# THE CONTRIBUTION OF TRAINING AND DEVELOPMENT TO EMPLOYEE'S PERFORMANCE IN PUBLIC SECTORS: A CASE OF THE LAND SECTOR IN MOROGORO MUNICIPALITY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN RESOURCE MANAGEMENTDEPARTMENT OF MARKETING, ENTREPRENEURSHIP AND MANAGEMENT**

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## CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: "**The contribution of training and development to the employee's performance in public sectors. A Case of the land Sector in Morogoro Municipality**". In partial fulfilment of the requirements for the Degree of Master of Human Resource Management of the Open University of Tanzania.


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……………………………….

Date

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## DECLARATION

I, **Tumaini Daudi Mayugwa**, declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. References have been supplied where another people's work has been used. In this regard, I declare that this is my unique work. It is hereby submitted in partial fulfilment for the Degree of Masters of Human Resource Management of the Open University of Tanzania.

………………………………

Signature

………………………….

Date

# DEDICATION

This dissertation is with lots of dedicated appreciation to my beloved family, who were much concerned with my studies. I would also like to dedicate this dissertation to my relatives who fought tooth and nail to make sure I complete my studies successfully, through their daily Prayers that enabled me to complete my studies at Open University of Tanzania.May the Almighty God bless them all

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## ABSTRACT

This study assessed the contribution of training and development to the performance of the employees in the land sector. The objectives were: to determine the gap in the land sector employees' training and development, to examine the professional skills among the land sector employees and to analyse how training and development improve employees' work performance and increase productivity in the land sector. The sample of the study was 119 respondents selected using simple random sampling and purposive sampling techniques. The data collected methods were questionnaires and interview. Data were analyzed using SPSS software to analyze the relationship between independent and dependent variables. Descriptive Statistics were used to evaluate the results of respondents. The results of the study showed that there is a positive relationship between the employee's performance and training and development in the context of Morogoro Municipal land sector employees. The study recommends plans and programs for employees' training and development for the organization's better performance. It also urges employees to be involved in some of the decision-making and be part of the organization's daily performance. Also, the design of the training programs should consider different actors in the land sector, various available strategies and technologies, and the cost implications.

*Keywords:* *Training, Development, Employee's Performance and Public sector.*

# TABLE OF CONTENTS

## LIST OF TABLES

**FIGURE**

## LIST OF ABBREVIATIONS

| | |
|---|---|
| Co. Ltd | Company Limited |
| CPD | Continuous professional development |
| HQ | Head Quarter |
| IBM | International Business Machines Corporation |
| MC | Municipal Council |
| SPSS | Statistical Packages for Social Sciences |
| TQM | Total Quality Management |
| TTCL | Tanzania Telecommunication Company Limited |
| UK | United Kingdom |

# CHAPTER ONE

# INTRODUCTION

## 1.1    Overview

The success of any business organization, whether in the private or public sectors, lies mainly in the quality of its human resources. Literature confirms that the training of manpower is a major prerequisite for any organization that wants to achieve maximum productivity through the efficient and effective performance of employees. An employee can only perform better by acquiring skills, knowledge, and ability from training programs (Ferguson, 2021).

Training is an important component of human resource development. It is, perhaps, the most cost-effective method of improving competencies amongst the manpower of any organization (Vilbert, 2019). Moreover, training has now acquired an added relevance for building up the necessary leadership and confidence amongst the civil service to measure up to the expectation of the citizens from the context of the rapid technological changes as well as the economic, political, and social transformation taking place in the country. Therefore, training is an educational investment with an effective profitable to an organization aiming at achieving a particular goal (Amisano, 2010).

According to Pigors (2010), organizations face increased competition due to globalization's influence and technological, political, and environmental changes. These influences make organizations embrace training for their employees to prepare them to cope with these scenarios, thus enhancing their performance. Most

developed countries recognize the importance of training and development. With the development of technology that makes some jobs and skills redundant, there is an increased emphasis on the need for skilled and highly trained employees Vilbert, (2019). In almost all developed countries, unskilled and semi-skilled jobs have been replaced by machines. Therefore, this emphasizes the need for higher education and skills for anyone wishing to gain employment in the future. Based on Sabir's(2014) report, there is a positive result from training and development and the productivity of employees.

In addition, Adagbabiri (2018) also maintains that political instability, corruption, bureaucracy, poor infrastructure, low levels of education and purchasing power, famine and diseases are among the factors that lead to the ineffectiveness of work in the human resource department in Nigeria. Generally, studies suggest that for organizations to endure and for their firm's success, they must practice continuous training and development (Pearce, 2007). This is because; service delivery is improved through well-trained employees with the right skills.

Despite the government's efforts to train its employees, in some cases still, the intended objectives are not met. It is evidenced that many public organizations do not implement training and development properly and effectively due to the lack of training policy and programs that guide the implementation of training and development in the public organization (Licombe, 2018) Looking at how land is critical to Tanzania's economic, social, and cultural development, Muganyizi (2018) proposed a study that would assess training and development in the public sector,

specifically in the land sector. He holds that there is a need to design a human resource development program (a training program) to help implement the program related to employee capacity training and development.

The land is a big reason for Tanzanian's struggle for independence, and land issues remain politically sensitive and culturally complex (Muganyizi, 2018). For Tanzania, the Vision of the National Land Policy was to "*Guide the country towards efficient, sustainable and equitable use of land for prosperity and posterity*" (United Republic of Tanzania Constitution 1999). The policy provides an overall framework and provides key measures needed to express critical issues of land administration, access to land, land use planning, restitution of historical injustices, environmental degradation, conflicts, and an unplanned proliferation of informal urban settlements, outdated legal framework, institutional framework, and information management.

It also addresses issues of compulsory acquisition, development control, and the need for security of tenure for all Tanzanians (all socio-economic groups, women, pastoral communities, informal settlements residents, and other marginalized groups). It can be said that the National Land Policy is more pro-poor and gendered in its approach than the previous land administration arrangements in Tanzania.

## 1.2 Statement of the Problem

In Tanzania, many private and public organizations engage in the training and development of staff so that they can achieve their purpose by adding value to the key resource, the people they employ. In most organizations, it is essential to provide long and systematic training and development programs for their employees

(Muganyizi, 2018). This is because people are directly involved in every organization's aspect and activity. For an organization to be successful, managers need to have subordinates who are well equipped with skills, talent, and knowledge (Muganyizi, 2018). Under the land sector, the government insists on efficiency and focuses on supporting Tanzania's development. Therefore, administrators in the land sector aim to not only make workers in the sector efficient but also be able to execute all its operations in a suitable way to contribute to the social-economic development of Tanzania.

Although the land sector is important to the public, it is faced with several setbacks. One of the reasons for these setbacks is the lack of in-service training and development of the land sector works (Licombe, 2018). Lack of training leaves workers behind the global changes, and the sector creates negative mindsets for the public. This mindset is due to poor services provided in the land sector, which make most people unsatisfied and unhappy. For instance, in Morogoro, the continued land disputes and conflicts between pastoralists and farmers are attributed to the disqualifications of land officers (Muganyizi (2018). This claim calls for an investigatory study to determine the contribution of training and development in the land sector.

## 1.3   Research Objectives

### 1.3.1 General Objective

To examine the contribution of training and development to employee's performance in the land sector.

## 1.3.2 Specific Objectives

i) To determine the gap in the land sector employees' training and development employees in Morogoro Municipality.

ii) To examine the professional skills among the land sector employees in Morogoro Municipality.

iii) To analyse how training and development improve employees' work performance and increase productivity in the land sector in Morogoro Municipality.

## 1.4 Research Question

The following research questions guides the objectives.

## 1.4.1 General Research Questions

What are the contributions of training and development to the performance of the employees in a land sector?

## 1.4.2 Specific Research Question

i) Is there any gap in training and development among employees?

ii) What professional skills do the land sector employees in Morogoro municipality possess?

iii) How do training and development improve work performance and productivity in the land sector in Morogoro Municipality?

## 1.5 Significance of the Research

The findings of the study are expected to help the land sector to formulate and offer

training and development to its employees for the development of the sector. The findings is expected to offer information for different parties, including public and private institutions interested in the land sector and academicians, mainly students and researchers. Lastly, this study is expected to help the researcher in fulfillment of requirement for the master's degree of the Open University of Tanzania.

## 1.6 Organization of the Study

The study is comprised of five chapters. The first chapter highlights the general overview of the problem to be researched. Then, it covers the background of the problem, statement of the specific problem, objectives, and the research questions. It also covers the significance of the study and, finally, the organization of the study. Chapter two concerns the literature review related to the study and different definitions of key terms used in this study. The chapter also presents the theoretical review, empirical review, and conceptual framework. Chapter three presents the research methodology to be used in the study. It provides research design, sampling methods, data collection methods, data analysis, validity, data reliability, and the ethical consideration issue. Chapter four covers the presentation of findings related to this study. Finally, chapter five presents the summary, conclusions and recommendations of the study.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Overview

This review chapter details an understanding of this study topic as informed by literature. This chapter, therefore, details an overview of the contribution of training and development to the government sector, specifically the land sector.

### 2.2 Conceptual Definitions of Key Terms

### 2.2.1 Training and Development

Skool (2021) looks at training as a continuous process of improving skills, gaining knowledge, clarifying concepts, and changing attitudes through structured and planned education by which the productivity and performance of the employees can be enhanced. Furthermore, it emphasizes improving the performance of individual employees and employee groups through a proper organizational system. Under these skills and knowledge, development was made from a good and efficient training of employees which eventually helps a company improve its productivity and overall growth. Azmi (2022) defines training and development as a program that helps to learn different skills and knowledge, which assists in improving employees' productivity and performance within the organization, develops future performance, and focuses on employees' growth.

### 2.2.2 Employee Performance

Performance comes from the word job performance or actual performance, which

means work performance or real achievement achieved by someone. Al Mehrzi and Singh (2016) defines Performance as the achievements of a person or organization during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or targets, or predetermined criteria that have been mutually agreed upon. Thus, employee performance is what employees do in carrying out the work done by the company.

Performance in its functions is not independent but always relates to employee job satisfaction and the level of reward given and influenced by individual skills,abilities, and traits.Therefore, employee performance is a key determinant ofan organization's success. For an organization to achieve its goals and objectives, employees' involvement, commitment, and motivation play a key role(Nduati, 2022).Others argue that employee performance is anessential factor and the building block that increases the overall organization's performance(Said,2015).

### 2.2.3 The Public Sector

Pitzer (2005) defines the public sector as a part of the economy composed of public services from the local to a national level and enterprises the government completely controls. Public sectors include public goods and governmental services such as the military, law enforcement, infrastructure, public transit, public education, health care, and those working for the government, such as elected officials.  Barlow, Roerich, and Wright (2010) accentuate that the public sector might provide services that a non-payer cannot be excluded from (such as street lighting) that benefit all of society rather than just the individual who uses the service. Public or state-owned enterprises

are public self-financing commercial enterprises that sell various private goods and services.

### 2.2.4 Land Department/Land Administration

Land administration in Tanzania refers to managing information about land use, ownership, and value. Traditionally, land records were maintained for legal and archival purposes (Mango, 2019). However, the Land Administration Guidelines explain how the rules of land occupancy are applied and made operational. Whether formal or informal, land administration comprises an extensive range of administrative systems and processes.

The processes of land administration include the transfer of rights in land from one party to another through sale, lease, loan, gift, and inheritance; the regulating of land and property development; the use and conservation of the land; the gathering of revenues from the land through sales, leasing, and taxation; and the resolving of conflicts concerning the ownership and the use of land (Lamba, 2005).Land administration functions may be divided into four components: juridical, regulatory, fiscal, and information management. In addition, land administration functions may be organized in terms of agencies responsible for surveying and mapping, land registration, land valuation, and land revenue generation.

### 2.3    Theoretical Literature Review

This study was guided by two theories of training and development for employee performance. The theories are Reinforcement Theory and Social learning theory, developed by Alfred Bandura in 1977.Theories of learning and human resource

development are useful in channelling the workers in developing their professions in their daily activities (Bandura, 2006). Organizations can improve their employees by giving them access to a broad spectrum of courses, workshops, and self-paced alternatives to improve the workers' performance hence reaching organization goals (Duggan, 2013).

### 2.3.1 Reinforcement Theory

Reinforcement theory was initiated by (Banaji, 2011). The theory is also referred to as behaviorism or Operant Conditioning which is still universally taught in psychology today. The theory focuses on an individual's behavior as a function of its consequences. Skinner (1973) believed that external behavior and its environment are important factors that affect human behavior. This applies to management practitioners where psychology techniques can resolve numerous organizational issues. Skinner *et al.* (1973) underscore the significance of recognizing the desired consequence that stimulates the desired behavioral response. The principles of behavior modification in offering solutions to management issues such as absenteeism and tardiness have been proved by the studies of applied reinforcement theory. The principles can also help enhance employee's productivity (Raj, 2006). Reinforcement theory suggests hints to workers' motivation. The theory focuses on the external environment and uses the analysis of the environment to explain and control workers' behavior.

### 2.3.2 Social Learning Theory

Social learning theory propounded by Albert, Bandura underscores the

indispensability of surveying and modelling people's behaviours, attitudes, and emotional reactions. It is a theory that concentrates on learning through observation and modelling. Learning associated with reinforcement is assumed to induce behaviour change and when there is behaviour change, which means that the theory is effective. This strategy can be adopted to make employees adopt the new policies and procedures.

Similarly, in the cognitive learning theory, the focus would be on enhancing mental processes; rather than physical actions. This learning theory indicates that the main role is to help workers to develop their knowledge, strategic thinking practices, memory, and problem-solving skills (Duggan & Media, 2013). This is opened so that individuals can learn from one another, including such concepts as observational learning, imitation, and modelling (Bandura, 2006). Under this research, this theory helped increase their ability at work because employees will learn in their own time. It also allowed the researcher to identify how a collaboration of employees on technology is performed within different organizations. Also, the study has established the contributions of training and development of employees' performance in the land sector. Lastly, it has helped to generate professional skills, through skills sharing and better use of existing talents.

## 2.4   Empirical Literature Review

### 2.4.1 Global Experiences

Several studies conducted in different countries, specifically European countries, have researched the impact of training on organizational performance. For example,

Aragon *et al.* (2003) investigated the relationship between training and organizational performance by distributing a survey to 457 small and medium-sized businesses in the United Kingdom, the Netherlands, Portugal, Finland, and Spain. Organizational performance was operational zed as (*a*) effectiveness (i.e., employee involvement, human resource indicators, and quality), and (*b*) profitability (i.e., sales volume, benefits before interest and taxes, and a ratio of benefit before taxes/sales). The outcome indicated that some types of training activities, including on-the-job training and training inside the organization using in-house trainers, were positively related to most dimensions of effectiveness and profitability.

**Lesson from Indian Tourism Industry:** Arwaba (2021) states on training and development that; in order for the organization to successful there must be a well-trained, knowledgeable and learn multiple skills. Training and development are components of human resource development that the organization uses as a strategic mechanism to propel the employees towards predetermined goals. It is the most important to determine individual improvements as well as organization performance at large. Also argued that when there were absence of effective and adequate training, employees could not exert full effort regarding their job expectations and were unable to achieve desired goals. These studies mention that employees were motivated to participate in training programs because their motivation encourages them to learn maximum and make training effective.

**Lesson from the United States of America:** Walters (2019) states the employees were the most valuable asset of the organization as they take responsibility for

enhanced customer satisfaction and quality of products and services. Due to that reason was very important to had proper training and development opportunities in order for the employees to be able to accomplish their tasks at their full potential. It had been stated by different researchers that Employees who are fully capable to perform their job-related tasks tend to keep their jobs longer due to higher job satisfaction. Therefore, Training and development is a vital tool used to not only maximize the performance of employees, but also to help them in becoming more efficient, productive, satisfied, motivated, and innovative in the workplace (Elnaga & Imran, 2013).

**Lesson from Iraq:** According to Nechirwan (2021), explain training with development to be a part of human resource management which was very important to each other. This means both of them can be offered to the employee at the same time with the total aim of increasing productivity within the organization and this had been done by improving and supporting current employee skills (training) and plans for the future. Any organization tries to support the growth of the employee's abilities and developing them in order to be responsible and effective in producing much through the use of training and development which allowed them to work hard with satisfactions. In this study the researchers tried to shine a light on the training and development and how they can affect effectiveness of an organization. The relationship between training and development to the efficient of the organization was found and a direct impact of development programs and its progress for an effective organization.

**2.4.2 Studies Done in Africa**

Armstrong (2017) posts that, in Africa, the formal education most people get and the system in place do not adequately teach specific job skills for a given position in a given organization.  He maintains that in most African countries, very few employees have the requisite skills, knowledge, abilities, and competencies needed to work effectively. So, for this reason, many employees require extensive training as they acquire the necessary requisites that would substantially contribute to the organization's growth (Armstrong *et al*., 2017).

According to Myers (2010), organizations face increased competition due to the influence of globalization and changes in technology, politics, and environments. These influences make organizations embrace training their employees to prepare them to cope with these scenarios, thus enhancing their performance. In almost all developed countries, unskilled and semi-skilled jobs have been replaced by machines. Therefore, this emphasizes the need for higher education and skills for anyone wishing to gain employment in the future. Based on Sabir *et al.* (2014) report, there is a positive result from training and development and the productivity of employees. The findings in this area are not similar as it has been done in several studies and gave out the positive relationship between the two variables while others reported had reaction on training and development to employee's performance while others found a negative association between these two variables

Manu (2004) studied training and development techniques for improving organizational performance for Ghanaian firms. The research aimed to examine the

applicability of Total Quality Management. TQM is a way of achieving and maintaining excellence in establishingan organization. Many organizations in the United States, such as IBM and Ford Motor Company; in Great Britain, such as the Department of Trade; and in Japan, such as Toyota Motor Co. Ltd., all successfully adopted TQM. The study shows that through TQM methods, the organizations have improved communication, employee morale, productivity, process efficiency, and reduced cost and waste. By and large, the effects of TQM in organizations have shown positive results.

### 2.4.3 Studies Done in Tanzania

Licombe (2018) examined the impact of training and development on employee performance in the public sector, specifically on Tanzania Telecommunication Company Limited. The study employed a purposive sampling technique, and the data were collected using a self-administered questionnaire. It was found that staffs at the TTCL attend training and development programs periodically, which have made them, improve their skills and thus foster teamwork spirit, which directly contributes to increasing productivity. Thus, in general, the study's finding indicates the role of training and development in improving employee performance through skills development necessary for employees to execute their duties.

Yambes (2009) conducted a study in Tanzania to examine Training and Development and availability of human resources whose skill levels are deficient and need to be developed to perform their functions effectively and efficiently. In most organizations, it's essential to provide long and systematic training and development

programs for its employees. This is because people are directly involved in every organization's aspect and activity. For instance, for a manager in an organization to be successful, he needs to have subordinates beneath him who are well equipped with skills, talent, and knowledge (Muganyizi, 2018). Therefore, it helped the researcher find out the contributions of training and development because most research has been done concerning training and development in the public and private sectors. However, information on how training and development contribute to employees' performance is missing in the current literature. Furthermore, it has been noted that the above case study has been conducted in various parts of the world, including Tanzania, which connects the training and development to the employees' performance, but this was not done in Morogoro Municipal Council. Therefore, this research investigated the contribution of training and development to employee performance as variables in the Morogoro Municipal Council.

## 2.5   Research Gap

Most studies on training and development in the public sector have proved that; an organization must have employees who are well equipped with skills, talent, and knowledge (Muganyizi et al., 2018) through in the land sector, nothing has been improved. On the contrary, the sector is faced with several setbacks. It creates negative mindsets about the public and poor services, making most people unsatisfied and unhappy. At the same time, the land sector is vital to the public; therefore, this study l assessed the contribution of training and development to the performance of the employees in the land sector, especially at Morogoro Municipal council.

## 2.6    Conceptual Framework

Kivunja (2018) defines a conceptual framework as a total, logical orientation and associations of everything dealings with thinking, structures, plans and practices, and implementation of the entire research project. Under this research, training and development contribution to the government sector's performance is illustrated in the model in Figure 2.1. Independent variables of the study were manipulated positively or negatively to ascertain how they affected the dependent variable, employee performance. This inter-dependence was broadly covered in the literature review. Therefore, there are various reasons for explaining why training and development are insufficient in a selected sector, what are the driving forces towards this challenge, what is its impact on the government and the nation at large, and what should be done to ensure its enforcement and adherence.

**Independent Variables**                               **Dependent Variables**

| Training and development gap |

| Professional skills | → | Employee's Performance |

| Training and Development |
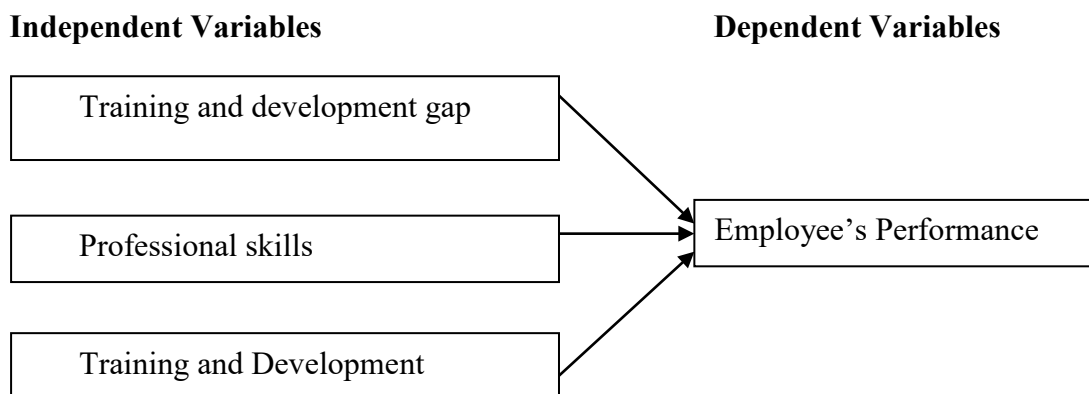
**Figure 2.1: Conceptual framework**
**Source**: Author construct (2022).

From the study, the performance of the employees was a dependent variable while productivity, professional skills, training, and development gap were independent variables, as shown in figure 2.1.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1   Overview

This chapter presents the research methodology adopted in this study, the rationale behind the choice, selected respondents, data collection, and analysis techniques.

## 3.2   Research Paradigm

The Interpretivist philosophical paradigm underpinned the study. Interpretivist employs qualitative data to understand the characteristics of human life.

## 3.3   Research Approach

Kothari (2009) defines a research approach as the methodology adopted to conduct the research; it involves the selection of quantitative, qualitative, or mixed research approaches. The qualitative research approach concerns the subjective assessment of attitudes, opinions, and behaviours. The study employed a qualitative research approach because the data were in the form of words that sought deep and vivid descriptions of the role of training and development in performance.

## 3.4   Research Design

A research design is a logical and systematic plan prepared for a research study. It specifies the study's objectives and techniques for achieving them. It includes criteria for collecting and analyzing data and information (Kothari et al., 2009). The nature of the problem under this study required a case study to get in-depth data on

assessing the role of training and development in performance among the land sector employees.

## 3.5    Description of the Study Area

The study was done in Morogoro Region, specifically in Morogoro Municipality. Data were collected from government officers (employees) in the land sector.  The rationale for the survey in this research was the need to solicit opinions and the extent of training and development level done to employees in the land sector in Morogoro Municipality.

## 3.6    Targeted Population

According to Kothari et al. (2009), population refers to the total number of items about desired information. The population was 170 employees in the land sector in Morogoro Region who perform land-related activities and issues as their major responsibility. These included21 key informants at the regional level, 22 respondents at the district level and 127 members from the Ministry of lands housing and human settlements and some key heads of departments, as indicated in Table 3.1

**Table 3.1: Population of the Study**

| SN | Level | No. of Employees |
|----|-------|------------------|
| 1 | National Level (Ministry of Land) | 127 |
| 2 | Regional Level (Morogoro Region HQ) | 21 |
| 3 | District Level (Morogoro MC) | 22 |
| Total Population | | **170** |

**Source:** Researcher Construction 2022

**3.7     Sample and Sampling Techniques**

**3.7.1 Sampling Techniques**

Creswell (2017) views sampling as a process of selecting a required number of elements from the population. Therefore, a sample is identified as a representative of the entire population, while the sampling technique is a procedure used to select some elements of a population to present the actual characteristics of the total population (Frankel & Warren, 2001). Therefore, under this study, a probability sampling technique was used to obtain respondents, staff other than head of department because every item in the population had an equal chance of being included in the sample. One way to undertake simple random sampling would be if the researcher constructed a sampling frame and then decided to pick a sample from the sampling frame (Zikmund, 2000). In this study the purposive sampling technique was appropriate in selecting the heads of departments

**3.7.2 Sample Size**

The sample size is defined by Saldkind (2010) as the number of representatives of research respondents selected for interview from a research population. The small population is selected for observation and analysis.  Through the sample, a researcher makes inferences about the characteristics of the population from which the research is conducted.

The number of participants depends on the data needed, population size, heterogeneity, and available resources. The sample size for this study was 119 respondents, which included 3 Heads of Departments, one (1) from the

Administration and Human Resource Department; one from the Planning and statistics department; and one (1) from the Land and Natural Resource department).

**Table 3.2: Sample size**

|    | Category | Data collection method | Respondents |
|----|----------|------------------------|-------------|
| 1. | Head of Departments | Interview | 3 |
| 2. | Employees at the Regional Level Morogoro | Questionnaires and Interview | 17 |
| 3. | Employees in the Department of land at MMC | Questionnaires and Interview | 22 |
| 4. | Officials from the Ministry of Land | Interview and Observation | 77 |
| Total | | | **119** |

**Source:** Researcher Construction (2022)

According to Saunders et al. (2007), a sampling intensity of 30 people is considered a reasonable sample size used in social science studies and statistically large enough to make a scientific conclusion. The respondents were sampled by using the Taro Yamane sample size calculator. The sample size of 119 respondents was used to generalize the entire population using the Taro Yamane formula to calculate sample size. The formula is as follows: -

N/ (1+N (0.05) ^ 2) Where by N   = Population size,

n = Sample size,

e = desire error margin (0.05)

170/ (1+0.425)   =   170/1.425   = 119. 3

Therefore, the population was 170, and the sample size was 119

## 3.8   Data Collection Tools

Abawi (2017) defines data collection as a method used by the researcher to collect

the required information to solve a research problem. Both primary and secondary data were collected through the following instruments:

### 3.8.1 Questionnaire

Abawi et al. (2017) maintain that questions are constructed to get qualitative data through open-ended and free text format under the questionnaire method. It deals with documentation, perceptions, attitudes, beliefs, or knowledge within a clear, predetermined sample of individuals. In contrast, a few open questions were constructed to collect data from the selected respondents, while a closed-ended questionnaire on a liker-scale (strongly agree, agree, not sure, disagree, strongly disagree). In addition, the questionnaire had primary demographic data, professional skills, training gap (independent variables), andhow training and development improve performance (dependent variable).

### 3.8.2 Interviews

An interview is a face-to-face, phone, email, or chatting conversation between two individuals to collect useful information to satisfy a research purpose. This can be structured or unstructured; they can either follow a tightly written script that mimics a survey or be inspired by a loose set of questions that invite interviewees to express themselves more freely (Ranjit, 2015). Interview data are often used to generate themes, theories, and models. The number of interviews required depended on the research question and the overarching methodology used.

### 3.9   Data Processing and Analysis

Since data were produced more qualitatively, thematic analysis was used to display

the study's findings. Johnson ( 2021) states thematic analysis is the process of picking only the required information from much of the collected information. The researcher was based on the objectives to ensure that the information was the most needed. The field data were analyzed together with documentary sources using thematic analysis. Different methods were used to present the findings, such as texts, charts, tables, quotations, percentages and figures, and plates if necessary.

## 3.10  Reliability and Validity of Research Tools

### 3.10.1  Validity

According to Middleton (2019), validity strategies were adopted in this study to ensure the researcher observes adequate coverage of the investigative questions through literature reviews. The validity would see the relevance of the questions to the research objectives and presentation of the results found in the study, whereby the discrepant and positively looking information appear in the discussion chapter. The account becomes more realistic and valid by presenting this contradictory evidence. The results which will be presented portray both important and unimportant factors as judged by respondents to sign the validity.

### 3.10.2  Reliability

Reliability was achieved in this study through triangulation during data collection. The researcher interviewed different respondents, experts, employers and employees to cross-check the reliability of data about the contribution of training and development in the sector. Also, the interview guide will be piloted to rephrase them where necessary (Vicent, 2014).

## 3.11 Ethical Consideration

Fischer (2011) defines ethical considerations as principles guiding research designs and practices. These principles include voluntary participation, informed consent, thematic analysis, anonymity, confidentiality, the potential for harm, and results in communication, whereby thematic analysis is the process of picking only the required information from much of the collected information (Johnson, 2021). Therefore, this study was conducted by observing all ethical issues, from formulating the research problem and questions to data collection, analysis, presentation, and documentation. Ethical issues such as informed consent was ensured by obtaining a consent letter before data collection. Concerning anonymity, the names of participants were not exposed to anyone. The questions were designed to be ethically neutral to avoid any chance of harming any participant in this study.

The data from the land sector consent were obtained before visiting them for interviewing after identifying them. The permission of land officials was obtained before interviewing them. Confidentiality was guaranteed to all respondents and participants in this study. Also, the study had room for any respondent and participant to withdraw from the research any time they could find it fit for them to do so. No deception was applied in this study. Table 3.3 details the chapter summary.

# CHAPTER FOUR

# PRESENTATION OF FINDINGS

## 4.1 Overview

This chapter presents the findings of the study. The findings are arranged as per research-specific objectives. The data are analyzed and presented in tables and charts showing frequencies and percentages, followed by interpretations. In addition, the chapter provides a general overview of the case study area. Thus, the chapter answers the research objectives.

## 4.2 Characteristics of the Respondents

The study had 119 respondents who responded to the questions that aimed to meet the research objectives, but only 89 responded to the questions. This leads to 75% of the researcher's fulfillment of the questionnaires. Kothari (2009) defines the response rate as the extent to which the final set of data includes sample members is calculated from the number of people with whom interviews were completed, divided by the total number of people in the entire sample, including those who refused to participate and those who were unavailable. Results in tables detail the population based on age, sex, marital status, working experience, education level, contributions of training and development to the performance of the employees, professional skills employees possess, the gap in training and development among employees, and how to do train and development improve work performance and increase productivity in the public sector.

**4.2.1 Age**

Age plays a vital role in this study because Land sector to be successful needs employees with different ages and there in between the age stated in below table and have different contribution in the sector based to the interview done to them. Under this study age demonstrated in Table 4.1, having majority of informants 44% of the respondents as the employees in land sectors validates the fact that there is a big contribution on training and development in the sector. 30% of the informant claimed that since they have employed no any training was conducted apart from being very important to them and the employees aged above 30 years rejected that there is no any important of training and development since they have not seen any since they have been employed.

**Table 4.1: Demographic characteristics of respondents**

| Variable | Category | Frequency(n) | Percentage (%) |
|---|---|---|---|
| **Age** | 20-25 | 27 | 30 |
| | 26 -30 | 39 | 44 |
| | Above 30 | 23 | 26 |
| **Gender** | Male | 38 | 43 |
| | Female | 51 | 57 |
| **Education Level** | Certificate | 28 | 31 |
| | Diploma | 40 | 45 |
| | Bachelor Degree | 13 | 15 |
| | Master degree | 8 | 9 |
| **Years of experience** | Below 10 years | 24 | 27 |
| | 10 to 20 | 31 | 35 |
| | 21 to 30 | 21 | 24 |
| | Above 30 | 13 | 15 |

**Source:** Field Data (2022)

**4.2.2 Gender**

The findings from the table 4.2 presents the respondent's distribution by gender that is women and men (male and female) which makes about 43% and 57% respectively.

Gender has to do with this study because the sector needs all gender in the performance and productivity of the sector. During interviewing the respondants who were female revealed that the organisation does not see them as the part of the organisation success to some of the sections do to the fact that; some of the activities require people with more power to carry beacons for works and female are not capable to carry those materials.

Almost half (43%) of the respondents were female. This group revealed that the organization does not see them as part of the organizational success, which always causes trouble. The female respondents claimed that the organization looks at them as enemies in their daily performance. This is a big problem because there is no cooperation among workers, and sometimes workers wish to quit work though they do not have other places to go. 51 Male, approximately 57%, at a different time stated that the administration does not look at the working facilities but always wishes to collect revenue. Workers are working in a challenging environment fighting for their families while the administration does not feel if they invest in them, they will raise government collection hence reaching the organization's goals

### 4.2.3 Work Experience

The researcher was interested in work experience since wanted to measure and analyse the level of training and development since the employees has employed in the sector to date. The Table 4.4 presents respondents' experience; 27% of workers have experienced below ten years, 35% ranged 10 to 20 years, since they have been employed they have given a programme of Gepg and molisv3 for the sector to have

full control of their revenue. Still, nothing has been done to encourage them to work hard. 24% of the workers ranged from 21 to 30 experienced years' advices on education, updating the existing skills. Building workplace relationships will help the organization increase the sector's production and earnings. In contrast, employees who have experience at work for more than 30 years agreed that for the organization to have full performance in everyday activities there must be training and development awareness. However, some workers are aware of our sector while others are not.

### 4.2.4 Education Level

The study involved different respondents with different levels of education, as illustrated in Table 4.4. Respondents were asked to indicate their education level, categorized into primary education, secondary education, certificate, diploma, bachelor's degree, and masters. Table 4.4 shows only a quarter of the respondents (24 %) had graduate education. This finding implies that a few respondents had acquired education enough to allow them to discuss and interpret different matters from a broader perspective.

### 4.3   Gaps of Training and Development in Land Administration at Morogoro Municipality

During the study, the training gaps in the land sector were categorized as overall gaps and gaps in specific land functions such as land administration, valuation and registration, surveying, physical planning and general administration. Overall capacity gaps include soft skills, integrity, customer care and attitude change;

knowledge of computer skills; modern record management; and knowledge of the land policy provisions. For example, in Land administration, critical capacity gaps are knowledge in computerized land registration procedures, document verification and fraud detection.

In surveying, a key capacity gap is knowledge of modern technology for positioning surveying to deliver service National Spatial Data Infrastructure. Table 4.5 explained on the gap obtained at Morogoro Municipality Table 4.5 indicates that 64% of respondents accepted a training and development gap in their sector, leading to poor performance. Interviewed explained that Poor storage of files and data in land offices are poor, no clear ways of accessing the land occupier's information and the related, this makes the people to be unhappy with the service provided but also brings more conflicts as land grabbing and double allocation occurs.

**Table 4.2: Training and development gap**

| S/N | Benefits Obtained | Frequency | Percent |
|-----|-------------------|-----------|---------|
| 1. | Yes | 57 | 64 |
| 2. | No | 32 | 36 |
| | **Total** | **89** | **100** |

**Source:** Field Data (2022)

It was also observed that a big challenge in service delivery in the land sector is the need to shift from the traditional operation of the Analogue service to digital/e-service. The present service culture, which is analogue and traditional, relies on physical storage, retrieval and movement of records. The land sector requires shifting from this mode to a digital mode where information and service provision is e-based in a transparent, real-time, and customer-focused. The Ministry has started this

transformation, but adoption and capacity are low. The technical cadre is also challenged by limited knowledge of the new technologies and a lack of appropriate equipment.

Moreover, the senior staffs of the Morogoro land sector looks experienced and knowledgeable, but they are few leading to overwork. They are also technologically challenged; some are ambivalent to the dramatic reforms underway. They need sensitization and capacity building on the reforms, including opportunities for higher training on policy analysis and implementation and advanced degrees. Other challenges affecting effective service delivery in the land sector by state institutions were identified during the study. These include lack or delays in receiving stationery, lack of transport, insufficient funds and delays in disbursing funds, shortage of staff and modern equipment/ technology, and poor working conditions. Some of these challenges may adversely affect the effective use of employees' training.

During the study's assessment of the Ministry of Land, the Ministry of Land observed the main state institution charged with the mandate of land administration and management in Tanzania. The challenges identified are staffing, education level at lower cadres, retraining of ageing staff and career succession, limited access to training and poor working and enabling environment. The following indicators were observed regarding training and development in building the capacity of the Ministry of Land; From interviews, employees said those working away from the Ministry Headquarters are less likely to access training opportunities than those at the Headquarters. The main challenges in accessing career and professional training in

the provinces and districts were reported as lack of support and poor communication whereby information reaches potential candidates late or not at all, lack of relevant courses, and perceived bias in selecting staff for training.

When asked to identify their preference for training, employees chose computer/ICT courses, followed by senior management and supervisory courses, record management courses, and land law courses.

## 4.4    Professional Skills found in Land Sector at Morogoro Municipality

The second specific objective was guided by the questions, "What professional skills do the land sector employees in Morogoro municipality possess? The findings indicate land professionals in Morogoro Municipality are land administration, surveyors, planners and lawyers. All these professionals cooperate accordingly and are registered and licensed by Registration Boards, which are statutory bodies. The boards include the Physical Planners Registration Board for the planners, Land Surveyors Board for Land Surveyors, Valuer's Registration Board for Valuers, Estate Agents Registration Board for Estate Agents and the Law Society of Tanzania for Lawyers registration. Table below agreed on available skills to employees and some does not accept that the employees had skills to their works

**Table 4.3: Professional skills available to employees**

| S/N | professional skills | Frequency | Percent |
|-----|---------------------|-----------|---------|
| 1. | Yes | 20 | 22 |
| 2. | No | 69 | 78 |
| | **Total** | **89** | **100** |

**Source:** Field Data, May 2022

In the Land sector, many employees do not have professional skills, as presented by 69 people with 78%, while 22% (20 people) with **YES** agreed that the employees have skills in their daily services. The land sector has many problems that create negative mindsets to the public and poor services. At the same time, most people are unsatisfied and unhappy with the services provided. In contrast, the land sector is important to the public as we know land is everything to our economy and daily life activities. Based on the percentage in the table above, employees do not manage time, are poor in decision making, and fail in problem-solving. Therefore, Training is important to them for the betterment of the organization.

These professional skills provide an overall framework and define key measures that are needed to address the critical issues of land administration, access to land, land use planning, and restitution of historical injustices. Also, the skills enable environmental degradation, conflicts, and the unplanned proliferation of informal urban settlements, outdated legal framework, institutional framework and information management. They further address issues of compulsory acquisition, development control and the need for security of tenure for all land owners in Morogoro Municipality (all socio-economic groups, women, pastoral communities, informal settlements residents and other marginalized groups).

The results in terms of professional skills Morogoro Municipality indicate the need to keep pace with their professions regarding new ideas and technologies. To do this, constant research and revision of the curricula are worth it. To regulate the conduct of the law, they need to constantly review the law governing the profession and to

conduct awareness to the professionals. Among the capacity areas mentioned by board members interviewed include skills for research, legislation drafting, professional practice investigations, inspection and accreditation of training institutions)

The study also found that soft skills (customer care, integrity, negotiation, conflict resolution, dialogue and courtesy) and professional ethics are not among the courses taught in universities and colleges. This poses a challenge because the findings of this study revealed that current staffs in the Ministry of Land and other government institutions who deal with land have serious capacity gaps in these skill areas. During the research, the interested part also was about the supplying of training and development, levels of training and challenges facing the suppliers of training in land sector in Tanzania if any.

The findings from the interview were obtained the two types of training to professionals and para-professionals in the Land Sector in Tanzania called non-institutionalized and standardized training. Whereby Non-institutionalized training includes knowledge and awareness on land issues, such as 'Ad hock sitting for the examination, short study visits, short" tailor-made" courses, conferences, workshops and expert-group meetings. This kind of training may also be done through social and religious gatherings as well as paper and electronic media (newspapers, radio, television and the internet) and Considerable institutionalized training on land-related disciplines is offered by Tanzania's public, private and faith-based institutions. Public institutions include technical institutes, colleges and universities. In addition, an

increasing number of private and faith-based universities also offer land-related courses in Tanzania (Ardhi University).

Training is offered at various levels for a variety of courses: starting from the level of printing, file keeping surveying, cartography, computer courses, estate agency and property management, where the employees offer these with diploma level and certificates level, where other courses are offered with the level of degrees, Masters and PhD (planning, land administration, GIS, housing administration, Real Estate and Urban and Regional Planning) and the major challenge facing training institutions is the lack of quality control.

Many institutions offering land courses in certificate and diploma courses are not providing well, and structured training as theoretical studies are most preferred compared to practical training. Also, the content, duration and cost of their courses vary greatly. Commission regulates the bachelor's and higher degree levels for Higher Education and their respective university Senates. Staffing and accreditation of departments in tertiary institutions are loosely held and pose a challenge to quality control. The cost of training courses is highly competitive and market-driven.

## 4.5   Training and Development Program

The first specific objective of this study was to identify the gap in the land sector employees' training and development. This objective was guided by the question, "Is there any gap in employee training and development? To achieve this objective, the researcher, through questionnaires and interviews, generated information on training

and development gaps.  First, the study asked respondents to state whether training is regularly offered to improve their skills.  A five-Likert scale was used, and the results on respondents' awareness are presented in table 4.5.

**Table 4.4: Training & development programs offered to improve skills**

| S/N | | Frequency | Percent |
|-----|------------------|-----------|---------|
| 1. | Strongly disagree | 18 | 20 |
| 2. | Disagree | 42 | 47 |
| 3. | Neutral | 13 | 15 |
| 4. | Agree | 7 | 8 |
| 5. | Strongly agree | 9 | 10 |
| | **Total** | **89** | **100** |

**Source:** Field Data (2022)

The results in Table 4.7 indicate that most (33%) of the respondents agree to receive training programs.  This implies, that employees in land sector have working improvements hence increasing sector productivity however 67% of the respondents reported that not attending the training program raises quality and employee performance issues. This is because they have not seen any training program performed to them since they have employed but their performance in work has not changed and they don't see any changes in their performance.

Table 4.8 presents the results on the types of training accessed by employees. The results reveal that approximately 30% of employees got in-service training; the employees were trained at work while the other 70% were off-service. This signifies that off service training is provided in large quantity compared to in service which causes most of employee to fail in performance since in service require higher resources which they can't afford and the government does not support them.

**Table 4.5: Type of Training accessed by the respondents**

| S/N | Benefits Obtained | Frequency | Percent |
|-----|-------------------|-----------|---------|
| 1. | In-service training | 27 | 30 |
| 2. | Off-service training | 62 | 70 |
| 3. | **Total** | **89** | **100** |

**Source:** Field Data (2022)

Training and development programs in the Land sector are often not done. As shown in Table 4.9, 94% of the respondents do not state when the training was conducted because they have been at work for more than ten years. Still, they did not see or attend any training at their work up to three months back though 6% mentioned that it had been done three months before because they are new employees and expect it to be done the following month again. The results imply that the sector is not giving employees training and development programs, which leads to poor performance in their daily activities.

**Table 4.6: Time Taken per year for training and development program**

| S/N | Months | Frequency | Percent |
|-----|--------|-----------|---------|
| 1. | One Month | 0 | 0 |
| 2. | Two Months | 0 | 0 |
| 3. | Three Months | 7 | 6 |
| 4. | Other | 112 | 94 |
| | **Total** | **119** | **100** |

**Source:** Field Data (2022)

**Table 4.7: Training and development improvement personal development of employee**

| S/N | | Frequency | Percent |
|-----|---|-----------|---------|
| 1. | Yes | 61 | 69 |
| 2. | No | 28 | 31 |
| | **Total** | **89** | **100** |

**Source:** Field Data (2022)

The study wanted to establish where employees believe training and development could assist them in developing and improving their performance. The results in Table 4.10 indicate that 31% of the respondents do not think in-service training could lead to improved personal development. However, it was revealed that these people rejected the question because the employees lacked job satisfaction and morale, no motivation, efficiencies, or adoption of new technologies and methods. Thus, these responses led to soliciting whether both parties, employees and supervisor, mutually agree on performance measures.

**Table 4.8:  Performance measures mutually agreed on & discussed by employee & supervisor**

| S/N | | Frequency | Percent |
|-----|------|-----------|---------|
| 1. | Disagree | 52 | 58 |
| 2. | Agree | 37 | 42 |
| | **Total** | **89** | **100** |

**Source:** Field Data (2022)

As shown in Table 4.11, in the face-to-face interview results, 42% of the respondents agree the performance measurements are always agreed on and discussed by both the employee & supervisor, while 58% disagree with this statement because the organization does not tend to involve employees in any matter example in decision making even if the issue is for employees. Some give out their example in 2022, during the May Mosi day, workers were not involved in selecting the sector's hard workers from the region.

**Table 4.9: Poor performance and decreased productivity resulted from ineffective training and development**

| S/NO. | | Frequency | Percent |
|-------|--------------------|-----------|---------|
| 1. | 1. Strongly disagree | 0 | 0 |
| 2. | 2. Disagree | 7 | 8 |
| | 3. Neutral | 0 | 0 |
| | 4. Agree | 17 | 19 |
| | 5. Strongly agree | 65 | 73 |
| | **Tot al** | **89** | **100** |

**Source:** Field Data (2022)

According to Table 4.12, 92% of the respondents agreed that inadequate training and development leads to poor performance, decreasing organization production. The results imply that employees are unhappy with how the Land sector controls and leads its employees.

## 4.6 How Training Improves Worker Performance

From the study, it could be argued that employees are a sector's great asset and therefore investing in their training and development is a key to sustaining the land sector growth and success. This commitment makes sense when considering the lengthy process of recruiting and hiring qualified staff. Studies show that organizations engaged in training and developing employees see increases and double profits compared to those not committed to employee engagement. A more efficient, competitive, and engaged workforce is critical to the sector's good performance. The results indicate that 90%of employees stay longer when the industry invests in career development and enjoy the nature of the sector and the work at large. It was observed that achieving all these impressive and vital benchmarks should start from the land ministry, and then the strength comes to the municipality and district.

**Table 4.10: Respondent responses on how training improves workers' performance**

| Training Improve Workers' Performance | Relative Importance Index | Rank |
|---|---|---|
| To retains employees | 0.85 | 1 |
| Boost workplace engagement | 0.78 | 2 |
| Build workplace relationship | 0.76 | 3 |
| Training and development boost up the morale of the employees. | 0.73 | 4 |
| Boost employee productivity | 0.61 | 5 |
| Training and development enhance employee performance | 0.40 | 6 |
| Training and development assist with improving culture | 0.35 | 7 |

**Source:** Field Data (2022)

**Retains the Employees:** Retaining employees is the most preferred purpose in Morogoro Municipality with an Important Relative Index (RII) of 0.85as shown in the table below. Retention is a major challenge for employees, but retaining strong workers can be achieved through career development. Offering career development initiatives help employees establish a sense of value within the sector and fosters loyalty, resulting in increased staff retention and a 62% lower staff turnover rate.

**Boosts Workplace Engagement:** Boosts workplace engagement is the second preferred reason by most of the land officers in Morogoro Municipality and the Ministry of Land, with an Important Relative Index (RII) of 0.78as shown in the table below. According to respondents finding a way to bolster the consistent engagement of employees can diminish boredom in the workplace, which, left unchecked, can create feelings of dissatisfaction and negative working habits. Furthermore, regular training and development initiatives can prevent workplace idles and, in turn, will help the sector to establish regular revolution of the

employees, skills and processes. Moreover, it will influence the land sector culture by emphasising planning.

Finally, it can prompt land sector analysis and planning, requiring employers to review existing talents and evaluate growth and development opportunities internally rather than via recruitment. In a real sense, the study measured empowerment and employee's engagement in data from over 45 employees and found that employees who felt a low level of empowerment were rated with engagement in the low rankings of the 23% compared to those who felt a high level of empowerment and were in 77%.

**Build Workplace Relationships:** Respondents also preferred this and ranked thirdly in the Important Relative Index (RII). By providing opportunities for employees to explore new topics, they refine their skills and expand their knowledge, which helps them bond. During these training and development sessions, they will tackle new challenges together. They can also learn from one another for various learning opportunities by collaborating with colleagues with specific expertise. The study also shows that peer collaboration is the preferred method of learning from each other strengths and not only leads to a better-rounded workforce. Those bonds can also improve retention and engagement.

**Training and Development Boost up the Morale of the Employees:** A well-skilled employee will love their job and perform as per requirements; the skills gained through training assure an employee to deliver as per the specifications or

requirements. The majority of the respondents strongly agreed that training increases the employees' morale; this, on the other hand, is a strong indication that the land sector's training has a positive impact on increasing employee morale. Matsaung (2014) also concluded that an organization that provides periodic training to its employees on how to do their jobs increases employee morale. This is shown in the Important Relative Index (RII), as most respondents responded positively as the training and development improved the employees' morale.

**Boost Employee Productivity:** Employee productivity is another area where the importance of training and development can be seen. The study observed that the employees who participate in effective training and development programs work more effective. The evaluation of this productivity is done by measuring the performance results. The evaluation is done on the work outcome to determine the level of improvement, specifically in solving conflicts and related work in the land sector. It is also done by giving pre –and post-training assessments and asking employees to share what they expect from training and development programs and whether the sector efforts met those expectations. Conducting polls, tests, and competition within the training can measure the employee's knowledge and engagement.

**Training and Development enhance Employee Performance:** Employee training and development programs are critical for enhancing employee performance. A 2019 report published in *The International Journal of Business and Management Research* indicates that 90% of employees surveyed agreed or strongly agreed that training and

development programs improved their job performance. The study observed that the sector could offer employees many in-person or online training and development opportunities. And they can use in-house training, third-party training, or off-site activities to provide those opportunities. These are some types of training and development often available to employees: Management training, Sales training, new employee training, Mentoring programs, Apprenticeships Following are some ways employee training and development efforts improve employee performance.

# CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## 5.1   Overview

This study examines the effect of training and developments on employees' performances in the land sector in the case of Morogoro Municipal Council; the study aims to investigate the professional skills among the land sector employees in Morogoro Municipality. The second is to identify the gap between training and development for employees in the land sector, and the third is to analyse how training and development improve employees' work performance and increase productivity in the land sector.

## 5.2   Summary of Findings

The finding of the study comes out with the following results: firstly, training and development have so much contribution to the employees as they help to update employees with existing skills, retain employees with talents, develop future leaders, boosts workplace engagement, builds workplace relationships, increasing productivity and performance, uniformity of work processes, reducing wastage, minimizing supervision, promoting from within, improving organizational structure, boosting morale, improving knowledge of policies and goals and improving customer valuation. Thus, from this contribution, most respondents argued that training should be a regular exercise for employees in the land sector at Morogoro Municipality.

Again, the study showed that experience and qualification were great assets that can improve an employee's performance. The longer the number of years' experience, the higher the performance levels. Also, qualification is one indicator that shows the employees' performance. This implied that the higher the employee's qualification, the better the performance. Therefore, the organization should educate the employees at work to improve their performance.

The current assessment done within the land sector from the land ministry explained that, the main institution of land in Tanzania and specifically Morogoro Municipality, are faced with several challenges. The challenges are in the staffing area, educational levels, the employees, retraining of ageing staff and news staff and careers succession, limited access to training and poor working and enabling environment, but all these are brought out mostly with lack of training and development to them.

However, the study discovered that employees in the Land sector in Morogoro Municipality are not happy with the administration regarding how they are treated. They revealed that they are not trained, involved in decision making, taken as a part of the organization in daily performance, and not given a chance to express their ideas on how to run the organization. Other causes of unhappiness were the absence of seminars, limited technological invention and the un-development of future leaders in a particular organization. These cause lower retention rates, low performance, performance failures, unsafe work environments and a lack of knowledge of the organization's trends and policies. Additionally, by not training

employees on new policies, mandates, requirements, and practices as they arise, you can even run into legal issues with your organization, which, in turn, can be extremely costly.

## 5.3    Conclusions

As observed from the study, training and development in the land sector at a national level, municipality level, or district level is complicated due to the diversity of actors. It requires well-organized and structured methods and approaches for effective implementation. Training program design needs different land sector actors, well-organized strategies and technologies available, and the cost implications. Then adequate arrangements for managing transition should be made before the commencement of the implementation process. As was observed in Haile et al. (2013), each land sector stakeholder in Africa has multiple roles to play in the issues of training and building the good capacity in the sector in their country. This is true for Tanzania, other East African and developing countries. However, effective training and development and capacity development to employees will largely depend on each of these stakeholders playing their different roles with utmost commitment and dedication. Carefully, great and well-structured cooperation by both national stakeholders and other partners would yield the best results in the sector of land

## 5.4    Recommendations

The following recommendations are made based on the research findings:

Managerial advice for the Land sector must make plans and programs for training

and development to employees; management should involve employees in some of the decision makings. The management should treat employees as a part of the organization in daily performance. That is, the organization should give employees chances to express their ideas on how to run the organization, attend seminars, and innovate technology that will develop them as future leaders.

The design of the training programs should consider different actors in the land sector, various available strategies and technologies, and the cost implications. Adequate arrangements for managing transition should also be made before the commencement of the implementation process. Also, as observed in Haile et al. (2013), each land sector stakeholder in Africa has multiple roles to play in the in-capacity development of Africa. With increasing innovations and concepts in cadastral and land management, continuous professional development (CPD) programs in the landed professions are necessary to keep professionals abreast with the latest knowledge, allowing for the domestication of that knowledge within the local context, i.e. municipalities and district. Lastly, more attention should be given to the training of the younger generation to ensure that more citizens are more informed about land issues. Basic elements of land rights and other issues can be taught in o-levels schools and High levels Schools, along with other human rights issues currently covered in the school curriculum.

The results indicate there is still a great need for research to be carried out in the area of training and development in land services departments in Tanzania, specifically in municipality and district land sectors, as there seems to be limited data in the areas.

Moreover, research should consider a survey on the employees and how they perceive training practices in the land sector.

The assistant land commissioner for Morogoro Region needs to make a lot of improvements in the issues of training and development programs. There is a need to be straight forward ways of assessing the performance of employees in the land sector performance appraisals should be done at frequent intervals, and modern ways of performance appraisals should be used like the 100% and performance by objectives. Also, feedback on how the employees are performing should be done.

## 5.5   Limitation

The researcher had difficulty collecting data because some respondents were uncooperative while others were unwilling to give out the information needed by the researcher, and some who were willing to give out their views were busy with the out activities to serve the customers. Moreover, the administrations were suspicious about the understudied topic since it allows the respondents to give their ideas on how the organization is run. Also, afraid, if the respondent provided clear information, they sometimes are given warning letters, showing a negative attitude toward the questionnaires.

## 5.6   Areas for Further Research

The researcher could not research satisfactorily on all areas of this topic and therefore recommends future research on how the government invests in the training and development of employees in the public sector.

- Effectiveness of training and development and capacity building in the public sector

- Access the challenges facing training institutions in the public sector

- The effect of training and development actors in providing knowledge in the public sector.

- Research and link between land services providers and training institutes.

- Accessing the effectiveness of increasing land management innovations and concepts related to landed professions in keeping the latest knowledge.

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**APPENDICES**

**Appendix II: Questionnaire for Employees**

**SECTION I:  Basic Demographic Data (Please Tick (√) where appropriate)**

Q1.   Your age brackets

☐20-25         ☐25-30        ☐Above 30

Q2.   Sex of Respondent

☐Male        ☐Female

 Q3.  Marital Status of Respondent

☐Single    ☐Married       ☐Divorced ☐others

Q4.   No. of years of experience of Respondent

☐Less than 10 years        ☐11 to 20 years   ☐21 to 30 years        ☐Above 30
years

Q5. Education background of Respondent

a)  Certificate level ( )

b)  Diploma level ( )

c)  University degree ( )

d)  Master's degree ( )

**SECTION II: Professional Skills**

On a scale of 1-5 indicate your views regarding your professional skills by cycling
your option,

**Key to Rating:** 1. For Strongly disagree (SD); 2. For Disagree (D); 3. For Neutral
(N); 4. For Agree (A); 5. For Strongly agree (SA)

| 1 | You know what is expected of you at work | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 2 | You have the materials and Equipment that you need to do your everyday work | 1 | 2 | 3 | 4 | 5 |
| 3 | The work you do has appropriate task variety | 1 | 2 | 3 | 4 | 5 |
| 4 | The organization clarifies how its culture is evident through employee behaviour | 1 | 2 | 3 | 4 | 5 |
| 5 | You are given ample flexibility to perform your job | 1 | 2 | 3 | 4 | 5 |
| 6 | The organization rewards or recognizes such employee behaviour | 1 | 2 | 3 | 4 | 5 |
| 7 | You are performing a job that matches your skills | 1 | 2 | 3 | 4 | 5 |

| 8 | Your work interferes with your personal relationships & family responsibilities | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 9 | What are the Rewards in your organization are immediate and appropriate | 1 | 2 | 3 | 4 | 5 |
| 10 | You are offered economically feasible employee benefit programs tailored to individual needs | 1 | 2 | 3 | 4 | 5 |
| 11 | Your salary is fair, equitable and competitive | 1 | 2 | 3 | 4 | 5 |
| 12 | The organization provides you a safe work environment by accident prevention & safety programs | 1 | 2 | 3 | 4 | 5 |
| 13 | Your organization has created a professional, attractive work area that is functional and promotes productivity | 1 | 2 | 3 | 4 | 5 |
| 14 | You feel comfortable working with your team members | 1 | 2 | 3 | 4 | 5 |
| 15 | You have a supervisor who is respectful and one who inspires you | 1 | 2 | 3 | 4 | 5 |
| 16 | You work in a trusting and ethical Environment | 1 | 2 | 3 | 4 | 5 |
| 17 | You have the opportunity to grow and prosper with the organization | 1 | 2 | 3 | 4 | 5 |
| 18 | You feel attached with your company, team & other employees | 1 | 2 | 3 | 4 | 5 |
| 19 | A variety of training & development programs are offered to improve skills | 1 | 2 | 3 | 4 | 5 |
| 20 | You are a part of a supportive and productive team | 1 | 2 | 3 | 4 | 5 |
| 21 | Performance measurement is used as criteria for promotions | 1 | 2 | 3 | 4 | 5 |
| 22 | Performance measures are mutually agreed on & discussed by both the employee & supervisor. | 1 | 2 | 3 | 4 | 5 |
| 23 | Performance is appropriately rewarded with raises, incentives, rewards and recognition | 1 | 2 | 3 | 4 | 5 |

## SECTION III: Training Gap

Please tick (√) the appropriate

Q1. Has your company organized a training and development program?

Yes ( )　　　　　No ( )

Q2. Does your organization identify the training needs for the employees?

Yes ( )　　　　　No ( )

Q3. On an average, how much time did it used to take for training and development program?

One Month( ) Two Month( ) Three Month( ) Other:( ) Pease Specify …………

Q4. How much training programs has been made in the past one year?

    One ( ) Two ( ) Three ( ) Other: ( ) Pease Specify ……………………………

Q5. Do you have any training programs in the coming financial year?

    Yes ( )            No ( )

Q6. Does your top management take feedback?

    Yes ( )            No ( )

Q7. What do you think the training programs will be run in future?

    Yes ( )            No ( )

Q8. Do employee development programs raise unrealistic expectations about promotions?

    Yes ( )            No ( )

Q9. Does the commissioner development activities for him/herself?

    Yes ( )            No ( )

Q10. Do you feel trust in your supervisors?

    Yes ( )            No ( )

Q11. Are you aware of training programs in your sector?

    Yes ( )            No ( )

Q12. Does the sector have a consistent, timely and fair method for evaluating individual performance?

    Yes ( )            No ( )

## SECTION IV: How Training and Development Improve Performance

On a scale of 1-5 indicate your views regarding how training and development improve performance and increase productivity by cycling your option.

**Key to Rating:** 1. For Strongly disagree (SD); 2. For Disagree (D); 3. For Neutral (N); 4. For Agree (A); 5. For Strongly agree (SA)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | If done effectively Training and development can improve performance and improve productivity | 1 | 2 | 3 | 4 | 5 |
| 2 | Ineffective Training and development can lead to poor performance and decreased productivity | 1 | 2 | 3 | 4 | 5 |
| 3 | My performance has increased after I have undergone training | 1 | 2 | 3 | 4 | 5 |
| 4 | My performance has decreased or remained stagnant due to failure to undergo training | 1 | 2 | 3 | 4 | 5 |
| 5 | The new skills obtained from training has helped to improve my performance and organizational productivity | 1 | 2 | 3 | 4 | 5 |

| 6 | Training and development increases skills and knowledge needed for improved performance and productivity | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 7 | Training and development increases dedication from experience in work and improve performance and productivity | 1 | 2 | 3 | 4 | 5 |
| 8 | Training and development Create attitudes, loyalty, and cooperation that is more beneficial to increase the quantity and quality of productivity | 1 | 2 | 3 | 4 | 5 |
| 9 | Training and development reduce the learning time needed by employees to reach acceptable performance standards | 1 | 2 | 3 | 4 | 5 |
| 10 | Training and development assist in personal improvement and development of employee | 1 | 2 | 3 | 4 | 5 |
| 11 | Training and development help to meet the needs of human resource planning. | 1 | 2 | 3 | 4 | 5 |

**Thank You for Your Cooperation**

## Appendix II: Employees at Morogoro Municipal council

JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS.

TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MANISPAA MOROGORO

Unapojibu tafadhali taja:

Kumb. Na: L. 30/MMC-28/20                          Tarehe: 07,Januari, 2022

CHUO KIKUU HURIA CHA TANZANIA,
S. L. P 13224,
DAR ES SALAAM.

**JEDWALI NA 1. TASWIRA YA WATUMISHI WA IDARA YA MIPANGOMIJI, ARDHI NA MALIASILI HADI JULAI 2021**

| KITENGO | KADA YA WATUMISHI | WALIOPO | PUNGUFU KWA MUJIBU WA IKAMA |
|---|---|---|---|
| Kaimu Mkuu wa Idara | Afisa Mipangomiji | 0 | 1 |
| Mipangomiji | i. Afisa mipangomiji | 3 | 3 |
| Upimaji | i. Wapima Ardhi | 1 | 3 |
| | ii. Fundi sanifu upimajii | 4 | 6 |
| | iii. Fundi Sanifu Ramani | 1 | 2 |
| | iv. Field Assistant | 0 | 12 |
| Uthamini | i. Wathamini | 2 | 0 |
| | ii. Wathamini Wasaidizi | 0 | 3 |
| Ardhi | i. Afisa Ardhi Mteule | 1 | 0 |
| | ii. Afisa Ardhi | 4 | 2 |
| | iii. Maafisa Ardhi Wasaidizi | 1 | 5 |
| Maliiasili na Nyuki | i. Afisa nyuki | 1 | 0 |
| | ii. Afisa nyuki msaidizi | 1 | 1 |
| | iii. Afisa Misitu | 0 | 1 |
| | iv. Afisa misitu msaidizi | 1 | 1 |
| | v. Afisa wanyamapori | 1 | 0 |
| | vi. Afisa utalii | 0 | 1 |
| JUMLA | | 22 | 42 |

Nawasilisha.

Emeline E. Kihunrwa
KAIMU MKUU WA IDARA YA MIPANGOMIJI NA ARDHI
MANISPAA MOROGORO

**Appendix III: Research Clearance letter**

<div align="center">

**THE OPEN UNIVERSITY OF TANZANIA**
*DIRECTORATE OF POSTGRADUATE STUDIES*

</div>

P. Box 23409,                                                                      Tel: 255-22-2668992/2668445
Dar es Salaam, Tanzania                                                          Ext: 2101
www.out.ac.tz                                                                     Fax: 255-22-2668759
                                                                                  E-mail: dpgs@out.ac.tz

**Our Ref: PG201902015**                                    Date: 5th April, 2022
The Municipal Director,
Morogoro Municipal Council,
P.O. Box 166
Morogoro

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1stMarch 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 1stJanuary 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

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 **Ms. Tumaini Daudi Mayugwa Reg. No: PG201902015** pursuing **Master of Human Resource Management (MHRM).**

We hereby grant this clearance to conduct a research titled *"The Contribution of Training and Development to Employee's Performance in Public Sectors. A case of the Land Sector in Morogoro Municipality".* She will collect his data at your area from 9th April, 2022 to 9th May, 2022. 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.

With kind regards,

Prof. Magreth Bushesha
**DIRECTOR OF POSTGRADUATE STUDIES**