equivalent to response rate of 100% of the all distributed questionnaires which is capable for statistical analysis. Cress-Well (2012) argues that the appropriate response rate must reach more than 70% to justify the authenticity of study results. Thus, the response rate of 100% was excellent to feed information for analysis and develop conclusion for this study.

4.3 Preliminary Data Analysis

This section provided overview of demographic characteristics of the respondents who were involved during data collection. Total respondents were 90 employees of

MoEVT where; 70 respondents were assigned to questionnaires and 20 respondents were interviewed. Demographic characteristics of the respondents were important to be assessed as they contribute to the impact of HRT on the performance of public organizations. Descriptive statistics analysis was applied to compute frequencies and percentage for the characteristics of the respondents. The main characteristics of the respondents which were determined and analyzed in this study including: Sex, age, level of education and working experience.

Analysis on the sex of respondents in Table 4.1 shows that number of males 48.6% and females 51.4% under this study is nearly equally distributed. This implicates that the findings presented and discussed in this study area balance of both male and female responses. Thus, gender equality was considered during data collection. The researcher was also interested to find out the age of respondents involved in the study. This characteristic helped the researcher to assess how employees' age could have potential role in the effectiveness of training in enhancing performance of public academic institutions.

Analysis of age category of the respondents was classified into four cohorts whereby the majority of the respondents 50% classified to 30 -39 age group, 30% were 40-49 age, 11% were in 20-29 age group and very few 9% were 50 years and above. These results imply that most of MoEVT employees are young and energetic who deserve high investment of in-service training to sustain in their career and bring desirable performance of their organization. Moreover, the researcher was eager to determine the level of education to respondents included in the study. The education level categorized respondents into Diploma, Bachelor degree and Post graduate

degree levels. Results in Table 4.1 revealed that that 74.3% of employees are bachelor degree holders, 18.3% of employees are post graduate holders and only 7.4% of employees are diploma holders. This informs that majority of participants involved in this study are highly educated with potential information to understand and respond the questionnaires on the effect of HRT on the performance of public organizations especially MoEVT institutions.

Table 4.1: Preliminary Data Analysis

Sex	Frequency	Percentage (%)
Female	36	51.4%
Male	34	48.6%
Total	70	100.0%
Age	Frequency	Percent (%)
20-29	08	11%
30-39	35	50%
40-49	21	30%
50 and above	06	09%
Total	70	100.0%
Level of Educational	Frequency	Percent
Diploma	5	7.4%
Bachelor degree	52	74.3%
Post graduate degree	13	18.3%
TOTAL	70	100.00
Working Experience	Frequency	Percent
1-10 years	22	32%
11-20 years	33	47%
21-30	15	21%
31 years and above	00	00.0%
Total	70	100.0%

Source: Field Data,(2023)

In addition, the researcher was fervent to determine working experience of the respondents involved in the study. It was to understand the number of years the respondents have been working in the organization. Results in Table 4.1 shows that work experience of the respondents in this study varied. 47% of the employees had

work experience 11-20 years, 32% of the employees had work experience 1-10 years 21% of employees had work experience 21-29 years and none of participants was 31 years and above. This implicates that majority of MoEVT employees have longer work experience who have good opportunity to share career skills, values and experience for better organization practice.

4.4 Detailed Data Analysis

The main intention of this study was to assess the impact of human resource training on the performance of public organizations. To cover the main focus of this study, the study presented several questions in questionnaire which were measured by Likert-scale 1-5, which is strongly disagree to strongly agree to obtain the responses based on this objective. Descriptive statistics were performed for the indicators that were used to assess the impact of human resource training on the performance of public organizations on the three independent variables guided by the specific objectives including; human resource training strategies, role of human resources training and challenges facing the human resource trainings. Descriptive statistical data analysis was used for data obtained in the questionnaires and content analysis was used for qualitative data from the interview.

4.4.1 Human Resource Training Strategies Adopted by MoEVT for the Employees' Performance

Under this sub-theme, the first objective was to investigate different strategies adopted by the MoEVT for the improvement of employees' performance. The results showed that out of five (5) statements, one (1) item was reported under strongly disagree (SD) category, three (3) items were reported under agree (A) category and

only one statement (1) was reported under strong agree (SA) category. None of the statements were reported under either neutral (N) or disagree (D). This implicates that majority of MoEVT employees are highly exposed with different training strategies in improving their level of competence for the organization performance advantage as shown in Table 4.2.

Table 4.2: Frequencies and Percentage Distribution on HRT Strategies Adopted by MoEVT for the Improvement of Employees' Performance

HR Training Strategies Adopted by MoEVT for the Improvement of Employee Performance		Response Category				
S/N	STATEMENT	SD N (%)	D N (%)	NE N (%)	A N (%)	SA N (%)
1.	Your organization offers scholarship for PDs	39(55.7%)	13(18.5%)	8(11.5%)	8 (11.5%)	2(2.8%)
2.	MoEVT provides on-job training for its employees regularly	4(5.7%)	5(7.1%)	4(5.7%)	44(62.8%)	13(18.5%)
3.	Couching and mentoring methods are highly provided at your institution.	2(2.9%)	11(15.7%)	10(14.3%)	37(52.8%)	10(14.3%)
4.	MoEVT conduct career development seminars and workshops for teaching staffs	8(11.5%)	9 (12.8%)	5 (7.1%)	40(57.1%)	8(11.5%)
5.	Subject panels in your institution are part of in-service training	0 (00%)	2(2.9%)	6(8.5%)	23(32.8%)	39(55.7%)

Source: Field Data, (2023).

The findings imply that majority of employees have positive perception with use of different training strategies for successful service delivery in academic institutions. Majority of employees 62.8% agreed with statement that “*MoEVT provides on-job training for its employees regularly*” which provided them with opportunity to add

relevant skills in performing their duties. Furthermore, the employees were comfortable to the relevancy of training seminars and workshops in upgrade their competences for the sustainable performance of public organizations. This is supported by the statement that “*MoEVT conducts career development seminars and workshops for teaching staffs*” which was agreed by 57.1% respondents. This implies that majority of employees were highly embracing with conventional methods of training in acquiring new skills for better practice.

Meantime, study findings showed 55.7% of respondents were strongly in agreement with the statement that “*Subject panels in your institution are part of in-service training*” which indicates that teaching employees use subject panels involving group discussions whereby staffs are engaged in sharing knowledge, skills and experiences to expand their level of performance which intentionally meet the expectations of organization. These strategies entertain high interaction between more experienced or competent and incompetent practitioners to maximize the performance of public organizations.

However, majority of employees 55.7% who filled in the questionnaires were not comfortable with statement that “*Your organization offers scholarship for PDs*” which meant that employees were not granted with scholarship for further studies so as to develop their competence through professional development. This developing discouraging thought among the employees that continuity education is not valued by their employers. During interview with school head teachers and Ministry Officers, it was found that on-job training methods involving team learning, group discussion and seminars were highly offered by MoEVT and they are useful to

strengthen the capacity of workforce such as teachers in content knowledge and pedagogical skills. One of the MoEVT Officers was quoted:

“...we do intensify collective learning strategies as staffs teaching each other through group discussion and seminar presentation... the perceptive give us a chance to share with others in term of working experience, job skills, teaching methodology as well as content knowledge” (Interview, April 19, 2023).

This implies that training which incorporates communal learning system tends to be more effective in stimulating desirable changes towards increased organization performance. Another MoEVT Officer added:

“There are a number of strategies that applied by the MoEVT in intensifying the knowledge of teachers and the most significant are jigsaw, discussion and subject groups that bring practitioners together for advancing professional support using seminars and conference (Interview, April 20, 2023).

The implication of this quotation is that employees are fervent with job training that prefers social learning strategies due to their positive influence in the actual practices including standard performance of organization.

4.4.2 Role of HRT for the Sustainability of MoEVT Institutions

The second objective was to examine the roles of employees' training on the performance of academic institutions. With regard to response in questionnaires the results show that, out of seven (7) responses, two (2) items were reported under agree (A) category and five (5) items were strong agree (SA) category. None of them were reported under neutral (NE), disagree (D) and strong disagree (SD) categories. Generally, the average mean was (3.83) which imply that employees have positive attitude with role to HRT towards the sustainability of public institutions as it is observed in Table 4.3.

The findings demonstrated that majority of employees appreciated the utility of HRT to orient the competence of the employees for desirable performance of organization. With regard to results observed in the Table 4.3 showed that training ensures the intellectual development of the employees which is fostering creativity, self-efficacy, job motivation and commitment to perform related job duties with high ambition.

Table 4. 3: Frequency and Percentage Distribution on the Role of HRT for Sustainability of MoEVT Institutions

S N	STATEMENT	SD N (%)	D N (%)	NE N (%)	A N (%)	SA N (%)	Mea n	Ran k
1.	Training results to competent employees for the organizational practice	1(1%)	4(6%)	11(16%)	13 (19%)	41(58%)	4.23	1
2.	Effective training enhances level of employees' commitment towards career	4(5%)	3(4%)	14(21%)	20(29%)	29(41%)	3.91	4
3.	HR training ensures effective service delivery	5 (7%)	7(10%)	9(13%)	35(50%)	14(20%)	3.63	6
4.	Teaching staffs attain competitive advantages when they are supported with skills through training	6(9%)	6(9%)	5(7%)	32(45%)	21(30%)	3.80	5
5.	HR training ensures employees retention	8(11%)	11(16%)	15(21%)	17(24%)	19 (28%)	3.36	7
6.	HR training maximizes workers creativity and efficacy towards their actual practice,	4(6%)	8(11%)	5 (7%)	21(30%)	32 (46%)	3.93	3
7.	Employees' training makes organization goals to be, more realistic	6(9)	5 (7)	6(9)	22(31)	31(44)	3.97	2
TOTAL AVERAGE							3.83	

Source: Field Data, (2023).

During interview with school heads and MoEVT officers, it was reported that human resource training has positive role to the efficiency of the MoEVT institutions.

Training empowers employees to work confidently with high commitment to make sure that organization sustains its better position in providing quality service to satisfy customers' demands. It was interestingly that training generates insights towards problem solving, innovation, integrating, team building, and positive relationship between employer and employees at work place. One of the school head teacher said:

"...training helps human resources like teachers to apply new curriculum practice into real class room environment, teachers expand competence to put into practice CBC with integration of ICT tools the way they are fully occupied in training sessions as component of in-service learning"(Interview, April 29, 2023).

Based on this, another school head teacher added:

"...in reality training is useful for teaching staffs to be updated with new curriculum accomplishment as it develops the courage of confidence creativity, collaboration, and communication, such thing result to good academic performance in learning institutions."(Interview, April 27, 2023).

This implicates that training is most significant component of human resource training strategy as it fuels the mobilization of man power in enhancing the positive outcomes of the organization. Through training human resources are well prepared and transfer their learning skills for the benefits of organization.

4.4.3 Challenges Facing MoEVT Institutions in the Implementation of HRT Programmes in Zanzibar

The third objective of the study was to identify challenges facing the implementation of HRT programs for the MoEVT employees. Under this domain, the researcher was eager to understand those drawbacks that hinder effective practice of the in-service training programs for the employees of public institutions. With response to

questionnaires, the results showed that out of six items, five (5) were reported under agree (A) category and only one (1) item was reported under disagree (D) category as shown in Table 4.4.

Table 4.4: Challenges Facing MoEVT Institutions in the Implementation of HRT Programmes

SN	Challenges Facing MoEVT institutions for implementation of HRT programs STATEMENT	Response category	
		AGREE N(%)	DISAGREE N(%)
1.	Poor allocation of financial resource is a critical challenge for Implementation of HR training in Zanzibar	69(99%)	1 (01%)
2.	Lack of well-developed programs and policies for HRD	64(91%)	6(09%)
3.	Some HR managers ignore staffs training from fearing of economic loss	56 (79%)	14(21%)
4.	Lack of continuity monitoring and evaluation	23(33%)	47(67%)
5.	Prohibitive organization culture hinders effective HR training	49(70%)	21(30%)
6.	Unwilling, low interest and poor commitment of some employees towards HR training programs	58(82%)	12(18%)

Source: Field Data, (2023).

The findings based on questionnaires indicate that employees agreed that human resource training programs have been encountering several challenges which pose stumbling blocks for the healthy human resource development in supporting the performance of organization. The most critical challenge was that *“Poor allocation of financial resources for the investment of in-service training programs”* as it was reported by 66 (99%) employees. MoEVT run training programs under limited budget due to inadequate fund. Furthermore, the findings showed that 91% of respondents agreed with statement that *“Lack of well-developed programs and policies for human resource training”*. This indicates that though human resource

development policy exists, it is not effective to serve the increasing demand of training to personnel as a remedy to prevent organization from poor performance.

Also, the findings revealed that 82% of respondents were in agreement with statement that *“lack of willingness and interest among employees”* Some employers use training for personal interests and part of career development. This implies that the successful training reflects the seriousness and positive attitudes of trainees who are the target to enhance changes in the organization. Likewise, the findings commented that some human resource managers ignore the value of training from fearing of economic loss of organization.

These findings inform that not all managers are interesting to invest on human resource development like training to improve the capabilities of their staffs believing that trainings are less important but rather they are material and time wastage. However, it was found that majority of respondents 67% were against the statement that with *“lack of continuity monitoring and evaluation”* while addressing the challenge of human resource training. This meant that employees were satisfactory with the way monitoring and evaluation was continuously done to determine the effectiveness training delivered in relation to actual work practice.

4.5 Discussion of the Findings

In this part, findings from the study were discussed. The main objective of this study was to assess the effects of human resource training on the performance of MoEVT institutions. The study was guided by three specific objectives which were to investigate human resource training strategies adopted by the MoEVT in enhancing

employees' performance, examine the roles of employees' training on the performance of academic institutions and identify the challenges facing MoEVT institutions in the implementation of human resource training strategies.

4.5.1 Human Resource Training Strategies Adopted By the MoEVT in Enhancing Employees' Performance

With regard to this objective, the researcher wanted to assess different HRT strategies for the improved performance of employees. The findings showed that employees have been equipped with appropriate knowledge, skills and values to so that they bring positive outcomes in the organization. It was found that regular on-job training was provided to expand employee capabilities. These findings are consistent with those by Josephine (2021) that human resource managers apply different in-service training methods deliberately to develop career skills and performance of man power in satisfying service delivery for the customers.

Cutu (2021) maintains that on-job training methods reinforce positive change on the employee performance into satisfactory service delivery to the clients. Again, the findings of the study revealed employees were comfortable with usefulness of training seminars and workshops in upgrading their competences for the efficiency of public organizations. These findings corroborate those by GNTZ (2022) that argues that training programs involving seminar sessions, workshop and other participatory learning methods support employees performance the way, it builds competence of teaching staffs to implement competence based curriculum with integration of the ICT tools confidently.

Meantime, study findings appreciated the utility of subject panels in collaborating teaching employers to share pedagogical knowledge and methodological skills in attaining quality service delivery in the public organization. The findings corroborate a study by Ramadhani (2017) that explored that teaching staffs learn better through cooperative strategies like team learning and group discussion, subject groups, peer coaching and peer assisted learning. The strategies allow high interaction between competent and incompetent practitioners, where the low experienced get scaffolding from the senior knowledgeable peer staff.

However, the findings indicated that employees are not granted with scholarship fund to proceed with their further studies and develop professionally for the successful performance of public organizations. The findings refute a study by Ngatuga (2020) which opined that human resource management should ensure adequate fund support for the investment of HRD especially training good organization achievements.

4.5.2 Roles of Employees' Training on the Performance of Academic

Institutions

The intention of researcher was to assess the role of employee training on the performance of academic institutions. The findings demonstrated that training has positive role to the performance of public organization as it orients employee competence adopting relevant skills required for effective organization practice. These findings concur with a study by Tukur(2017) in assessing the effectiveness of HRD on the performance of construction firms in North Western Nigeria and it was

that in-service training and education programs play constructive role to the employees to implement their career related duties accordingly.

Similarly, Zondi & Kabir (2021) conducted a study on the role of training and development to the performance of Municipal council employees in South Africa. The findings showed that job training influences employees' practices in the sense that workers are able to acquire appropriate skills and strategies which speed up the level of productivity in organization. Also, it was reported that training encourages creativity, self-efficacy and commitment of the employees to perform operational functions in the line of organizational targets. These findings are in agreement with those by Suta (2018) who investigated that human resource development especially training plays significant contribution to increase employees' competence and commitment into healthy organization performance.

Similarly, Masanja (2021) argued that the increased performance of employees at public organization is the outcome of serious investment on human resource training which motivates trainees to apply relevant job skills and adopted technology in the production which consequently leads to increased level of organization performance. However, the findings were in disagreement with a study by Mbaraka (2020) who asserts that some human resource managers ignore issues of training for their workforce claiming that it is time and resource wastage which ultimately leads to decline in the profits of organization. The organization decides forced termination or redundancy to incapable workers and compensation by employing new capable workforce.

4.5.3 Challenges Facing MoEVT Institutions in the Implementation of Human Resource Training Strategies

The intention of researcher wanted to assess challenges faced by MoEVT in the implementation of HRT strategies in Zanzibar. The findings indicated that HRT strategies are faced by several challenges especially financial shortage in running the in-service training programs for teaching staffs due to limited budget allocation for the expenditure of the MoEVT. These findings concur with those of Ramadhani (2017) who explored that INSET programs involving school based subject panels are ineffective since they work under poor financial support from the management. Again, the findings corroborate with a study by Karim & Choundhury (2019) that found that inadequate fund resource invested on employee training poses a critical challenge to the effective implementation or delivery of INSET especially in public organizations.

Furthermore, the findings showed that the existing policy on employees training is not clear and effective implemented as it is more documented rather than to serve the needs of human capital in achieving sufficient performance of organization. These findings justify a study by Arinaitwe & Barygiye (2021) who argues that lack of clear policy on HRD results to complicated environment for the actual implementation of INSET programs especially in public sectors which leads to drop of not only organization performance but also expected productivity. Similarly, a study by Katunga (2020) found that the performance of public organization faces risk circumstances due poor policies supporting employees training which is considered as an engine to increased performance employees as well as organization.

Also, the findings revealed that some employees develop low interest and willingness towards trainings as they do not effectively engage or participate the training sessions with positive attitude. These findings are in the line of a study by Lucas (2013) which highlighted that unwillingness of the employees participants in the training discourages the effective achievement of HRT and standard performance of the employees. The findings are parallel to those of GNTZ (2022) which found that INSET delivery faces the challenge of poor and late attendance of trainees due to unserious of some trainees on the issue of punctuality, integrity and effective participation during training sessions. They fail to apply what have been learnt from the training and make it meaningless.

However, the findings showed that monitoring and evaluation has been conducted continuously for the effectiveness of organization. Follow-up is done to assess the area of strengths and weakness on the training offered by the MoEVT. These findings mismatch a study by Ramadhani (2017) who argue that many INSET programs implemented by the MoEVT attain low efficiency due to lack of ongoing monitoring and evaluation which is seriously done to determine their performance at real work setting.

CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the key findings of the study. It also provides conclusion and recommendations as well as the areas for further studies.

5.2 Summary of the Main Findings

5.2.1 Human Resource Training Strategies Adopted by MoEVT for the Employees' Performance

The first objective of the study was to investigate different HRT strategies adopted by the MoEVT, Zanzibar for the improved performance of employees. Under this variable a researcher was interested to understand numerous on-job and off-job training methods employed by human resource management in equipping its man power and leads to standard performance of organization. The study found that MoEVT institutions employ different training strategies to transform teaching staffs into successful implementation of competence-based curriculum.

The most significant strategies which were reported in this study include regular on-job training programs, coaching and mentoring, school based subject panels as well as seminars and workshops. These strategies were acknowledged to encourage team learning whereby the juniors and seniors in the work profession could share pedagogical knowledge and content enhancement skills with integration to increase the quality of service delivery.

5.2.2 Role of Human Resource Training for the Sustainability of MoEVT

The second objective of the study was to examine the roles of employees' training on the performance of institution MoEVT institutions. Under this domain, the researcher was eager to realize if the human resource training has positive or negative role to the performance of MoEVT institutions based on work capacity of the employees. The findings revealed that human resource training has great role to increased performance of the MoEVT institutions in Zanzibar as it has power to develop man power competence, creativity, self-efficacy, creativity and commitment for the standard performance of organization and therefore, the realization of organizational goals is in effect.

On other hand, study findings indicated that all interviewees 20 (100%) agreed that HRT had positive role to the performance of the MoEVT institutions, the way it helps workforce to suit the world of problem solving at work place, increased motivation towards the practice and it share job skills, experiences and values through social learning. Also during interview, it was reported that training is influential to bring positive changes, enhancing creativity, confidence and competence for the teaching staffs. It likewise, reinforces good employer-employees' relation and effective service delivery for the achievement of organization. Thus, HR training enables the employees to adopt new methods and strategies for the effective organization practice.

5.2.3 Challenges Facing the MoEVT in the Implementation of HRT Programs

The third objective of this study was to identify challenges facing MoEVT in implementation of human development training programs in Zanzibar. In this

section, the researcher was fervent to familiarize those difficulties encounter human resource management in the actual execution of training programs which threaten performance of organization.

Findings regarding this objective indicated that implementation of HRT programs are not free from challenges. The most critical challenges according to the findings of this study included poor allocation of budget for the conduction of HR training programs, lack of well-developed programs and policies and lack of willingness and interest among employees towards the training. Other challenges involved the tendency of some employers to fear of economic loss due to investment on HRD and existence of prohibitive organization culture which disfavors the effective practice of HRD programs especially training to the labour force. Again, responses from interview regarding to the challenges facing the implementation of HRT programs found that most of HRT programs are not absolutely effective as they are constrained by inadequate fund, limited time bound, poor follow up and poor teaching and learning facilities.

5.3 Implication of the Study

The study findings have implications to field of human resource development that involve training and career development. In a special way the study provide implications to the human resource manager, human resource practitioners and employees.

5.3.1 Implication to the Managers

This study may provide implication to the managers of organizations in the sense that HRT has positive utility to the proved competence of man power which in turn

enhancing the performance of organizations particularly academic institutions. Thus, adequate budget should be allocated to support in-service training for the employees.

5.3.2 Implication to the Human Resource Development Departments

The findings meantime have imply that practitioners of human resource development needs to incorporate training programs inside and outside work places based on team learning and discussion so as to reduce loss in organization as well as raising capacity of organization in the production.

5.3.3 Implication to the Employees

Findings inform that employees need to be serious and well engaged during training so that it can generate qualified outputs for the effective organization practices. Thus, high level of employee commitment and willingness are attracted to bring new changes in organization and share training skills wither workmates.

5.3.4 Implication to the Academic Field

The study findings have implication to the development of learning theories and models which add literature sources for the utilities of training. In this ground, the study guides the social learning theories based on team learning strategies where workers gets support from more knowledgeable others under cascade model for staff development. This tends to support both on-job and off-job training strategies to solve problems existing in real work practice pave the way for the improved performance of organization.

5.4 Conclusion

On the basis of the study findings, the following conclusions were drawn:

- i. In this study, it was concluded that collaborative training strategies are well adopted by public academic organization to integrate employees in a continuously professional development. The most important training strategies include on-job training, peer coaching, mentoring, seminars and subject groups.
- ii. Most of employees were found to have positive attitude on the effectiveness of training towards the performance of MoEVT institution as it encourages employees' competence, creativity, confidence, team work building, commitment and increased motivation which generally lead to sustainable performance of academic institutions especially those under MoEVT.
- iii. Nearly training programs are most suffering from financial, material, poor follow-up, poor work environment, lack of serious human resource training policy and time mismatching with INSET content package. They pose critical changes to the effective coordination and implementation training program for the employees' competence in enhancing performance of public organizations.

5.5 Recommendations

5.5.1 Good Allocation of Budget to Serve the Demand of HR Training Delivery

Human resource management should ensure sufficient fund for HRD so that the employees are well equipped with relevant skills, knowledge, values and experience to master the real work practice.

5.5.2 Introduction of Clear and Well developed Policy Guiding Human Resource Training Programs

Government should develop clear and friendly policy for the smooth implementation of on-job and off-job trainings and other professional development programs in

equipping the employees to cope with new changes in the world of work especially CBC implementation and ICT integration in teaching and learning processes.

5.5.3 Continuous Evaluation and Follow-up for the Effective HRT Programme

MoEVT should have ongoing evaluation and follow-up of the implemented INSET programs for the teachers to make sure that the skills gained are appropriately used at work place. This will help to determine the effectiveness of the training delivery and make time to time improvements.

5.5.4 Raising Awareness on the Importance of HRT Programs for the Employees' performance

Human resource management should provide education that encourages the role of training in improving the capabilities of the employees to the positive performance of organization. Raising awareness among employees will help to motivate their level of commitment, integrity and Morales to the achievement of organization performance.

5.5.5 Good Time Allocation for the INSET Delivery

MoEVT should organize proper training schedule for the delivery training so as to prevent school lesson periods from being interfered by the training sessions. It was recommended that most training for teachers should be conducted in December during vacation.

5.5.6 Involvement of all Important Stakeholders for the Successful Implementation of the Training

There should be participatory approach involving all key actors for the training so as

to make it meaningful. These stakeholders include school managers, learning experts, employees, policy makers, central government administrators and community so to make a holistic approach of delivering training.

5.6 Areas for Further Studies

Having presented some of the recommendations for the improvement of HRT for the employees of the MoEVT, the study recommends the following areas for further studies:

- i. Further studies should be conducted on a similar topic in a wider scale to capture the data from other parts of Tanzania with different research methodology as this study was only restricted to the Urban District of Zanzibar with a cross-sectional survey design. It is not necessary to find out the confirmation to the current findings in other parts of the country.
- ii. Again, the study was limited to public organizations under the MoEVT. Hence, further studies should assess the effects of human resource training on the performance of private organizations.
- iii. More studies should be done in assessing the impact of training on employees' motivation.

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APPENDICES

Appendix I: Questionnaire for Teachers and NTRC's Staffs

INSTRUCTIONS

This questionnaire seeks to find information about the effects of HR training on the performance of MoEVT institutions in Zanzibar. The study forms part of my Master degree in Human Resource Management (HRM) at the Open University of Tanzania (OUT). The study intends to improve strategic human resource development for the improved performance of MoEVT academic institution in Zanzibar.

You should not write your name on the questionnaire. All information will be treated confidentially. Your co-operation is highly appreciated.

PERSONAL INFORMATION

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

1. Sex

Male	1	
Female	2	

2. Age group (Years)

20-29	30-39	40-49	50 and above
1	2	3	4

3. Working experience as professional teacher

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

4. Level of Education

Diploma in Education	Bachelor Degree in Education	Post Graduate Degree in Education	Philosophy of Doctorate (PHD) in Education
1	2	3	4

PART 2: QUESTIONS PERTAINING THE STUDY

Direction: Please read each statement carefully and tick (√) in your appropriate of agreement column.

1. **SD** if you **strongly disagree** with statement
2. **D** if you **disagree** with statement
3. **NE** if you are **neutral** with statement
4. **A** if you **agree** with statement
5. **SA** if you **strong agree** with statement

1. HR Training Adopted by the MoEVT for the Improvement of Employees Performance

HR Training Strategies Adopted by MoEVT for the Improvement Employee Performance		Response category				
SN	STATEMENT	SD	D	NE	A	SA
1.	Your organization offers scholarship for PDs					
2.	MoEVT provides on-job training for its employees regularly					
3.	Couching and mentoring methods are highly provided at your institution.					
4.	MoEVT conduct career development seminars and workshops for teaching staffs					
5.	Subject panels in your institutions are part of in-service training					

2. Role of HR Training for the Sustainability of MoEVT Institutions

SN	STATEMENT	SD	D	NE	A	SA
1.	Training results to competent employees for the organizational practice					
2.	Effective training enhances level of employees commitment towards career					
3.	HR training ensures effective service delivery					
4.	Teaching staffs attain competitive advantages when they are supported with skills through training					
5.	HR training ensures employees retention					
6.	HR training maximizes workers creativity and efficacy towards their actual practice,					

7.	Employees' training makes organization goals to be, more realistic					
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3. Challenges Facing MoEVT Institutions in the Implementation of HR Training Programmes in Zanzibar

SN	STATEMENT	AGREE	DISAGREE
1.	Poor allocation of financial resource is a critical challenge for Implementation of HR training in Zanzibar		
2.	Lack of well-developed programs and policies for HRD		
3.	Some HR managers ignore staffs training from fearing of economic loss		
4.	Lack of continuity monitoring and evaluation		
5.	Prohibitive organization culture hinders effective HR training		
6.	Unwilling, low interest and poor commitment of some employees towards HR training programs		

THANKS FOR YOUR FAITHFUL COOPERATION

Appendix II: Interview Guides for the School Heads and MoEVT Officials

INSTRUCTIONS

The interview seeks to find information about the effects of human resource development on the performance of public academic institutions in Zanzibar. The study forms part of my Master degree in Human Resource Management (HRM) at the Open University of Tanzania (OUT). The study intends to improve strategic human resource development for the improved performance of MoEVT academic institution in Zanzibar. Your co-operation is appreciated.

QUESTIONS

For all questions (1-9), please mark with (√) the appropriate space or write your response in the blank given.

1. Sex Male () Female ()

2. Level of Education

Certificate	Diploma	Bachelor degree	Post graduate

3. What do you understand by the term HR training?
4. How often do you attend INSET for effective performance of your institution?
5. What are HR training methods adopted by your institution to improve the employees' performance?
6. Have your staffs regularly attended in-service training for career development?
7. What are roles of HR training for the effectiveness of MoEVT institutions in Zanzibar?
8. What are the major challenges facing MoEVT institutions in the implementation of HR training programs in Zanzibar?
9. What are your opinions to the improvement of HR trainings in Zanzibar public academic institutions?

Appendix III: Permission letters for data collection



**SERIKALI YA MAPINDUZI YA ZANZIBAR
AFISI YA MAKAMU WA PILI WA RAIS,**

22279 Barabara ya Vuga,
Vuga, S.L.P. 239,
70460 Mjini Magharibi, Zanzibar

Tovuti : www.ompr.go.tz
Barua pepe : Info@ompr.go.tz

CA.33/411/01B/33

12/04/2023.

**KATIBU MKUU,
WIZARA YA ELIMU NA MAFUNZO YA AMALI,
ZANZIBAR.**

KUH: RUHUSA YA KUFANYA UTAFITI

Kwa heshima, naomba uhusike na mada ya hapo juu.

Serikali ya Mapinduzi ya Zanzibar imemruhusu **Ndg. Ali Khamis Ali** mwanafunzi kutoka **Chuo Kikuu Huria cha Tanzania** anaesomea **Shahada ya Uzamili** katika fani ya **Ualimu** kufanya utafiti katika mada inayohusiana na **“Assessing the Impact of Human Resource Training on the Performance of Ministry of Education and Vocational Training (MOEVT), Zanzibar”** Utafiti huo utafanyika katika Ofisi zilizomo ndani ya Wizara ya Elimu na Mafunzo ya Amali na katika Kituo cha Taifa cha Waalimu (NTRC) kuanzia tarehe **12/04/2023** mpaka **12/07/2023**. Tunaomba asaidiwe ili aweze kukamilisha utafiti huo.

Kwa nakala ya barua hii mara baada ya kumaliza utafiti, mtafiti anatakiwa kuwasilisha nakala (copy) 3 za ripoti ya utafiti huo, Afisi ya Makamu wa Pili wa Rais - Zanzibar.

Naambatanisha na kivuli cha kibali cha kufanyia utafiti.

Wako mtiifu,

Siajabu S. Pandu

**SIAJABU S. PANDU,
/KATIBU MKUU,
AFISI YA MAKAMU WA PILI WA RAIS,
ZANZIBAR.**

NAKALA: ✓ Ndg. Ali Khamis Ali.



SERIKALI YA MAPINDUZI YA ZANZIBAR
WIZARA YA ELIMU NA MAFUNZO YA AMALI

143 Barabara ya Julius Kambarage Nyerere
Mazizini, S.L.P 394
70475 Mjini Magharibi, Zanzibar

Tovuti: www.moez.go.tz
Barua pepe: info@moez.go.tz

Kumb. Nam: P33/18/1/VOL.IV/116

Tarehe: 12/04/2023

Mkurugenzi,
Idara ya Uendeshaji na Utumishi,
Wizara ya Elimu na Mafunzo ya Amali,
Zanzibar.

KUH: KUFANYA UTAFITI ND. ALI KHAMIS ALI


Tafadhali naomba uhusike na mada iliyopo hapo juu.

Mtajwa hapo juu ni mwanafunzi kutoka **Chuo Kikuu Huria cha Tanzania** anasomea **Shahada ya Uzamili** katika fani ya **Ualimu**. Anafanya utafiti katika mada inayohusiana na **"Assessing the Impact of Human Resource Training on the Performance of Ministry of Education and Vocational Training (MoEVT), Zanzibar"**. Ndugu Ali amekamilisha taratibu zote za ruhusa ya kufanya utafiti na ruhusa yake imeanza tarehe **12/04/2023** na itamalizika tarehe **12/07/2023**.

Kwa kuwa utafiti wake utafanyika katika Idara mbali mbali za Wizara ya Elimu na Mafunzo ya Amali pamoja na Kituo cha Taifa cha Walimu (NTRC), hivyo unaombwa umpokee na umpe kila aina ya ushirikiano unaohitajika ili aweze kufanikisha utafiti wake. Tunategemea kupata mashirikiano yako.

Vilevile, mtafiti mara baada ya kukamilisha utafiti wake anatakiwa kuwasilisha nakala (copy) moja ya rangi ya ripoti ya utafiti wake katika Divisheni ya utafiti ya Wizara ya Elimu na Mafunzo ya Amali.

Ahsante,


Khalid M. Wazir,
Kny. Katibu Mkuu,
Wizara ya Elimu na Mafunzo ya Amali,
Zanzibar.

Nakala: Ndugu, Ali Khamis Ali. (0776239664).

Al Mafunzo
Naomba apatine Mashirika
12/4/23



REVOLUTIONARY GOVERNMENT OF ZANZIBAR

SECRETARY
ZANZIBAR RESEARCH COMMITTEE
P. O. Box 2321 - Mazizini, Zanzibar
Tel: 024 2231869
Fax: 024 2231742



RESEARCH/FILMING PERMIT

(This Permit is only Applicable in Zanzibar for duration specified)

SECTION

Name	ALI KHAMIS ALI
Gender	M
Date and Place of Birth	1987-09-06 - MKELE, ZANZIBAR
Nationality	TANZANIAN
Data Collection Duration	3 Month(s)
Research Title	ASSESSING THE IMPACT OF HUMAN RESOURCE TRAINING ON THE PERFORMANCE OF MINISTRY OF EDUCATION AND VOCATIONAL TRAINING (MOEVT) ZANZIBAR
Date of issue	12-04-2023
Valid until	12-07-2024

Full Address of Sponsor

Name of the Authorizing Officer

Signature and seal
Institution

Address

Printed Date


 Aysha Aboud Talib
 Office of the Chief Government Statistician
 P.O Box 2321, Zanzibar
 12-04-2023

Office of the Chief Government Statistician
P.O Box 2321, Zanzibar

12-04-2023
Page 1/2

(For rules and conditions see overleaf)

- I. You are required to submit progress report.
- II. Not to engage in political activity.
- III. Adherence to research topic(s).
- IV. No permit in restricted areas.
- V. After completion, three copies of research should be submitted to authorizing institution.

Kumb. Nam: P33/18/1/VOL.IV/116

Tarehe: 12/04/2023

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Zanzibar.

Nakala: Ndugu, Ali Khamis Ali. (0776239664).

THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/PG201402360

3rd April, 2023

General Secretary,
The Second Vice President Office,
P. O. Box 239,
ZANZIBAR.

Dear General Secretary,

RE: RESEARCH CLEARANCE FOR MR.ALI KHAMIS ALI, REG NO: PG201402360

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

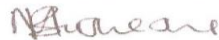
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Ali Khamis Ali, Reg. No:**

PG201402360) pursuing **Master of Human Resource Management (MHRM)**. We here by grant this clearance to conduct a research titled **“Assessing the Impact of Human Resource Training on the Performance of Ministry of Education and Vocational Training (MOEVT), Zanzibar”**. He will collect his data at Ministry of Education and Vocational Training in Urban west Region from 4th April to 4th May 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**