AN ASSESSMENT OF THE CONTRIBUTION OF TRAINING IN RAISING WORK EFFICIENCY IN THE ZANZIBAR PUBLIC SECTOR A CASE OF THE STATE UNIVERSITY OF ZANZIBAR

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A RESEARCH REPORT SUBMITTED TO FACULTY OF BUSINESS MANAGEMENT, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER DEGREE OF BUSINESS MANAGEMENT (MBA-FINANCE) OF THE OPEN UNIVERSITY OF TANZANIA.

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania (OUT), a dissertation entitled, **An Assessment of the Contribution of Training in Raising Work Efficiency in the Zanzibar Public Sector. A Case of the State University of Zanzibar,** in partial fulfillment of the requirements for award of the Degree of Master of Business Administration (MBA-Finance) of the Open University of Tanzania.

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Date

DECLARATION

I, Said A. Said**,** declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Signature

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Date

ACKNOWLEDGEMENT

DEDICATION

This dissertation is dedicated to my entire family and all those who truly care for me for their efforts, understanding and encouragement. Their support has led to the successful accomplishment of my study.

LIST OF ABBREVIATIONS

AFRU   Advancement Fundraising Unit

ATE   Association of Tanzania Employers

BoT   Bank of Tanzania

CBET   Competent Based Education Training

CC   Computer Centre

CSPS   Center of Research and Postgraduate Studies

DAQA   Department of Academic and Quality Assurance

DF   Department of Finance

DHR   Department of Human Resource

DLS   Directorate of Library Services

DPS   Department of Properties and Services

GCSS   Global center for Swahili studies

GPHA   Ghana Port and Harbors Authority

IAU   Internal Audit Unit

ICE   Institute of Continuing Education

ICT   Information Communication Technology

IKFL   Institute of Kiswahili and Foreign Language

IPA   Institute of Public Administration

JIT   Job Instruction Training

KBET   Knowledge Based Education Training

KPLC   Kenya Power and Lighting Company

KSAs   Knowledge, Skill and Abilities

LU   Legal Unit

MDAs   Ministries, Department and Agencies

NSSF   National Social Security Fund

OECD   Organization for Economic Co operation and Development

OJT   On the Job Training

OUT   Open University of Tanzania

PMU   Procurement Management Unit

PPU   Planning and Policy Unit

PRU   Public Relation Unit

RGoZ   Revolution Government of Zanzibar

SCOPE   School of Continuing and Professional Education

SEAS   School of Education, Art and Science

SKFL   School of Kiswahili and Foreign Languages

SNSS   School of Natural and Social Sciences

SOE   School of Education

SPSS   Statistical Package for Social Sciences

SUZA   State University of Zanzibar

SWU   Students Welfare Unit

TANROADS Tanzania National Roads Agency

TMC   Temeke Municipal Council

TNA   Training Needs Analyses

TROCEN   Tropical Center for Research on Oceanography, Environmental Sciences and Natural Resources

TVET   Technical and Vocational Education and Training

VC   Vice Chancellor

ZIFA   Zanzibar Institute of Finance Administration

ABSTRACT

The quality of human resource is an asset to any organization and as a result training has become an issue of great concern to every organization. Several organizations meet their needs for training in an ad hoc and haphazard manner. Others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. This study, sought to assess the contribution of training in raising work efficiency in the Zanzibar public sector using the case study of SUZA. It attempted to explore the perceptions on the importance of training, to examine the training capacity that can meet the public service requirement, to determine the factors affecting training programs to the public servants and to find the accurate measures that could enhance the effectiveness of training programs for public sector employees.

Both qualitative and quantitative methods were used. The study used interviews, questionnaires, and documentary review to elicit information from the sample and data were analyzed through SPSS Software Version 16.0. A sample of 70 respondents was obtained (40 respondents from SUZA members of staff and 30 respondents from SUZA trainees). The findings revealed that, there is still a problem of training programs in the training institutions and even other public organizations. The main challenges are lack of training policy in the learning institutions and other public organizations as well as financial constraints such as limited fund and bureaucracy to conduct an effective training. Furthermore, training programs in some cases fail to achieve the development goals of employees and the organization at large due to lack of an assessment of training needs in public organizations.

The study recommended to the University to improve the management capacity by conducting several seminars, workshops and other management development programs. Also, to maintain equitable participation in training between line and supporting staff, development and effective implication of training policy, conduct an assessment training needs, recruitment of enough qualified lecturers, good relationship between trainers and trainees, and the availability of modern training facilities.

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CHAPTER ONE

1.0 INTRODUCTION

With time, training programs had evolved from traditional to modern methods in various organizational settings. This is due to the needs that have arisen which are mainly caused by the increased importance of Human Resource Development in the organizations.

Gupta (2010) emphasizes that organizations are made up of Human Resources and functions through them. Other resources such as money, materials and machinery are collected, coordinated and utilized through people. The effective utilization of those resources requires effective trained personnel who can effectively apply the modern skills and knowledge to minimize the abrupt wastage of organizational resources and hence achieve the desired output efficiently and effectively. Thus, there is an increased need of the training programs for the employees in order to have a more productive and motivated workforce.

Normally, the training program in an organizational setting is periodically designed to assess each individual's contribution to the organization. The performance of individuals against organizational goals determines whether the organization meets its goals. Thus an effective training program is crucial for both organizational and individual development.

1.1 Background of the Study

Investment in human capital is central to economic performance and growth. When tastes and technologies are changing rapidly, human capital investments are important in maintaining high levels of competitiveness and of employment. Without

a workforce that is continually acquiring new skills, it is difficult to reap all the returns from technological progress.

In Europe, as in the US, training increases with educational attainment and the skill-intensity of occupations, and decreases with age. The age-training gap is negatively correlated with the employment rate of older workers, reflecting either the impact of training on older workers' employability or their incentive to stay on rather than retire, and invest in their skills. Women take more training than men, but essentially because they pay for their own training more often, while firms do not appear to accommodate their greater demand for training (http://www.iza.org cited on 01/07/2013).

In many developing countries, policymakers make critical resource allocation decisions and design education and training policies in the absence of reliable training data. Often, the only data available to them are on the supply of graduates from public vocational technical institutes and government training centers. As such, training policies developed in these countries tend to be very supply oriented.

A policy response to perceived skill shortfalls is often to expand supply capacity of vocational-technical institutions; manpower planning is often also based on simple extrapolations of past trends in skill supply. By failing to recognize that skill requirements can change with shifts in demand, evolving patterns of international competition, and new technology, these supply oriented policies often result in mismatches between skills supplied by public training institutions and those needed by industry.

In countries like Colombia, Indonesia, Malaysia, Mexico, Taiwan and China employers have the equipment and technical information needed to determine what skills are needed. Furthermore, the rest of the developing countries, the largest share of training are provided by employers during employment, either in house or from external training institutions (Tan and Batra, 1996).

Zanzibar has a centralized manpower system. Due to economic reforms and liberalization policy, stakeholders such as private sectors, Ministry of Education and Vocational Training particularly the Department of Higher Education, Universities, higher learning institutions as well as Employers Association and Trade Unions are now in the process of allocation, development and utilization of human resources.

However, statistics shows that, the public sector is still a dominant employer by absorbing more than 70 percent of the total formal employment, on the other hand the private sector is moving into progress following liberalization policy and government promotion on the sector taking place in 1980's. In addition out of the 53 percent of active labor force, 75 percent are employed or working for employment, the remaining 25 percent are unemployed. While among the employed, 65 percent have low education and are self-employed in agriculture sector, reflecting the dominant factor of this sector which is mostly subsistence farming. Therefore, more efforts still needed to be taken towards Human Resources development in Zanzibar including the formulation of the policy for the well being of the workers and Nation in general.

In spite of the general sect oral, regional and occupational imbalances as well as gender inequalities in employment, it has been realized that field of specialization

which have indicated large number of technical personnel include Education, Hotel Management, Nursing and Human Resource Management, Public Administration, Laboratory Technology and Accountancy. On the other hand, it was realized that there are some fields which are lagging behind including Civil Engineering, Chemical and Processing Engineering, Chemistry, Surgery, Radiology, Agriculture Engineering, Environmental Engineering, Computer Science as well as Financial Management. These new areas of specialization are mostly required in modern economic development, communication and trade (RGOZ, 2003).

1.1.1 Background of the State University of Zanzibar

The State University of Zanzibar was established by Act No 8 of 1999 of the House of Representatives of Zanzibar which became operationally on 26th September 2001. SUZA is a public university that aims at offering students equal opportunity for academic excellence and individual development. it also aim at the global integration of its endeavor and its stand to insure recognition of qualitative program and research.

Currently, the State University of Zanzibar consists of the institute of IKFL, ICE, SEAS and CC.

The University is being developed in phase. Phase I has started with the School of Education, Art and Science. SUZA in the very near future plans to begin restructuring by establishing more schools and centers: these will include:-

1. School of Education.
2. School of language and Arts.

3. School of Natural and applied Science

4. School of Continuing and Professional Education.

5. School of Computing, Communications, and media.

6. School of Tourism and Hotel Management.

7. School of Business.

8. School of Medicine

9. School of Agriculture.

10. School of Social Science and religious Education

11. School of Oceanography, Marine and Environmental Sciences.

12. School of research and graduate Studies,

Thus the vision of SUZA is to become center of excellence in learning, teaching, research and publication which will cater for the needs of national, regional and global communities.

The mission of SUZA is to utilize all resources and contributions of stake holders to effectively participate in providing the United Republic of Tanzania with qualified and competent human resources who shall be the catalyst for change and provide policy inputs in bringing sustainable, culture and social – economic development and well being in conforming with national and international norms and standards (Prospectus, 2010/2011).

The institute's educational programmes are structured to recognize that each participant benefits fully from the opportunities it affords. It is open to all persons; regardless of his/ her ethnic group, religious group, political ideology and the like (ibid).

1.2 Statement of the Research Problem

Currently in Zanzibar, the Public Service is neither performing efficiently nor effectively and does not deliver to the expectations in regards to developmental challenges. A situational analysis of the state of Public Sector in Zanzibar conducted in 2009 revealed that several MDAs are not able to undertake their mandates, roles and functions efficiently due to constraints in terms of enabling policy and institutional framework, physical and financial resources, conducive working environment and effective Human Resource skills and knowledge. These have led to poor performance in the public sector of Zanzibar.

The lack of an effective Human Resource Training and Development in the Zanzibar public sector is among the main reasons for ineffective performance development in public organizations. This is mainly because the performance development process involves training and Human Resource Development; changing attitude and behavior, imparting new skills and knowledge to the workers, thus lack of the mentioned factors can greatly limit development of effective performance in the public sector.

Although Zanzibar has for long time been providing free lower and higher education to its population, as well as professional education and in service training to various personnel, the country still faces the problem of technical personnel and professions. Most of the establishments have a surplus of unskilled, untrained supportive staff and laborers. This imbalanced situation of manpower distribution provides a challenge to human resources, manpower planners and developers on the need to have an effective manpower planning, allocation and development (RGoZ, 2010).

Moreover, the training programs in Zanzibar face a number of challenges such as, lack of sufficient funds, lack of assessment training needs, job mismatch for trained workers, and the like (ibid).

Thus, there is need to assess the training programs attained to public servants and as well to assess whether these programs have any positive impacts in Zanzibar public organizations. There is an urgency of ascertaining the contribution of training programs in the efficiency of the public sector. Also to know the challenges facing those institutions in attaining effective and efficient trained labor forces in their organizations.

Therefore, this study attempted to realize the above concerns.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study was to assess the contribution of training programs in raising work efficiency in the Zanzibar public sector – SUZA.

1.3.2 Specific Objectives

Specifically, the study aimed to attain the following objectives:

i.   To explore on the perception on the importance of training.

ii. To examine the training capacity that can meet the public service requirement.

iii. To determine the factors affecting training programs to the public servants.

iv. To determine the accurate measures that could enhance the effectiveness of training programs for public sector employee.

1.3.3 Research Questions

The study was guided by the following questions:

    i.   How is training considered at the work place?

    ii.   How should the training be implemented to meet the public service requirement?

    iii.   What factors have affected the effectiveness of long term course training programs to the public servants?

    iv.   What measures should be taken to enhance the effectiveness of training programs for public sector employees?

1.4 Significance of the Study

The findings of this study on training may be useful in several ways, including:

Firstly, the study may help in changing environment of the organization. Consequently, people's working environment and how they perform their duties will change.

Secondly, the study may enable identification of training needs common to the public sector in Zanzibar. The desired outcome is that the study may be a catalyst in the design of low cost programs to meet the training needs of the public sector.

Thirdly, the findings of this study may help the Government to oversee the problems associated with the training programs in public organizations in Zanzibar.

Fourthly, the recommendations basing on appropriate methods of training and human resource development may be useful for policy makers to develop an appropriate

human resource development policy for the effective management of Zanzibar public sector.

Fifthly, this study may bring benefits to employees in public organizations since an effective training program can lead to proper placement, promotion, and increase motivation of the employees.

Lastly, the study may help to draw attention further to research possibilities, hence the findings or gap may obviously help further researchers in their studies.

1.5 Limitations of the Study

The researcher of this study has encountered a number of limitations when conducting this study. These limitations included:

Financial and budgetary constraints, this limitation was due to the fact that, the researcher is self- sponsoring and the process of conducting research required a lot of financial resources to carry out various activities, such as to develop and distribute questionnaires for respondents and other stationary services which were more expensive as compared to researcher's ability to afford them effectively.

The time scheduled by the university management was limited affecting the research contents.

Lastly, was the reluctance of some respondents to give information due to several reasons such as fear and lack of confidence.

1.6 Scope of the Study

This study was conducted in Zanzibar. Though the interest was the Zanzibar public organizations, which was the main concern of the study, conducting any research consumes resources such as time, energy and finance. For its effective accomplishment, the study was delimited to only one public sector, namely SUZA.

1.7 Study Organization

This chapter presented the introduction of the study that contains the statement of the problem and background to the problem as well as the objectives, significance of the study, limitations and delimitation of the study. Chapter Two describes the literature review that includes the theoretical literature review, an overview of training approaches and practices in different countries and the conceptual framework of the study. Chapter Three explains the research methodology that was used in data collection and analysis. Chapter Four is about data analysis and discussion of findings which are presented according to the research objectives. Chapter Five presents the recommendation and conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical and empirical reviews of the study. Thus, the key terms and concepts in the study were defined and various theories related to training program were discussed. In this chapter, a critical literature analysis was made to show the knowledge gap and the relevance of the literature to the study. Furthermore, a conceptual framework for addressing the research problem was presented as well as various lessons that have been learnt from the reviewed literature.

2.2 Theoretical Literature Review

2.2.1 Conceptual Definitions

Training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Because this process is tied to a variety of organizational purposes, training can therefore be viewed either narrowly or broadly. In a limited sense, training provides employees with specific, identifiable knowledge and skills for use on their present jobs (Mathis & Jackson, 1999). Also training improves ability to perform on the job, because it involves the changing of skills, knowledge, attitudes, or social behavior (De Cenzo, & Robbins, 2002).

Public sector is an organization owned or controlled by a government including government authorities, instrumentalities and enterprises (Encyclopedia of Management, 2006). Public sector can be all industries and services which are owned by the state (Collin, 2004).

Efficiency is the quality of doing something well and effectively, without wasting of resources such as time, money, or energy (Longman, 2010).

2.2.2 The Difference Between Public and Private Sector

The public sector is usually composed of organizations that are owned and operated by the government. This includes federal, provincial, state, or municipal governments, depending on the nature of the country. Whereas the private sector is mainly composed of organizations that are privately owned and not part of the government. These mainly includes corporations (both profit and non-profit), partnerships, and charities (http://www.privacysense.net/difference-between-private-public-sector/ cited on 25/07/2013).

Moreover, another significance difference between the public sector and the private sector is that; most public sectors are managed under a larger chain of command and control, while private sectors mostly operate in a corporate setting. For example, when it comes to policy decisions, the activities in the public sector have a goal of sticking to what is indicated by law, while the private sector is managed under the rules of shareholders and corporate owners (http://www.differencebetween.net/business/difference-between-public-and-private-sectors/ cited on 25/07/2013).

Finally, the beneficiary of the services offered by the public sector is the general public, mean while the private sector also provides goods and services to the public in return for profit.

2.2.3 Theoretical Framework

2.2.3.1 Theories and Assumptions of Training in Public Sector

Training in public organizations offer significant contribution for the improvement of organizational performance. There are different theories and assumptions that justify the fundamental importance of employee training in public institutions, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of the organizations (ibid).

The first theory assumes that; people are often the key resource of a firm and their employment can make up at least two thirds of all costs. Well-managed training and development will usually add more value often far more value than it costs. And increasingly, a firm's competitive advantage depends more on the quality of its staff than on any other factor (http://businesscasestudies.co.uk/business-theory/people/training-and-development. cited on 24/07/2013).

Therefore, in this sense the theory accept the notion that, developing human resource in an organization is not wastage of organizational resources instead it is an appropriate mechanism of an organizational performance improvement.

The second theory is a product market theory of workers training. This theory was developed to explain why firms invest in general training of their workers. The reasons why firms encourage general training investment rely on labor market imperfections caused by asymmetric information. Essentially, if the present employers can observe ability or training investment better than potential future

employers, the latter will face a lemon's problem. As a result it is a difficult for the employee to sell herself on the job market. The original employer enjoys ex-post information monophony power, the anticipation of which creates incentives to finance general trainings (Frazis & Spletzer, 1979).

Therefore with regard to this theory, investment in workers training was actually associated directly with the organizational performance improvement.

Another theory is called, "The assumption model". Under this theory it is assumed that the higher the number of trained workers in a firm, the greater the productivity and thus the higher the market profit. The higher the number of trained workers in the competitors firm, the higher the competitors profit (Gersbach & Schmutzler, 2003).

This indicates that, the theory also supports workers training in organization for performance improvement purpose. Basing on the theories elaborated, there is a number of different famous writers who also support workers training in organizations being as a tool for performance improvement.

Robbins (1996) for instance supports workers training as a means of promoting organizational performance. Robbins says, "competent employees do not remain competent forever, skills deteriorate and can be obsolete". The author reminds employers that, employees just like any other tool for work; do not remain as sharp as new throughout their life. Therefore re- sharpening is a part of job routine for the

tool master. This means training is not simply that is given only once to new employees. All employees (new and old) have to learn and receive training throughout their stay in an organization.

Tripthat (2006) also elaborated more by saying that the objective of job training is to increase the knowledge of workers about the job with which they are concerned, so that their efficiency and skills of performance are improved. He further said that in job training, workers are enabled to learn current methods of handling machines and equipments, avoiding accidents, removing bottlenecks, minimizing wastes. This means that the author accepts the role of training in the workers for performance improvement.

Furthermore, the concept of improving organizational performance through workers training is emphasized by Braham (1990) who said that, training is a major source of new employee to organizations. According to him training results to qualitative change due to acquisition of new skills, training helps to address problems of skills shortage, motivation and productivity efficiency and effectiveness. This means that acquisition of new skills enhance capacity building which enable employees to perform better than how they were performing before. Qualitative change also can mean a change in performance from poor to better one. From this point of view it also shows that there is a great relationship between training and organizational performance improvement.

Gupta (2000) also believed that training is very important to employee; he support the previous famous writers discussed above. According to him, training means the

process of increasing the knowledge and skills for doing the particular job. It is an organized procedure by which people learn knowledge and skills for a definite purposes of the training, basically is to bridge the gap between job requirement and the present competence of the employees. Training is aimed at improving the behavior and performance of a person in an organization.

Moreover Christopher (2000) supported the previous authors by giving out his suggestions that, training and development is very important so it should be designed in such a way that employees will be able to acquire the skills, knowledge and the level of competence required to achieve the organizational performance.

2.2.3.2 The History of Training in Public Sector

With the onset of the Industrial Age, the training of the unskilled underwent a dramatic transformation in which vocational education and training emerged to replace the traditional apprentice system. The division of labor in an industrial factory resulted in specific job tasks that required specific relative training in a much shorter time span. As training activities grew more methodological and focused, the first recognizable modern training methods began to develop during the 19th and early 20th centuries (http://www.referenceforbusiness.com/encyclopedia/Thir-Val/Training-and-Development cited on 20/07/2013).

The early 20th century witnessed the emergence of training and development as a profession, resulting in the creation of training associations and societies, the advent of the assembly line requiring greater specificity in training, and the dramatic training requirements of the world wars. Important groups forming during this period

include the American Management Association in 1923 (which began as the National Association of Corporation Schools in 1913), and the National Management Association in 1956 (which began as the National Association of Foremen in 1925). At the same time, Henry Ford (1863-1947) introduced the assembly line at his Highland Park, Michigan, plant. As the assembly line created an even greater division of labor, along with an unprecedented need for precision and teamwork, job tasks and assignments required more highly specific and focused training than ever before.

Again, Prasad (2005) expressed that, in earlier practice training programmes focused more on preparation for improved performance in a particular job. Most of the trainees used to be from operative levels like mechanics, machine operators and other kinds of skilled works. When the problem of supervision increased, steps were taken to train supervisors for better supervision; however, the emphasis was more on mechanical aspects.

Gradually the problems increased in other areas like human relation beside the technical aspects of the job. Similar problems were also experienced in management group too, that is, how manager can change their approaches and attitude in order to face new challenges. This required the total change in utilizing the concept of training beyond operative level to the supervisory and management groups.

However, the utilization of training methods for managers did not have the same objectives, that is, providing training to managers to perform specific job but it extends to multi skill training so that managers may be able to handle a variety of jobs. Thus, the old concept of training does not suit the development of managerial

personnel and it was replaced by executive development or management development or simply development without any prefix.

2.2.3.3 Factors for Continuous Training in Organizations

Prasad (2005) suggested that, no organization has a choice of whether to train its employees or not, the only choice is that of methods. The primary concern of an organization is its viability, and hence its efficiency. There is continuous environmental pressure for efficiency, and if the organization does not respond to this pressure, it may find itself rapidly losing whatever share of market it has. Training imparts skills and knowledge to employees in order that they contribute to the organization's efficiency and be able to resist with the pressures of changing environment. The validity of an organization depends to a considerable extent on the skills of different employees, especially that of managerial cadre, to relate the organization with its environment.

There are three factors that necessitate continuous training in the organization. These factors are technological advances, organizational complexity and human relations. All these factors are related to each other. For example, technological advance tend to increase the size of the organization which increases its complexity. Similarly technological advances create human problems also. Thus training can play the following roles in the organization.

As for Increase in efficiency, training plays effective roles in increasing efficiency of employees in the organization. Training increases skills for doing a job in better way. Though an employee can learn many things while he is put on a job, he can do much better if he learns how to do the job. This becomes more important especially

in the context of changing technology because the old methods of working may not be relevant. In such case, training is required even to maintain minimum level of output.

Increase in morale of employees. Training increases morale of employees. Morale is a mental condition of an individual or group which determines the willingness to cooperate. High morale is determined by an employee enthusiasm, voluntary conformation with regulations, and willingness to cooperate with others to achieve organizational objectives. Training increases employees' morale by relating their skills with job requirements. Possession of skills necessary to perform a job well often tends to meet such human needs as security and ego satisfaction. Trained employees can see the jobs in more meaningful ways because they are able to relate their skills with jobs.

Better human relations. Training attempts to increase the quality of human relations in the organization. Growing complexity of organizations has led to various human problem like alienation, inter-personal and intergroup problems. Many of these problems can be overcome by suitable human relation training.

Reduced supervision. Trained employee does not require intensive supervision; instead, they require more autonomy and freedom. Such autonomy and freedom can be given if the employees are trained properly to handle their job without the help of supervision. With reduced supervision, a manager can increase his span of management. This may result into lesser number of intermediate levels in the organization which can save much cost to the organization.

Increased organizational viability and flexibility. Trained people are necessary to maintain organizational viability and flexibility. Viability relates to survival of the organization during bad days, and flexibility relates to sustain its effectiveness.

2.2.3.4 Types of Training/Training Approaches

According to Robert (1999), the common training approaches and techniques can be classified into the following major groups:

2.2.3.4.1 On-the-Job Training

The most common type of training at all levels in an organization is *on-the-job training* (OJT). Whether or not the training is planned, people do learn from their job experiences, particularly if these experiences change over time. On-the-job training usually is done by the manager, other employees, or both. A manager or supervisor who trains an employee must be able to teach, as well as to show, the employee what to do.

2.2.3.4.2 Job Instruction Training

A special, guided form of on-the-job training is known as *job instruction training* (JIT). Developed during World War II, JIT was used to prepare civilians with little experience for jobs in the industrial sector producing military equipment. Because of its success, JIT is still used. In fact, its logical progression of steps is an excellent way to teach trainers to train.

2.2.3.4.3 Simulation

Simulation is a training approach that uses a training site set up to be identical to the work site. In this setting, trainees can learn under realistic conditions but be away

from the pressures of the production schedule. One type of simulation is called **vestibule training,** which occurs in special facilities that replicate the equipment and work demands of jobs. Examples of vestibule training include airlines that use simulators to train pilots and cabin attendants, astronauts who train in mock-up space capsules, and nuclear power plant operators who use model operations control rooms and consoles.

Behavioral simulations and computer-generated virtual reality have grown as computer technology and use of the Internet for training have grown. Virtual reality uses three-dimensional environments to replicate a job. Computers, audio equipment, and video equipment all may be a part of a virtual reality training approach. It is very useful where danger to the learner or to expensive equipment is involved, such as teaching pilots to fly   aircraft or teaching police officers when to use their weapons and when to hold their fire in situations where their lives may be in danger (Robert, 1999).

2.2.3.4.4 Cooperative Training

Two widely used cooperative training methods are internships and apprenticeships. Both mix classroom training and on-the-job experiences.

Internships: This is a form of on-the-job training that usually combines job training with classroom instruction in trade schools, high schools, colleges, or universities. Internships are advantageous to both employers and interns. Interns get "real-world" exposure, a line on the vita (resume), and a chance to examine a possible employer closely. Employers who hire from campuses get a cost-effective selection tool that

includes a chance to see an intern at work before a final hiring decision is made (Robert,1999).

Apprenticeships: This is another form of cooperative training that is used by employers, trade unions, and government agencies is apprentice training. An apprenticeship program provides an employee with on-the-job experience under the guidance of a skilled and certified worker. Apprentice training is used most often to train people for jobs in skilled crafts, such as carpentry, plumbing, photoengraving, typesetting, and welding. Apprenticeships usually last two to five years, depending on the occupation. During this time the apprentice receives lower wages than the certified individual.

2.2.3.4.5 Classroom and Conference Training

Training seminars, courses, and presentations can be used in both skills-related and developmental training. Lectures and discussions are a major part of this training. The numerous management development courses offered by trade associations and educational institutions are examples of conference training. Company-conducted short courses, lectures, and meetings usually consist of classroom training, whereas company sales meetings are a common type of conference training. Both classroom and conference training frequently make use of training techniques such as case discussions, films, and tapes to enhance the learning experience (Robert,1999).

2.2.3.4.6 Classifications of Training Methods/Techniques

Armstrong (2003) classified the Training approaches into two major categories, these are; on the - job training approach and Class –Room or off – the – job approach.

2.2.3.4.7 On – The – Job Training Techniques

There are four basic kinds of on – the – job training

    1.) One-On-One Instruction

    2.) Coaching

    3.) Job Rotation

    4.) Apprenticeship/Internship

One-on-one instruction: In this method people who serve as a trainer for the organization meet with the employees at the workplace (though perhaps in a separate area) and instruct the trainee. Generally the instructional method involves a description of the procedures, along with visual demonstration by the instructor. Following this, the trainee practices, under the supervision of the trainer. Of course various texts, videos, and other materials might be used to supplement this training method.

Coaching: This is the unplanned training and development activities provided by the supervisor and peers.

Job Rotation: This is a formal, planned program that involves assigning trainees to various jobs in different parts of the organization. The purpose of the job rotation is to provide the trainees with a large organizational perspective and a greater understanding of different functional areas, as well as a better sense of their own career objectives and interests.

Apprenticeship/internship: An apprenticeship is a formal program involving a combination of classroom instruction and hands-on practice and training, primarily in

the skilled crafts (such as carpentry). Although internships are included here with apprenticeships, they are rather different: an internship is a program that provides work experience to students prior to graduation from an academic program. Typically, internships are completed by the students in business, law, and the health professions. Therefore, an apprenticeship constitutes a complete program, while an internship is a merely one part of a large educational program.

2.2.3.4.8 Class-Room or Off-the-Job Methods

Off-the-Job training simply means that training is not a part of every day job activity. The actual location may be in the company class rooms or in places which are owned by the company or in universities or association which have no connection with company. These methods consist of, Lectures, conferences, group discussions, case studies, role-playing, program instruction and T-Group Training.

Lectures: This refers to a presentation by the trainer on ideas, concepts, theories, and issues. This method focuses on transmission of knowledge. It entails maximum active role by the trainer and little overt activity by the participants.

The Conference Method: It is a formal meeting conducted in accordance with an organized plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees. It lays emphasis on small group discussions on organized subject matter and on the active participation of the members involved.

Role-playing: This is the method of human interaction which involves realistic behavior in the imaginary situations. As a normal major has pointed out, a role-

playing experience soon demonstrates the gap between thinking and doing. The idea of the role playing involves action, doing and practice.

T-Group Training: This usually comprises association, audio-visual aids, and planned reading programmes. Members of a professional association receive training by it in the new techniques and ideas pertaining to their own vocations. Through a regular supply of professional journals and informal social contacts or gathering members are kept informed of the latest development in their particular field. Audio-visual aids-records, tapes and films are generally used in conjunction with other conventional teaching methods. Planned and supervised reading programmes are conducted. Technical publications and the latest journals are kept in the library for the use of the trainees.

2.2.3.5 Management of Training

According to Robert (1990), evaluation of training compares the post-training results to the objectives expected by managers, trainers, and trainees. Too often, training is done without any thought of measuring and evaluating it later to see how well it worked. Because training is both time-consuming and costly, evaluation should be done.

The management saying that "nothing will improve until it is measured" may apply to training assessment. In fact, at some firms, what employees learn is directly related to what they earn, which puts this principle of measurement into practice. One way to evaluate training is to examine the costs associated with the training and the benefits received through cost/benefit analysis.

As mentioned earlier, comparing costs and benefits is easy until one has to assign an actual dollar value to some of the benefits. The best way is to measure the value of the output before and after training. Any increase represents the benefit resulting from training. However, careful measurement of both the costs and the benefits may be difficult in some situations. Therefore, benchmarking training has grown in usage.

2.2.3.6 Benchmarking Training

Rather than doing training evaluation internally, some organizations are using Benchmark measures of training that are compared from one organization to another. To do benchmarking, HR professionals in an organization gather data on training and compare it to data on training at other organizations in the industry and of their size (Robert, 1990).

2.2.3.7 Identifying the Training Needs

Identifying the training needs is the process that involves establishing areas where individuals (employees) lack skill, knowledge and ability in effectively performing the job and also identifying organizational constraints that are creating roadblocks in the performance (Foot & Hook, 1996).

According to Prasad (2005) suggested that, there are various methods for identifying the training needs of the employees. On the basis of a survey of practices for identifying the training needs followed by various organizations, Sinha has found the following methods for the purpose in order of preference: views of the line manager, performance appraisal, company and departmental plans, views of training manager and the analysis of job difficulties. As against these practices, McGhee and Thayer

have given a model for identifying the training needs. This model includes organization analysis, task analysis and man analysis (ibid).

2.2.3.8 Organizational Analysis

Prasad (2005) suggested that, organizational analysis is the first factor for identifying training needs. It is the systematic effort to understand where the training effort needs to be emphasized in the organization. It involves detailed analyses of the organization structure, objectives, human resources and the future plans. An in-depth analysis of these factors would facilitate an understanding of deficiencies that need to be rectified. However, since training cannot overcome all these deficiencies, other inputs can also be used in conjunction with training inputs.

The starting point in organizational analysis is the identification of its long term objectives and defining its operational objectives. These operational objectives will give idea about the type of activities to be undertaken by the organization. Based on these, organization structure, and consequently manpower planning can be prepared, which will give the idea about the type of people required.

Robert (1999) indicated that, the first way to diagnose training needs is through organizational analysis, which considers the organization as a system. An important part of the company's strategic human resource planning is the identification of KSAs that will be needed by employers in the future as both jobs and the organization change. Both internal and external forces that will influence training must be considered when doing organizational analyses. The problems posed by the technical obsolescence of current employees and an insufficiently educated labor

pool from which to draw new workers should be confronted before those training needs become critical.

To illustrate this, consider a medium-sized telecommunications firm that is facing increasing competition and changes in its industry. During its strategic planning, the firm recognized that greater computerization of its operations was needed. The firm identified that establishing an intranet in the company was going to mean that increased internal and external communications were to occur electronically.

A number of employees needed to be trained to use computer software and given laptops to use both at work and away from the office. One important source for organizational analyses comes from various operational measures of organizational performance. On a continuing basis, detailed analyses of HR data can show training weaknesses. Departments or areas with high turnover, high absenteeism, low performance, or other deficiencies can be pinpointed. After such problems are analyzed, training objectives can be developed. Specific sources of information and operational measures for an organizational level needs analysis may include the following: grievances, complaints from customers,   accident records, equipment utilization figures, observations, training committee observations, exit interviews, waste/scrap/quality control data (ibid)

According to De Cenzo (2002), organizational analysis involves a comprehensive analysis of organizational structure, objectives, culture, processes of decision making, future objectives and so on. The analysis would help identify deficiencies and mechanisms that would be needed to make adjustments in those deficiencies. This analysis begins with an understanding of short term and long term goals of the

organizations as a whole and for each department specifically. This would help to identify what capacities are needed to fulfill these goals.

A number of mechanisms can be used to answer the above three questions. An organization can do an attitude survey, look at its performance closely, observe the behaviors of the people, assess its public image, keep a close watch on such indicators as accidents, absenteeism, wastage, turnover, morale, motivation, etc.

2.2.3.9 Task Analysis

This the second step, the task/KSA analysis, involve obtaining information from the organizational analysis to evaluate the tasks performed in each job and then determine the KSA needed to perform these tasks effectively (De Cenzo, 2002). Analysis of tasks would indicate whether tasks have changed over period of time and whether the employees have adequate skill in performing these tasks. The task analysis helps in looking at these expectations closely to see if the employee has the necessary skills to fulfill these expectations.

According to Prasad (2005), task analysis entails a detailed examination of a job, its various operations, and the conditions under which it has to be performed. As discussed earlier, job analysis will provide job description and job specification. The organization will be able to know the kind of jobs that are to performed and the type of people that are required to perform these jobs.

2.2.4 Person Analysis

The final step of a training needs analysis, the person analysis, addresses the question of whether certain employees have deficiency in the important tasks/KSAs, and

whether the training would treat the deficiencies. Of the three, this is a complex component because of difficulties in assessing human contribution (De Cenzo, 2002).

Generally, input for man analysis is from indicators such as production data, meeting deadlines, quality of performance, personal data such as work behavior, absenteeism, late coming. Data on these indicators can be collected through records, observations, meeting with employees and other who work with him. However, as mentioned earlier, it is one of the difficult areas because of the complexity of the human nature and the inter-linkages of human performance with other aspects of work.

Prasad (2005) suggested that, the focus of man analysis is on the individual employee, his abilities, his skills and the inputs required for job performance, or individual growth and development in terms of career planning. Man analysis help to identify whether the individual employee requires training and, if so, what kind of training. Clues to training needs can come from an analysis of an individual's or a group's typical behavior. Major sources of information for man analysis may be: observation at the work place, interviews with superior and peers, personal records and production records various tests.

Robert (1999) said, the third means of diagnosing training needs focuses on individuals and how they perform their jobs. The use of performance appraisal data in making these individual analyses is the most common approach. In some instances, a good HR information system can be used to help identify individuals who require training in specific areas.

To assess training needs through the performance appraisal process, an employee's performance inadequacies first must be determined in a formal review. Then some type of training can be designed to help the employee overcome the weaknesses. Another way of assessing individual training needs is to ask both managerial and non managerial employees about what training they need. The results can inform managers about what employees believe their problems are and what actions they recommend. A training needs survey can take the form of questionnaires or interviews with supervisors and employees on an individual or group basis.

The purpose of training needs survey is to gather information on problems perceived by the individuals involved. The following sources are useful for individual analyses: Questionnaires, Records of critical incidents, Job knowledge tools, Data from assessment centers, Skill tests, Role playing results, Attitude surveys, etc.

2.2.4.1 Transfer of Training

Transfer of training generally refers to the use of trained knowledge and skills back on the job. Training transfer is the generalization of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over time. (http://www.eurojournals.com/ajsr.htm cited on 24/07/2013).

Robert (1999) said that, for effective transfer of training from the classroom to the job, two conditions must be met. First, the trainees must be able to take the material learned in training and apply it to the job context in which they work. Second, use of the learned material must be maintained over time on the job. One way to aid transfer of training to job situations is to ensure that the training is as much like the jobs as

possible. In the training situation, trainees should be able to experience the types of situations they can expect on the job. For example, training managers to be better interviewers should include role playing with "applicants" who respond in the same way that real applicants would.

According to the transfer of training framework, the transfer of training activities could be segregated into three phases which is before, during, and after training to facilitate and improve the transfer of training. However, for the purpose of this study, only transfer of training after training is being applied. In this case, the management must ensure that trainees have immediate and frequent opportunities to practice and apply what they learn in training on the job (Saks & Haccoun, 2007).

Armstrong (2006) argued that, the transfer of expertise by outside experts is risky since their design is often removed from the context in which work is created. This is a fundamental problem and applies equally to internally run training courses where what has been taught can be difficult for people to apply in the entirely different circumstances in their workplace. Training can seem to be remote from reality and the skills and knowledge acquired can appear to be irrelevant. This particularly applies to management or supervisory training, but even the manual skills learnt in a training centre may be difficult to transfer. This problem can be tackled by making the training as relevant and realistic as possible, anticipating and dealing with any potential transfer difficulties. Individuals are more likely to apply learning when they do not find it too difficult, believe what they learnt is relevant, useful and transferable, are supported by line managers, have job autonomy, and believe in them and are committed and engaged.(ibid)

2.2.4.2 Assessing the Training Needs

When training needs in an organization are viewed in isolation from the bottom-line results that the organization is seeking, training courses are not part of an overall strategy for performance improvement that supports organizational goals. In this case, the design of a training program is often approached on a hit-or-miss basis. Several trainers decide what they want to teach or receive orders from management, without sufficient regard for what the participants need to learn so that the organization can succeed (Wiley, 2006).

All this can be avoided by making an effort to assess the need for training and the training participants prior to training. Gathering information about the training need and the actual or potential participants is the first step in designing an active training program from scratch or tailoring an existing one for a specific group.

2.2.4.3 Training Challenges

Armstrong (2003) argues that, the training process brings with it a number of challenges (questions) that managers must answer and be aware with them. These are such as

a) Is training the solution to the problem?

A fundamental objective of training is the elimination or improvement of performance problems. However, not all performance problems call for training. Performance deficit can have several causes, many of which are beyond the worker's control and would therefore not be affected by training. For example, unclear or conflicting request, morale problems, and poor quality materials cannot be improved through training.

b) Are the goals of training clear and realistic?

To be successful, a training program must have clearly stated and realistic goals. The goals will guide the program content and determine the criteria by which its effectiveness will be judged. For example, management cannot realistically expect that, one training session will make everyone to be computer expert. Such kind of expectation guarantees failure because the goal is unattainable.

c) Will the training work?

There are many types of training programs in widespread use. Some are computerized, others use simulations and still others use the traditional lecture format. Some types of training are more effective than others for some purposes and in some situations. Designing effective training remain as much as an art and science. However no single type of training has proved most effective overall.

Beyond the types of training and its content, a number of contextual issues can determine a training program's effectiveness. For example an organizational culture that supports change, learning and improvement can be more important determinant of training program effectiveness than any aspect of the program itself. Participants who view training solely as a day away from work are unlikely to benefit much from the experience. Furthermore if the participant's managers do not endorse the content and purpose of training, it is unlikely that the training program will have any influence on the work processes.

Finally, training will not work unless it is related to the organizational goals. A well designed training program flows from the company's strategic goals, a poorly designed one has no relationship to or even worse is at cross – purpose with those

goals. It is the manager's responsibility to ensure that the training is linked with organizational goals (ibid).

2.3 An Overview of Training Approaches and Practices in Different Countries

Different governments worldwide use different approaches in training their employees in public sectors. In Europe, training is a key ingredient of the government strategy which recommends to several European countries the modernization of their education systems and the increase in the percentage of individuals participating in lifelong education and training. The emphasis on education and training is common to all advanced industrial societies, because of the widespread belief that the challenges posed by the rise of the new low-cost producers in Asia can only be met if labor attains high levels of skill, in a continuous up-skilling process. Almost halfway through, however, it seems clear that attaining the very ambitious goals of the strategy is out of question for most European countries (iza@iza.org. cited on 01/07/2013).

Training in Europe is particularly important for senior workers, whose skills accumulated at school are likely to be substantially depreciated, and for the less educated, who run the risk of social exclusion. However, the accumulation of human capital does not end with schools, and training is key to augment and adapt existing skills to the changes of technology. Efficiency is not the only criterion which justifies government intervention in the market for training. The simple observation that learning begets learning suggests that those individuals who are disadvantaged in the education process are also likely to be at a disadvantage in their labor market learning. If access to schooling is not open to all according to talent and effort

because of market failures in the market for education, the disadvantage accumulated at school is going to be amplified by poor training in the labor market. If individuals mature differently and this affects their responses to education, this too could be amplified by training subsequently. A reinforcing factor here is that inequalities of opportunity could affect not only schooling, but also training conditional on schooling (Leuven, 2005).

In the case of Malaysia, in the era of global competition, many organizations now have shifted their paradigms from traditional job-based training to organizational business strategies and cultures (MacNeil, 2004, Ellinger, 2005 & Ismail, 2007). Under this approach, supervisors are empowered by an employer to effectively design and administer training programs to develop useful competencies for future organizational development and change. During the designing stage of training programs, supervisors often work together in tandem with the management team and other employees in establishing objectives, selecting suitable trainers, developing effective lesson plans, selecting program methods and techniques, preparing course materials, scheduling the program, as well as conducting TNA (Francis 2009).

In the case of Ghana, the government has placed within its national development agenda an emphasis on skills, science, technology, and innovation for promoting economic growth and job creation. Over the past year GeSCI has been expanding its partnership with the Ministry of Education to include support for TVET. Within this support a number of priority sectors have been chosen, including ICT. Policy makers have prioritised a cross-sectoral programme to harmonize and implement this agenda. With support being provided by a number of development partners such as

COTVET and GSTDP to support this government programme. To provide inputs and support to the Government, GeSCI was appointed project coordinator by the World Bank for this project. The expectation is that skills and technology development will support two different but related agendas: poverty reduction and competitiveness. Better skills and technology use can contribute to the efficiency and competitiveness of Ghanaian firms both in the formal and informal sectors, thereby creating new job opportunities and reaching the poorest (http://www.gesci.org/technical-vocational-education-training.html cited on 03/07/2013).

In Tanzania, ATE has used different approaches to sensitize its members on the importance of human resource development through the adoption of needs – based and member driven training programmers. ATE has always stressed that training is a major tool in enhancing efficiency and effectiveness which are absolutely necessary for higher performance in almost all work places. It is through training that the workforce is provided with requisite attitudes, skills and current knowledge to perform well at assigned tasks and responsibilities (http://www.ate.or.tz/services/training.php cited on 01/07/2013).

In Zanzibar, the public sector is still a dominant employer by absorbing more than 70 percent of the total formal employment, however private sector are in progressive following liberalization policy and government promotion on the sector taking place in 1980's. In addition out of the 53 percent of active labor force, 75 percent are employed or working for employment, the remaining 25 percent are unemployed. While among the employed, 65 percent have low education and are self-employed in agriculture sector, reflecting the dominant factor of this sector which is mostly

subsistence farming. Therefore, more efforts still needed to be taken towards Human Resources development in Zanzibar including the formulation of the human resource development policy for the well being of the workers and Nation in general (RGoZ, 2010).

2.3.1 Human Resource Development in Zanzibar

Human resource development in Zanzibar aims at undertaking an orderly and planned transition towards the acquisition of strategic skills and high incentives for staff will be undertaken and newly recruited staff will join on – job training programme. Skilled staff and professionals will be highly motivated to improve their performance. Training will be perceived as a continuous process aiming at not only importing knowledge but also retaining qualified staff (http://www.eisa.org.za/WEP/zan6.htm - cited on 01/07/2013).

The statistics show that, in 2011 there were 9,229(72.85%) public servants who hold certificate, 2,470(19.50%) who hold Diploma, 292(2.30%) who hold Post Graduate, 646(5.10%) who hold masters and 32(0.25%) who hold PhD. The following table illustrates the fact in hand.

Table 2. 1: Number and Level of Education of the Government Employees for the year 2011

S/N	Educational Level	Number of Count	Per (%)
1	Certificate	9,229	72.85
2	Diploma	2,470	19.50
3	Post Graduate	292	2.30
4	Masters	646	5.10
5	PhD	32	0.25
	Grand Total	**12,669**	

Source: President's Office Ministry of Good Governance and Public Services Zanzibar (2013)

Also, it was observed that the training program should have good impact to all employees in the public sector. Since this seems to upgrade the employees' skills, knowledge and capacity of their performance so that they can match with their job requirement and effectively cope with the continuous managerial change in public administration. Therefore, in dealing with the above situation, the Revolutionary Government of Zanzibar has undertaken the training programs for different employees from within and outside the country. However, most of the training programs for public sector employees are conducted in public institutions, such as SUZA, ZIFA, ZIToD and IPA (RGOZ, 2010).

2.4 Empirical Literature Review

It has been identified that a lot of studies related to training programs have been conducted by researchers from within and outside Tanzania and hence various researchers came up with different findings.

Training has an impact on services delivery. A study by Mbwambo (2009) found that the few employees who attended training improved their work performance. For this to be realized there must be adequate budget for training, which was found to be major challenge facing institutions. Unless major taken, employee performance and organizational development will suffer (Msangi, 2008).

Also, training and development has significant effect in employees' performance. This is due to the fact that employees` knowledge and skills are updated on a regular basis. Skills and Knowledge which are available through training and development, if are imparted to the employee, really the employee will perform at expected

standard. (Shomari, 2009). And also due to the fact that the training and development are very important for the well being of the both trade union officials and organization where they work. However the level of training and development of trade union officials at KPLC is still low because the officials were not aware of the training areas and that their attitude towards training and development was still negative despite the fact that they believe that training will positively affect both their interest and organization's interest (Kibet, 2010).

Although some of the workers have negative perception towards workers training that it is expensive and causes an increase in labor turnover. However such arguments were very weak and lacked justification. This is due to presence of the direct relationship between workers training and organizational performance, that was observed from the increase in number of graduates from various training institutions and the improve in performance of the TANROAD (Kasoyaga, 2008).

The training in organization is more or less unplanned and unsystematic. A study conducted by Feguson (2009) found that, other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of such training, but engages in job and refresher training and the training methods, plans, lessons, and trainers are selected as their situation demands. However, training activities are largely not evaluated, sponsorships for further studies (career development) are minimal and there is no career progression projection, nor training and development projections for individual employees.

The government is taking several steps to ensure that people acquire the necessary knowledge and skills. The provision of secondary and technical schools, vocational training institutes and colleges, professional and tertiary institutions, as well as the educational reforms currently taking place in the country, are all geared towards the acquisition of skills and knowledge to ensure effectiveness and efficiency in the work places (ibid).

Furthermore, Workers training increases the number of qualified workers and that is affected through employment of human resources succession planning that ensure effective training after doing training needs assessments (Kasoyaga, 2008).

Nevertheless, if the majority of employees are technically qualified, well experienced and especially between age group of 25-35, will increase the efficiency of employees in the organization. This can be achieved only when the organization provides more training programs to the new staff as per requirement and it not faces with the problems of non-availability of the skilled trainer to train the employees (Hemanth, 2010).

Moreover,the knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology, products, and systems. Most organisations invest in training because they believe that higher performance will result (Alliger, 1997, Kozlowsl , 2000).

Nevertheless, general training raises a worker's future productivity not only in the firm providing it, but also in other firms in the labour market. Becker (1962) argued that workers rather than firms should pay the cost of general training because the employers would not be able to capture any future return on their investment.

Therefore, general training may be arranged in a formal education group because it is valuable to a wide range of employers and can be obtained in other ways than training in the firms.

The firm should only pay for the firm specific component of training which does not help the worker receive higher wages elsewhere. In contrast, specific training raises the worker's productivity only in the firm providing it either because they have special methods or because they use equipment with which workers must become familiar. The returns on specific training might be lost when the relationship between employer and worker dissolves. Thus, specific training is clearly associated with turnover. When employers expect workers to be with the firm for a long time, they will offer training for workers since there is a longer period in which the firm can receive returns from their investment (ibid).

2.5 Research Gap

This topic was chosen to focus on the contribution of the training program to the work efficiency in Zanzibar public sector. Currently, the Zanzibar government through its President Office, Public Services and Good Governance is undertaking the public service reform which ultimately aims at improving the public service delivery in the public sector. However, while the program is in progress there is no suitable human resource development policy that can serve as a guide for the training program in Zanzibar public sector.

Lack of human resource development policy has resulted in number of training problems such as objectives of training are not met by the organization, workers are merely attending the training programs with full desire of promotion and salary

increase and not for efficiency and performance improvement of their respective organizations.

Moreover, as compared to it neighbours, Zanzibar has very few studies concerning the assessment of the contribution of the training programs in the public sectors.

2.6 Conceptual Framework

The researcher used a training conceptual model which enables effective employment of case study designed as well as qualitative and quantitative research approaches.

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┌──────────────────┐
│     Workers      │──┐
└──────────────────┘  │
┌──────────────────┐  │        ┌────────────────────┐
│  Training Plans  │──┤        │  ➤ Work            │
└──────────────────┘  ├───────▶│     Efficiency     │
┌──────────────────┐  │        │  ➤ Performance     │
│  Training Needs  │──┤        │     Improvement    │
└──────────────────┘  │        └────────────────────┘
┌──────────────────┐  │
│ Training Process │──┘
└──────────────────┘

   Independent Variables              Dependent Variables
```
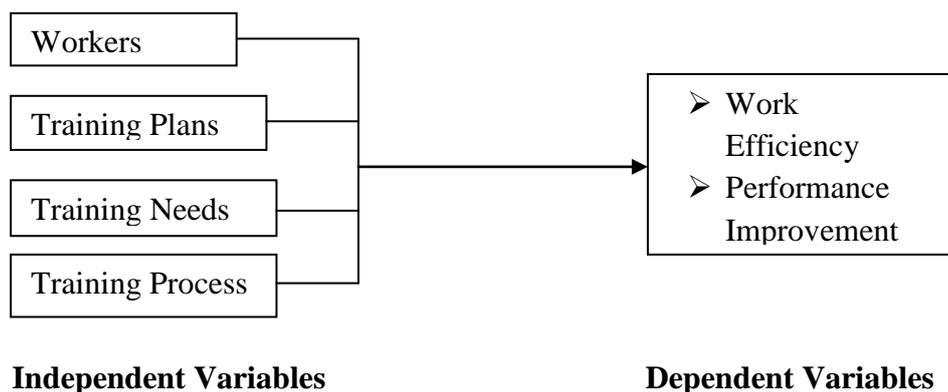
Figure 2. 1: Conceptual Framework

Source: Ogwe (2012)

The model consisted of two variables that are independent variables which are workers, training Plans, training needs assessment and training process, and the dependent variable which are work efficiency and performance improvement. In this regard independent variables are manipulated to cause or to influence certain training outcomes (Gague, 1985). Thus within the conceptual model and for the purpose of this study, the training variables are measured by focusing on the relevance of the

training programs and its impacts in public sectors and the number of employees who attend various relevant training courses. Similarly, the dependent variables are the intended aims of training which are expected to result from the exposure of the independent variables. As exposure varies, results may differ, allowing effectiveness to be measured.

2.7 Chapter Summary

This chapter presented information from various empirical points of view. The empirical review examined above indicates that, training has significant impact to the wok efficiency and performance improvement in public sector. The organizations such as GPHA, TANROADS, BOT, TMC, KPLC, NSSF and the India Minerals Company have used the training as an appropriate mechanism for their organizations' effectiveness. Thus, the findings of the above empirical reviews support that performance improvement and organizational efficiency is largely contributed by an effective training programs. However these empirical studies did not indicate the extent to which on – the - job training and off- the – job training contribute to such higher performance and which type of training brings the desired performance and efficiency in the public sector.

Moreover, the empirical studies did not indicate the extent to which the training policy and an assessment of the training needs as an independent variables contribute to an effective training that result in performance improvement and work efficiency in public sector. Therefore this study will try to fill the knowledge gap and hence come up with sufficient perspectives on the types and effective training approaches that could raise work efficiency in the public sector.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the Research methodology that gives the clear picture of the area of study, the methods of data collection used by the researcher, sample size and sampling procedures as well as data analysis and presentation. The survey method was mainly used by the study, questionnaires and interview was the main instruments of data collection. The validity and reliability of data have also been discussed in this chapter.

3.1 Research Design

A research design is a logical and systematic plan prepared for directing a research study. It constitutes the blue print for the collection, measurement and analysis of data (Krishnaswami & Ranganatham, 2007). It is also defined as a detailed blue print used to guide a research study toward its objectives (Aaker, 2002). Research design is a conceptual structure within which research is conducted and it constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2004).

According to Punch (2005), the case study is good for a thorough study of the problem hence provides comprehensive and in-depth information of it. Punch, (2005) argues that the case study aims at understanding the case in-depth, and in its natural setting, recognizing its complexity and its context. Adam and Kamuzora, (2008) argue that a case study helps a researcher to get an in-depth, contextual analysis, flexibility in data collection methods and again saving of time and money.

The study therefore adopted the case study design so as to get in-depth, contextual analysis on the contribution of training program in public sector with reference to SUZA.

3.2 Area of Study

The study was conducted in an academic institution namely SUZA. Several reasons persuaded interested the researcher to select SUZA as a case study.

Firstly, SUZA is an academic institution that has different trainees from various public organizations; hence it was liable to access necessary information pertaining to the contribution of training programs in public sector.

Lastly, trainers of SUZA periodically undergo various training programs in capacity building programs. Thus, it was likely to find relevant information regarding changing capacity and the contribution of training programs for their development.

3.3 Population of the Study

A population is a group of individuals, persons, objects, or items from which samples are taken for measurement (Lapin, 1987). The population of this study of the assessment of the contribution of the training program in Zanzibar public sector comprised teaching, non teaching staff and all employed trainees of SUZA.

3.4 Sampling Design and Procedure

When dealing with people, sample can be defined as a set of respondents selected from a larger population for the purpose of a survey.

Sampling is the process of choosing some elements from a larger group in order to ask them questions or get information from them (Longman, 2010).

Size of the sample – This refers to the number of items to be included in the sample. A total sample size consisted of 70 respondents, this minimum selection based on the fact that, sufficient minimum size of samples may lead to proper collection and management of data which is contrary with the selection of vast sample size. Thus, the samples of this study included teaching staff from different institutes who formed 34.3% of the sample, 20.0% non teaching staff from different sections of the university, 2.8% directors of the institutes, and 42.9% some trainees from different public institutions that provided data and statistics on the study. The table bellow illustrates the fact.

Table 3. 1: Sample Distribution Table

s/n	Respondents	Total	Percentage (%)
1.	Teaching Staff	24	34.3
2.	Non Teaching Staff	14	20.0
3.	Trainees	30	42.9
4.	Directors of the Institutes	2	2.8
	Total	**70**	**100**

Source: Field Survey

It is also included the institute of Kiswahili and Foreign Language, Institute of Continuing Education, the School Of Education, Art and Science and Computer Center.

3.4.1 Sample Selection

The sample was selected using stratified sampling procedure. Stratified random sampling is a sampling technique whereby the total population is divided into

different groups or layers before selection of the representatives (Adam, & Kamuzora, 2008). This helped to ensure that every item in the population had an equal chance of inclusion in the sample since the population did not constitute a homogeneous group, which contributed to obtain a representative sample.

The main advantage of this method was that, it gave appropriate weighing to particular groups which is small but more important to the study. The strata were formed on the basis of common characteristics, which is on department basis. In each stratum, items were selected through simple random sampling so as to avoid biasness by the researcher.

3.5 Sources of Data

As the study designed to access the contribution of training program in raising work efficiency in the Zanzibar public sector, both primary and secondary data were collected in this study. Primary data which refer to the first hand information obtained directly from the field (Salant and Dilman, 1994).

The primary data obtained through field study involved visiting the study area, interviews and discussions with the director of the institutions, full time tutors who ever done various training programs from within and outside the country and the full time trainees in the institution.

Secondary data which refers to second hand information or information obtained from different documents (Salant and Dillman, 1994). Secondary data obtained through reading the available published and unpublished documents, reports, books, journals and maps.

Most of these data were obtained from the internet, the State University of Zanzibar Library, Zanzibar Central Library, the President's Office Ministry of Good Governance and Public Services and the Institute of Public Administration Library.

3.5.1 Data Collection Methods and Instruments

As earlier indicated, the study employed focus group discussions, analysis of documents, structure interview field observation and questionnaires to acquire relevant information.

3.5.2 Focus Group Discussion

This enabled the researcher to get deep information and perceptions from various groups of people by sharing ideas within the group. The groups were important as they played different roles as far as development of training programs in public sectors is concerned. A part from questionnaire tool the researcher had a group discussion with the trainees and tutors of the institute pertaining to the contribution of training programs to the work efficiency in public sector.

3.5.3 Analysis of Documents

Published and unpublished documents were reviewed through references abstract guides and contents analysis techniques.

3.5.4 Structured Interview

Structured interviews refer to interviews that involve the use of a set of predetermined questions and of highly standardized techniques of recording

(Kothari, 2004). They were used through interview guides and questionnaire techniques. The decision to use interview guides became relevant so as to maintain vigor in the questions to be asked.

3.5.5 Questionnaires

Questionnaires were used to other remaining staff and the trainees from other public sectors that pursuing their training program in SUZA. This was because they facilitated the process of collecting large amount of data at a minimal cost and time. This method was relatively cheap to distribute. Questionnaires also minimized interview's biasness and thus created openness and readiness in answering question.

3.6 Data Processing, Analysis and Presentation

3.6.1 Data Processing

The data collected from the field were edited to detect errors, omissions and ensured that the data were accurate and complete. Then, they were coded for efficient analysis as well as classification of data with common characteristics.

3.6.2 Data Analysis

Refer to computation of certain measures along with searching relationship patterns existing among data groups (Kothari, 2004). Veal (1997) explains that, data analysis is done to sort and evaluate gathered information in relation to posed questions and identified concepts. Thus data in this study were analyzed by using SPSS Version 16.0 so as to increase accuracy as well as save time for the researcher. Qualitative data that were obtained from the interview and

questionnaires were coded before carrying out statistical analysis and later decoded for interpretation. Then, the coded data were tabulated by counting the number of cases falling in different categories of variables.

The data were processed to get frequencies and percentages that were used for inferences. Table, charts and graphs together with description was used to present some data that were collected in the field.

3.6.3 Results Presentation

The results of the study were presented in the form of descriptions. Also bar graphs, pie charts and tables were also used wherever possible to depict the distribution and to present the analysis.

3.7 Reliability and Validity

3.7.1 *Validity*

Validity refers to the extent to which the concept one wishes to measure is actually measured by a particular scale or index. That is, the extent to which an account accurately represents the social phenomena to which it refers (Babbie, 1992)

Internal Validity in this research was achieved through proper identification of research problem, building a theoretical perspective on the various training programmes as well as using secondary information to guide the research processes.

External Validity was achieved through proper identification of the research problem, following the scientific research process and the use of different research

methods. Construct Validity is concerned with the validity of relationships between theoretical constructs variables operationalisation and conclusion to be drawn (Babbie, 1998, Robson, 1993). In order to achieve it, the scientific research process was adopted from designing the research problem and undertaking the research process.

3.7.2 Reliability

Patton (2002) argues that reliability refers to the consistency with which repeated measures produce the same results across time and across observers. Reliability refers to how consistent a research procedure or instrument is (Enon, 1995).

Bryman (2001) states that, reliability concerns with the question of whether the results of a study are repeatable. It implies stability or dependability of an instrument or procedure in order to obtain information. Therefore the Stability and Equivalence aspects of Reliability of this research study were achieved or increased by carefully replicating the research methods that have been in other similar studies and test them before implementing the research process.

3.8 Chapter Summary

This chapter presented the research methodology. It contains area of study, research design, population of the study, sampling design and procedure, data collection methods and instruments, data processing, analysis and presentation and reliability and validity.

CHAPTER FOUR:

FINDINGS, DATA ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, data analysis and discussion of findings are presented according to the research objectives. The purpose of the study was to explore the perceptions on the importance of training, the training capacity that can meet the public service requirements, the factors affecting training programs to the public servants and to determine the accurate measures that could enhance the effectiveness of training programs for public sector employees.

4.1 Profile of the Respondents

The profile of respondents involved teaching and non teaching staff of the State University of Zanzibar, the directors of the institutes and the trainees from different public organizations. The study involved 70 (100%) of the respondents where by 24 (34.3%) of the respondents were teaching staff, 14 (20.0%) of the respondents were non teaching staff, 2 (2.8%) of the respondent were the directors of the institutes, and 30 (42.9%) of the respondents were the trainees from various public sectors.

The teaching staff included in the study were 24 (100%) of the respondents where from them 15 (62.5%) of the respondents were from the School of Education, Arts and Science and 9 (37.5%) of the respondents were from the Institute of Foreign Languages. Among the teaching staff 14 (58.3%) were male and 10 (41.7%) of the respondents were females.

The following table illustrates the fact in hand.

Table 4. 1: SUZA Profile of Academic and Non academic Staff

S/n	SUZA staff	Department/section	Male	Female	Total	Per (%)
1.	Academic Staff	The School of Education, Arts and Sciences.	10	5	15	62.5
		Institute of Kiswahili and Foreign Languages.	4	5	9	37.5
Grand total			**14**	**10**	**24**	**100%**
2.	Non Academic Staff	Legal Officer	1	-	1	7.1
		Accountant	-	1	1	7.1
		Cashier	1	-	1	7.1
		Registry	1	1	2	14.3
		Planning Officer	1	-	1	7.1
		Procurement	1	1	2	14.3
		Office Superintendent	1	-	1	7.1
		Librarians	1	1	2	14.3
		Technicians	3	-	3	21.4
Grand total			**10**	**04**	**14**	**100%**

Source: Field Survey.

On the part of non teaching staff, respondents from various posts were selected such as, 2 registry officers, 1 secretary, 1 accountant, 1 cashier, 1 office superintendant, 3 technician,1 Examiner, 2 librarians and 2 procurement officers. This implied that responses from different departments and sections of the organization were obtained and thus increased level of accuracy of data. This also enabled the researcher to

obtain different perspectives of employees from different departments and sections concerning the training programs in public sector. The profile of this category of respondents consisted of both male and female respondents such as, 10 (71.4%) of the respondents were males and 4 (28.6%) of the respondents were females. However, both the profiles of academic and non academic staff included with the lower number of females as compared to male respondents. This fact is probably due to the nature of the work done or the employment policy of the organization whereby males seem to have more priority than females.

On the part of the academic staff, the number of respondents according to the age group were; 11 (45.8%) of the respondents varied from (20 - 30), 8(33.4%) of the respondents varied from (31 - 41) and 5 (20.5%) of the respondents varied from (42 - 52), there was no respondent who was above (53 -60) age group. Likewise, on the part of non academic staff 3 (21.4%) of the respondents varied from age group (20 - 30), 6 (42.9%) of the respondents varied from (31 -41), 4 (28.6%) of the respondents varied from (42 - 53) and 1 (7.1%) of the respondent varied from (54 - 60). This implies that, SUZA is heavily accommodated with young employees than old employees; this is probably due to increasing number of skilled and qualified youths and also due to rapid increase in number of senior employees' retirement. Moreover, this implies that there is an improvement of public service and hence noticeable significance would be achieved in training to young employees and the institution at large.

The tables below illustrate this fact.

Table 4. 2: Age of Academic Staff

Age of Academic Staff		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20- 30	11	45.8	45.8	45.8
	31-41	8	33.4	33.4	79.2
	42 -53	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

Source: Field Survey.

Table 4. 3: The Age of Non Academic Staff

Age of Non Academic Staff		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20- 30	3	21.4	21.4	21.4
	31-41	6	42.9	42.9	64.3
	42 -53	4	28.6	28.6	92.9
	54 - 60	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Source: Field Survey

The SUZA profile of respondents on educational level revealed difference between academic and non academic staff. The academic staff profile on educational level was; 9 (37.5%) of the respondents had Bachelor Degree, 16 (62.5%) of the respondents had Masters' Degree and there is no respondent with Diploma or certificate level. On the other hand most of the respondents from non academic staff

attained Diploma, degree and Masters' Degree of education, whereby 2 (14.3%) of the respondents had Diploma, 5 (35.7%) of the respondents had Degree Level and 7 (50.0%) of the respondents had Masters' Degree.

The tables below present this matter.

Table 4. 4: Educational level of Academic Staff

Educational level of Academic Staff	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Degree Level	9	37.5	37.5	37.5
Master Degree Level	16	62.5	62.5	100.0
Total	24	100.0	100.0	

Source: Field Survey.

Table 4. 5: Educational level of Non academic Staff

Educational level of Non academic Staff	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Diploma Level	2	14.3	14.3	14.3
Degree Level	5	35.7	35.7	50.0
Master Degree Level	7	50.0	50.0	100.0
Total	14	100.0	100.0	

Source: Field Survey.

The implication of these findings revealed that SUZA has qualified and experienced staffs. The researcher observed that on the part of SUZA academic staff there is a great number of staff with higher academic qualifications at Degree and Masters Levels.

The last category of respondents in this study was the SUZA trainees from various public organizations. The researcher distributed 30 questionnaires to SUZA trainees particularly employed trainees from various public organizations. This includes the trainees working from ministries, public institutions, and the trainees working in public agencies (parastatal organizations). The researcher has distributed questionnaires to only employed trainees and from three mentioned categories of public organizations. The implication of this distribution was that, the researcher aimed at collecting the right information regarding the experience of training programs with its contribution in public sector. From such fact, unemployed trainees would not have any experience of training to work efficiency.

Table below illustrates this fact.

Table 4. 6: SUZA Trainees from Various Public Organizations

SUZA Trainees		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ministries	18	60.0	60.0	60.0
	Government Agencies	4	13.3	13.3	73.3
	Public Institutions	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Source: Field Survey

The number of these trainees has also been grouped according to their age groups, sex, designations and their field of specialization at SUZA. The number of these respondents according to the age groups were; 14 (46.7%) of the respondents varied from 20-30 years, 13 (43.3%) of the respondents varied from 31- 41 years, 3 (10.0%) of the respondents varied from 42-52 years and none of the respondents was above 53 years. The age of the respondents did not cover extensively that is, it excluded employees from 53 to 60 (age of retirement) or above who could have more experience on the contribution of training in public sector. This therefore was seen as a shortfall of the researcher.

Tables below illustrate the frequency and the percentage of age and sex of respondents.

Table 4. 7: Age Group of SUZA Trainees

Age of Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 – 30	14	46.7	46.7	46.7
	31 – 41	13	43.3	43.3	90.0
	42 – 52	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Source: Field Survey.

Table 4. 8: Sex of SUZA Trainees

Sex of Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Males	21	70.0	70.0	70.0
	Females	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Source: Field Survey.

The profile of respondents for SUZA trainees revealed higher number of males as compared to females and this was probably due to the fact that; even the overall number of male employees is higher in various Zanzibar public organizations.

Moreover, trainees were selected from two Diploma and two degree Courses. Thus, the respondents from four courses were obtained and these included 12 (40.0%) of the respondents from Diploma in Science with education, 7 (23.3%) of the respondents from Diploma in language with education, 3 (10.0%) of the respondents from Diploma in educational leadership and management and 8 (26.7%) of the respondents from Bachelor degree in Computer Science.

The table below illustrates this fact.

Table 4. 9: The Courses for SUZA Trainees

Courses of The Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma in Science with Education.	12	40.0	40.0	40.0
	Diploma in Language with Education.	7	23.3	23.3	63.3
	Diploma in Educational Leadership and Management.	3	10.0	10.0	73.3
	Bachelor Degree in Computer Science.	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Source: Field Survey.

The number of respondents according to designations were, 1(3.2%) of the respondents was from upper level class, 11 (35.5%) of the respondents were from middle level class and 19 (61.3%) of the respondents were from lower level class.

The table below illustrates this fact.

Table 4. 10: Designation of SUZA Trainees

Designation of Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Upper Level Personnel	1	3.3	3.3	3.3
	Middle Level Personnel	10	33.3	33.3	36.6
	Lower Level Personnel	19	63.4	63.4	100.0
	Total	30	100.0	100.0	

Source: Field Survey.

This implies that the requirements for training program in SUZA attract only lower level personnel as opposed to upper level personnel. Another implication is that, majority of public servants have poor skills on professional work and hence are poorly performing. In this regard, many public organizations are obliged to train their personnel so as to cope with organizational performance requirements.

4.2 Objective One: The Perception on the Importance of Training

4.2.1 Participation of Training Programs

4.2.1.1 Participation of long Term Training Programs

This section addresses the first objective of the study which assesses the perceptions of the employees on the importance of participating in training programs in Zanzibar public sector. In the study, 30 respondents from SUZA trainees and 38 SUZA members of staff were asked whether they had participated in any of the training courses from within or outside their organizations.

Table 4.11 depicts that in SUZA 31 (81.6%) of the respondents agreed that they have ever participated in the training programs, whereas 7(18.4%) of the respondents have not ever participated in training courses. Again in Table 13, 20 (66.7%) of the respondents (trainees) agreed that they have ever participated in the training programs whereas 10 (33.3 %) of the respondents did not ever participate to any training program.

Table 4. 11: SUZA Staff Responses on the Perception on the Importance of Training

Participation of the Training Program by SUZA Staff	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	31	81.6	81.6	81.6
No	7	18.4	18.4	100.0
Total	38	100.0	100.0	

Source: Field Survey.

This implies that more or less public employees perceive the participation in training programs as a significant part on performance improvement in public sector. However there is no appropriate and equal participation of staff in training programs. This is particularly the supporting staff that seems to be not enhanced in training participation as compared to the line staff.

Moreover, table 14 implies that, there is a great awareness from various public organizations to send their workers for training programs especially for civil service improvement.

Table 4. 12: SUZA Trainees' Responses on the Perceptions on the Importance of Training

Participation of the SUZA Trainees on Participating in Training Programs	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	20	66.7	66.7	66.7
No	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Source: Field Survey

However findings imply that there are different perceptions on the importance of participation on training between management and workers. Management largely seems to conceive line officers as most important to attend training than clerical staff. This is a great weakness for the prosperity of an organization since the need to

participate on training is normally determined by the need of the organizational goals. It is senseless to train employees who are not compulsory at the time being. Figure 4.1 and Figure 4.2 show the proportion of the respondents from SUZA staff who ever participated in training programs and their difference between line and supporting staff.
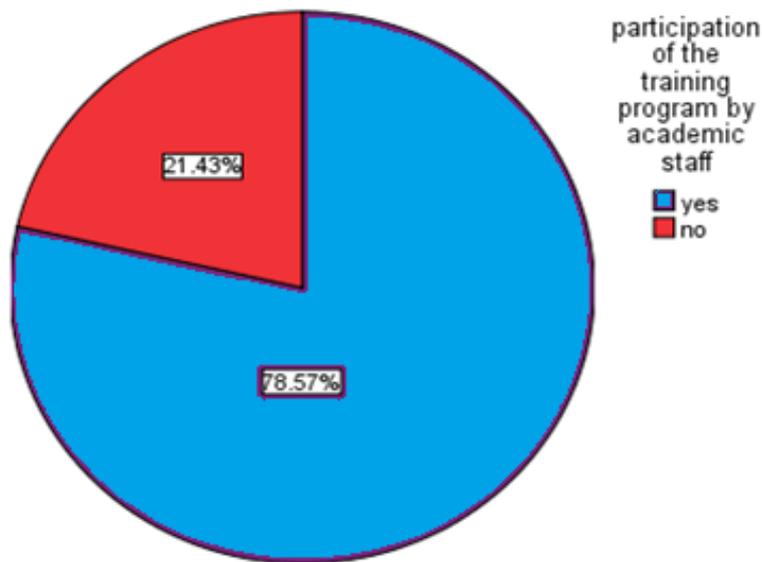
Figure 4. 1: SUZA Academic Staff

Source: Field Survey

From those observations, the researcher found out that non academic staff is not given the same opportunity with academic staff to participate in training programs. The training to employees should not necessarily be in class room sessions even seminars and workshops for certain performance issues could be used for improving staff efficiency at work. As Oye (2007) indicates that the University of Lagos continuously takes steps to improve teaching process, by organizing training workshops and seminars. Again, it is clear that staff development is a very important factor to the performance of organization. However, in practice staff development

could be a costly exercise though it has greater impact to employees, employers and organization at large when new skills, knowledge and attitudes could be used to upgrade the institutional systems.
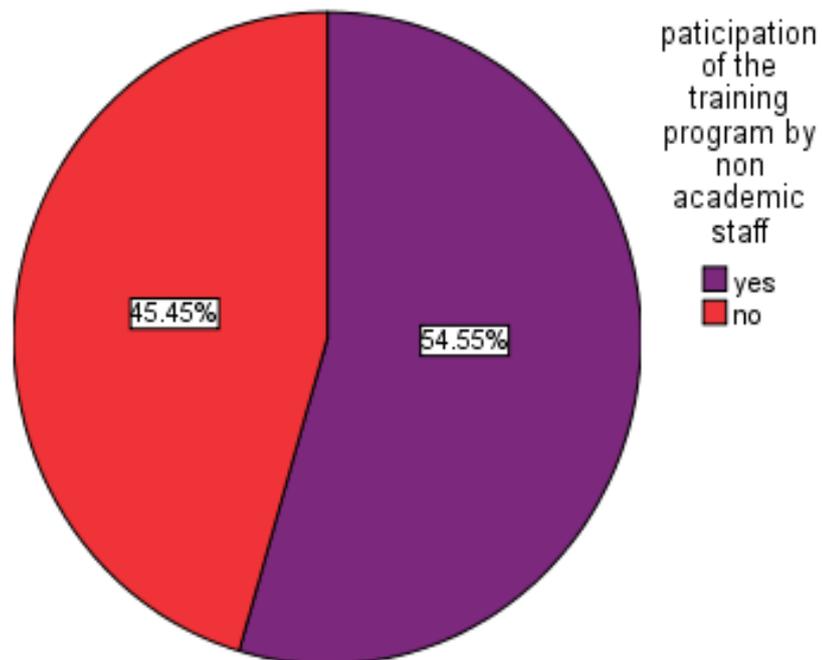
Figure 4. 2: SUZA Non Academic Staff

Source: Field Survey

Moreover, De Cenzo (2002) emphased that, organizational analysis should involve a comprehensive analysis of organizational structure, objectives, human and financial resources, culture, processes of decision making, future objectives and so on. The analysis would help identify deficiencies and mechanisms that would be needed to make adjustments in those deficiencies. This analysis begins with an understanding of short term and long term goals of the organizations as a whole and for each department specifically. This would help to identify what capacities are needed to fulfill these goals.

4.2.1.2 Participation in Short Course Programs

This section also addresses the first objective which is to assess the perceptions of the employees on the importance of participating in training programs in Zanzibar public sector. The question aimed at finding out to what extent do employees participate in the short course programs. Also, other part of the question aimed at accessing the contribution of short courses to performance improvement. The responses were obtained through interviewing SUZA directors of Institutes. Also other responses were obtained from questionnaires that were distributed to SUZA trainees. On the interview responses directors indicated that SUZA staff participate in short course training from within and outside the organization. It was justified that 30 employees have participated in short courses from 2007 to 2010. This number of staff included 20 teaching staff and only 10 non teaching staff.

This implies that the need to participate in training programs is realized by the organization; however there is no equal opportunity to participate in short term training between teaching and non teaching staff. This problem could probably contribute to performance failure particularly for supporting staff.

Moreover other responses of the same question were obtained from SUZA trainees who are the employees from different public organizations. The need of this question, firstly aimed at determining to what extent do employees participate in short course programs and the other part of the question aimed at determining the contribution of such programs to the performance improvement. The findings revealed that 12 (40%) of the respondents attended one short course program, 12 (40%) of the respondents attended two short course programs and only 6 (20%) of the respondents attended more than two programs during their all work life.

This implies that there is still a problem in short course participation due to lower number of employees who participate. This is probably due to financial constraints and awareness of public organizations and poor communication between management and other staffs in organization. The other part of the question traced on the contribution of short course participation to performance improvement. This question asked to SUZA trainees and the responses obtained were as follow, 22 (73.3%) of the respondents agreed that there is a positive contribution of short course participation to performance improvement and 8 (26.7%) of the respondents indicated that short course participation add nothing to performance improvement. The figure below illustrates the extent of short course participation to SUZA trainees.
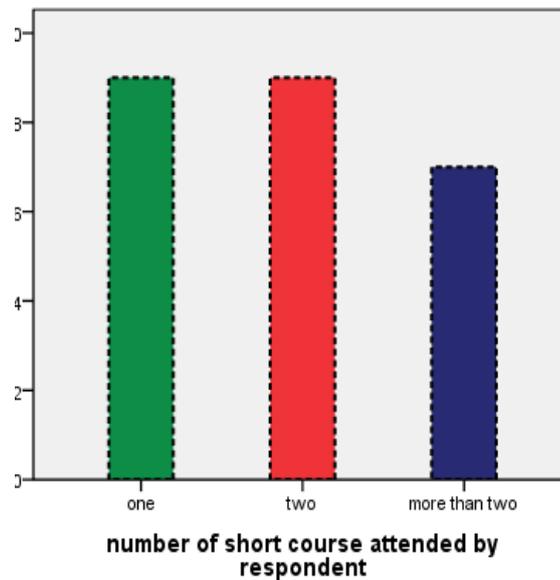
Figure 4. 3: Short Course Programs Attended by SUZA Trainees

Source: Field Survey

The implication of this fact is that, short course participation is a very crucial mechanism to work efficiency though some of public employees do not consider it as significant mechanism for performance improvement.

4.2.3 Significance of Training Programs

Again this addresses the first objective of the study. The responses were obtained through distribution of questionnaires to trainees and SUZA staff. On the side of SUZA staff the questions asked whether the acquired skills had any contribution to performance improvement. This was particularly for those who had attended the variety of training programs. Moreover the same question was asked to SUZA trainees for those who had ever attended any training prior to the one undertaken at SUZA. On this question 28 (73.7%) of the responses from SUZA staff agreed that there are some significances of training to the performance improvement and 10 (26.3%) of the respondents did not agree on the question.

The implication is that; training seems to have significant impact to performance improvement though some individuals consider training as having nothing to do with performance improvement. This is probably due to number of reasons such as; nature of training itself, the time factor, financial resources, employees attitudes and learning resources

Table below illustrates the fact in hand.

Table 4. 13: Significance of Training Programs

Significance of Training Towards Increasing Staff Ability, Skills and Knowledge in Achieving Organizational Goals		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	73.3	73.3	73.3
	No	10	26.3	26.3	100.0
Total		38	100.0	100.0	

Source: Field Survey.

Moreover, the researcher observed that; training is the best alternative to improve efficiency for SUZA academic and non academic staff, though other mechanisms could be used such as job enrichment, promotion and revising salary packages. Ngwira (1997) emphasis that; employers may retain their trained manpower by utilising employee skills acquired through training, redesigning jobs of trained manpower and promotion. Probably those could be most effective strategies of recognizing employee training efforts.

On the other side, responses from SUZA trainees in general agreed on the question where 18 (60.0%) of the respondents indicated that, training improve efficiency, 4 (13.3%) of the respondents indicated that, the training program minimize the level of supervision, and 8 (26.7%) of the respondents showed that, training is very significant to speed up the service delivery.

The researcher observed that employees are always enhanced to go for training after the previous one. That is, one training program establishes a need for next training to an employee. The researcher further observed that, the returning employees from training feel honored if they are recognized through congratulations, letters of commendation or even small get-together parties with other staffs and management. This could help the employees to pay full concentration once they are in training so that organizations could enjoy the fruits of such training once the staff returns to their organizations.

The table below illustrates this fact.

Table 4. 14: Significance of Training for SUZA Trainees

Significance of Previous Training Achieved by Respondent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Improve Efficiency	18	60.0	60.0	60.0
	Minimize the Level of Supervision	4	13.3	13.3	73.3
	Speed up Service Delivery	8	26.7	26.7	100.0
Total		30	100.0	100.0	

Source: Field Survey

The researcher also found that, workers training is a means of promoting organizational performance, because competent employees do not remain competent forever, skills deteriorate and can be obsolete. Thus employees just like any other tool for work, do not remain as sharp as new throughout their life. Therefore re-sharpening is a part of job routine for the tool master. This means training is not simply that is given only once to new employees. All employees new and old have to learn and receive training throughout their stay in organization, this also supported by Robbins (1996).

Moreover, the object of job training is to increase the knowledge of workers about the job with which they are concerned, so that their efficiency and skills of performance are improved. In job training, workers are enabled to learn current

methods of handling machines and equipments, avoiding accidents, removing bottlenecks and minimizing wastes. This means that the author accepts the role of training in the workers for performance improvement, this also elaborated by Tripthat (2006).

Furthermore, researcher observed that, training is very important to employees and it entails the process of increasing the knowledge and skills for doing a particular job. It is an organized procedure by which people learn knowledge and skills for a definite purpose. Basically training is there to bridge the gap between job requirements and the present competence of the employees. Training is aimed at improving the behavior and performance of a person in an organization. Also training could bring nothing to employees' development, if the training system is poorly designed in such a way that employees could not be able to acquire the required skills, knowledge and the level of competence required to achieve the organizational performance, the same was observed by Gupta (2000).

4.3 Objective Two: The Required Training Capacity by the Public Service.

4.3.1 Responses to Changing Educational, Social and Market Demand.

The second objective of the study was to examine the training capacity that can meet the public service requirements. The question was asked to only SUZA trainees whether the institute responds to changing educational, social and market demands.

A total number of 30 respondents from SUZA trainees responded to the question. Whereas 25 (83.3%) of the respondents agreed on the question and only 5 (16.7%) of the respondents did not agree.

The responses obtained focused on three areas as indicators for the university responses to changing educational, social and market demands. These responses based on institutional change of its curriculum from KBET to CBET, introduction of new programs and the recruitment of qualified tutors. Under these three challenges the responses were as follow. 6 (20.7%) of the respondents indicated that, SUZA respond to educational, social and market demands by changing its curriculum from KBET to CBET, 20 (65.5%) of the respondents agreed that SUZA respond to educational, social and market demands by the introduction of new programs, 4 (13.8%) of the respondents indicated that; SUZA respond to educational, social and market demands by recruitment of qualified tutors. The figure bellow illustrates the fact.
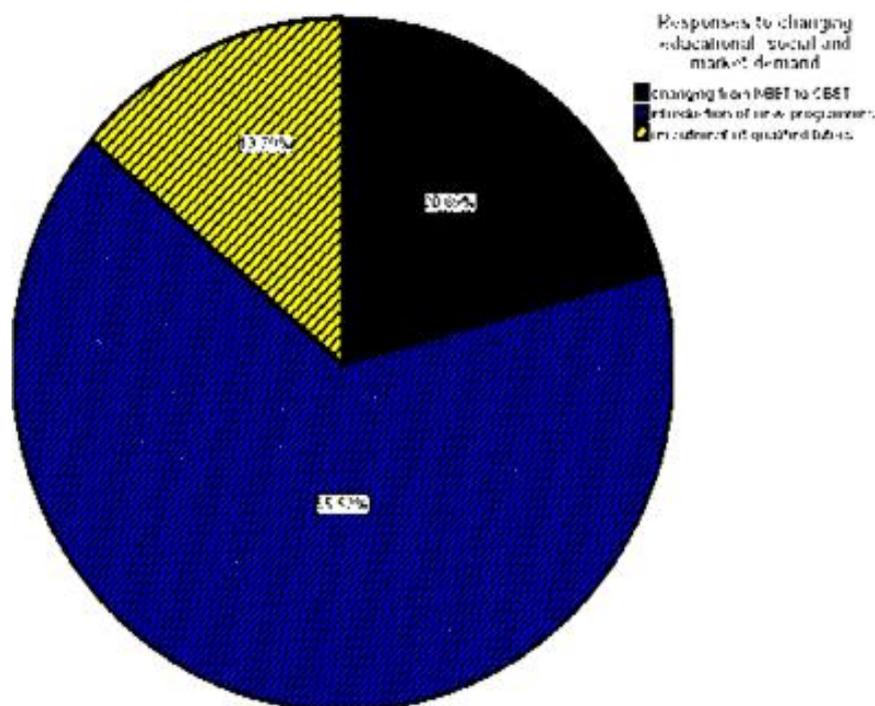
Figure 4. 4: Trainees' Responses on Institutional Change

Source: Field Survey

This implies that the university is extremely concentrating on the introduction of new programs and changing of its curriculum from KBET to CBET while there is a big problem of the recruitment of qualified tutors. In this reason, the researcher established that, the university is not responsive to the manpower needs towards educational, social and market demands. The quality of any training program is a matter of various factors, the qualified and competent trainers being the most important one who could play a significant role to utilize the resources effectively and ensure that the imparted knowledge and skills to trainees is luminous to the required social and market demands. Similar observation is confirmed by various scholars including (Rice, 2003) that trainers' quality is a powerful predictor of trainees' performance and success of the university.

Moreover, the higher the number of trained workers in a firm, the greater the productivity and thus the higher the market profit. The higher the number of trained workers in the competitors firm, the higher the competitors profit. This justifies the notion that, the higher the increasing numbers of qualified staff the higher the profit an organization could earn. Otherwise the organization capacity could not meet the public service requirements this is also argued by Gersbach & Schmutzler (2003).

Nevertheless, basing on that observation, the researcher view the necessity of recruiting more qualified tutors in academic institutions since their qualifications and competence would help them to transfer adequate knowledge and skills to trainees resulting to qualified and competent workers.

4.3.2 The Expectations to Improve Employee Career.

This section again addresses the second objective which is to examine the training capacity that can meet the public service requirements. Findings revealed that about 17 (56.7%) of the respondents agreed that the institute training capacity could meet the public service requirements due to its capacity of incorporating theories and practice, 10(33.3%) of the respondents indicated that, the training capacity could meet the public service requirements due to the nature of its programs in which the trainees could be multi-skilled at their working areas and about 3 (10.0%) of the respondents indicated that, SUZA training capacity could meet the public service requirement due to its dynamic review of syllabus.

This implies that SUZA is capable of meeting efficient public service requirement due to variations of various pulling factors as mentioned above. However, the pace of these changes is relatively low in considering the market and customers' preferences. Table below summarizes the findings

Table 4. 15: The Expectations of Trainees' Development on Training Programs

The Respondents' Expectation in Career Development		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ability of Incorporating Theories and Practice	17	56.7	56.7	56.7
	Being Multi-skilled due to the Nature of the Programs	10	33.3	33.3	90.0
	Dynamic Review of Syllabus	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Source: Field Survey

4.3.3 Development and Implication of Training Policy

Again, this section addresses the second objective that aimed at examining the training capacity that can meet the public service requirements. The responses of this question were firstly obtained through interviewing the directors of the institutes. They indicated that the institute does not have an updated training policy. This situation revealed that there is lack of a specific focus and direction for staff development and hence the situation might probably contribute to performance failure and the great wastage of organizational financial resources. Also, in this manner the institute could find it difficult to meet the public service requirements due to lack of human resource development guiding policy.

Moreover the same question directed to SUZA trainees. Firstly the question sought their response on the existence of the training policy in their respective organizations. The responses obtained were such as; about 26 (86.7%) of the respondents agreed that there were training policies in their respective organizations and 4 (13.3%) of the respondents indicated that, training policy did not exist in their respective organizations. The table bellow illustrates this fact.

Table 4. 16: Training Policy in Public Organization

Existence of Training Policy in Respondents' Organizations	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	26	86.7	86.7	86.7
No	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Source: Field Survey

This implies that there is no a uniform and consistent training policy in public organizations. Some organizations adopted the policy while other organizations do not have even a simple training policy. Thus, these problems notify that some public employees are sent to training programs by their employers without a training guide. Due to this training error, there is no any training program that could meet the public service requirements.

Furthermore, the researcher of this study aimed at determining the extent to which training policies were used to guide the training need. The responses obtained from SUZA trainees were such as; 15(57.7%) of the respondents indicated that; the policies are sufficiently applied to their respective organizations, 9(34.6%) of the respondents indicated the policies are not adequately applied in their organizations and 2(7.7%) of the respondents indicated that, the policies are totally not applied in their organizations .The implication of this findings revealed that even those public organizations that complied with the training policies are not adequately using them and for this reason a lot of financial resources have wasted to generate the policies which have not any contribution in training efficiency.

4.3.4 Training Needs Assessment

This section continues at addressing the second objective which is to examine the training capacity that can meet the public service requirement. The question traced in this case was whether SUZA conduct training need assessment before undertaking the training program for their employees. From the findings, it was revealed that, SUZA conducts the training needs assessment for the training decisions. These

responses obtained by interviewing the SUZA directors of the institutes. This implies that the need to attend training by an employee is not determined by the employee him/herself. An assessment of the training needs is very crucial to be conducted by an organization. This is because through the training needs assessment an organization can recognize the kind of training to be conducted and the competence required to conduct such training effectively. An assessment of the training needs could also help an organization to gain strong competitive edge and maintain its maximum capacity with sufficient requirements of the public services.

Moreover, other responses obtained from SUZA trainees. The researcher asked whether the trainees' organization have the system of an assessment of the training needs. The responses were such as, 24 (80.0%) of the respondents agreed on the existence of such program in their respective organizations whereas 6 (20.0%) of the respondents indicated that there is no such a system of assessing the training needs in their organizations. The table below illustrates this fact.

Table 4. 17: An Assessment of the Training Needs in Trainees' Organizations

Conduct of an Assessment Training Needs in Trainees' Organizations	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	24	80.0	80.0	80.0
No	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: Field Survey

The implication of these responses is that, some public organizations have the problem of not assessing the training needs that involve establishing areas where individuals (employees) lack skills, knowledge and ability in effectively performing the job and also have the problem of identifying organizational constraints that are creating roadblocks in effective organizational performance. Therefore, due to this problem an organization probably encounter with another problem of customer dissatisfaction for service delivered and organization could not meet the public service requirements.

4.4 Objective Three: Factors Affecting Public Servants Training Programs

4.4.1 Challenges on Training and Development of Employees**.**

This section addresses the third objective of the study, which was to determine the factors affecting training programs to public servants. Two responses were collected from the interview administered to SUZA directors of the institutes. On the question, what are the challenges facing your institution regarding training and development of your employees?

The responses of this question were in descriptive mode where both respondents addressed common challenges which are the financial constraints, lack of training policy, lack of sufficient qualified tutors and insufficient financial control. This implies that, the common hindrance facing the university is lack of financial resources in which the training policy, presence of qualified tutors and proper financial control could be adequately handled with availability of adequate financial resources.

4.4.2 Problems Associated With Attending Training/Development Programs

On the question, are there any problems associated with the attending training/development programs in your department and the institution at large? the responses of this question obtained from SUZA academic and non academic staff, where 29 (74.4%) of the respondents agreed on the question and 9 (25.6%) of the respondents did not agree.

Findings revealed that, there are a number of problems associated with attending the training programs. This is probably due to a number of factors such as unlimited training schedules, lack of enough learning time, unskilled and inexperienced tutors, and poor library facilities. The implication of these findings revealed that, the training programs delivered at SUZA are inappropriate regarding the trainee's expectations, eventually these problems result to untrained workforce, stressful staff and poor performers. The table below illustrate the fact.

Table 4. 18: Responses from SUZA Staff on the Problems Associated with Attending Training Programs

Problems Associated with Training Programs	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	29	74.4	74.4	74.4
No	9	25.6	25.6	100.0
Total	38	100.0	100.0	

Source: Field Survey

4.5 Objective Four: Measures that Could Enhance the Effectiveness of Training Programs for Public Sector Employees

4.5.1 Corrective Measures to Improve Training Programs

This section addresses the fourth objective of the study which was to determine the accurate measures that could enhance the effectiveness of training programs for public sector employees. The question stated that, what measures do you think could be appropriate to make training programs effective? The responses from SUZA trainees were such as, 16 (53.3%) of the respondents suggested that SUZA should recruit highly qualified, experienced and committed tutors, 7(23.3%) of the respondents recommended that SUZA should have a fully equipped library, classes and laboratory, 2 (6.7%) of the respondents assumed that SUZA should encourage friendly, love, cooperation environment between tutors and trainees, 3(10.0%) of the respondents suggested that SUZA should extend its academic calendar to enhance effectiveness of the training programs for public sector employees and 2 (6.7%) of the respondents suggested that SUZA should provide sponsorship to the best performers to enhance effectiveness of training programs. The figure below illustrates the fact in hand.
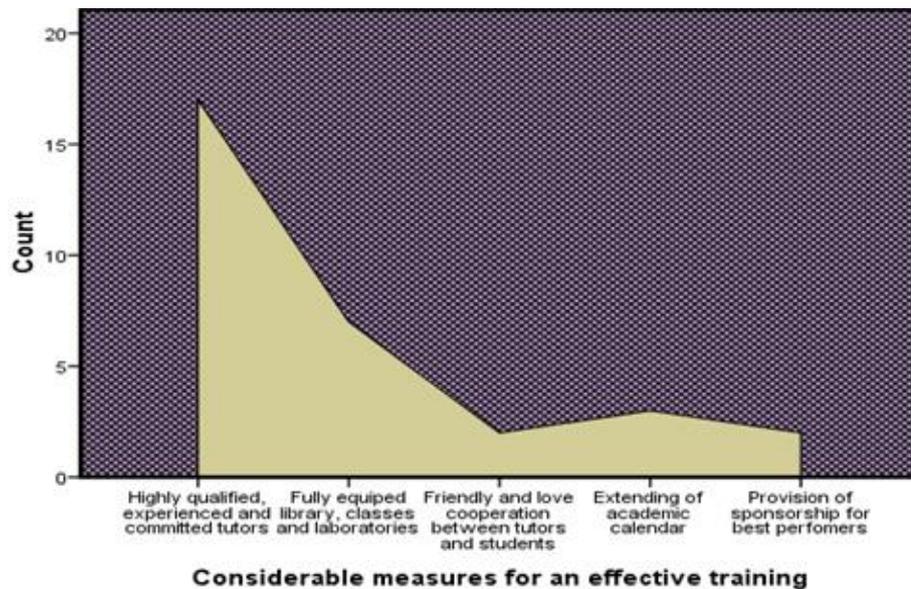
Figure 4. 5: Suggested Corrective Measures for an Effective Training Program

Source: Field Survey

This situation implies that the most hitting problems facing the university include lack of qualified, experienced and committed tutors followed with lack of sufficient and adequate library, classes and laboratory. These common barriers would never construct any learning institution to a center of excellence for the provision of requisite training for public service employees. However other problems such as lack of friendship, love and good cooperation between tutors and students and lastly poor academic calendar were found to be among the drawback to an effective training program but to some extent these problems could easily be corrected by SUZA management. Organizational relationship is a psychological problem in which the management can upgrade its organizational behavior and implement new behavior that could be appreciated by all organization stakeholders. Also the provision of sponsorship for the best performers is an optional case to be accepted by an organization.

Furthermore, the effective training should involve a learning experience in a planned organizational activity and be designed in response to identified needs. Ideally, training also should be designed to meet the goals of the organization while simultaneously meeting the goals of individual employees (Bernardin, 2007).

4.5.2 Opinions about Training and Development of Employees

Again, this part addresses the fourth objective which was to determine the accurate measures that could enhance the effectiveness of training programs for public sector employee. The responses obtained by interviewing SUZA directors of institutes and other responses obtained from questionnaires that were distributed to SUZA academic and non academic staff. There were 2 responses collected from the interview and 38 responses obtained from the questionnaires. Various measures were recommended to promote training programs.

However these measures are specifically concentrated on these factors, provision of short course training as many as possible since they are more effective than long term training programs, increase employees' salary and motivations, establishment of the evening classes that can allow employees who are not permitted from their organizations to attend training during working time, recruitment of qualified, skilled and experienced tutors, build a trust and transparent management, and accept modern facilities and teaching methods. This involves discussion mode, field work training, study visits, continual change of curriculum, establishment of the training policy, use of LCD projectors for lecturing, and establishment of academic partnership with other institutions from within and outside countries.

The implication of these responses revealed that, the university commitment to achieve the desired performance standard in the provision of training program is influenced by a number of pushing and pulling factors. The proposed measures to be taken need a total commitment of management, SUZA staff and other SUZA stakeholders.

4.6 Chapter Summary

This chapter presented the main findings and their implications that have been discussed basing on the objectives of the study. The chapter found out that there are several challenges facing in the training institutions and even other public organizations. The main challenges are lack of appropriate training policies in the learning institutions as well as other public organizations, and the financial constraints to conduct effective training programs. Furthermore, training programs in some extent fail to achieve the development goals of employees and the organization at large due to lack of an assessment of training needs in public organizations. Respondents among both SUZA staff and SUZA trainees have seen the need to improve the training programs so as to simplify their work and improve efficiency in public sector. The general conclusions of the findings as well as recommendations are presented in Chapter Five of this study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study assessed the contribution of training in raising work efficiency in Zanzibar public sector. The State University of Zanzibar was the case study. One among the reasons for doing the study was that, there was a need to assess the contribution of training in raising work efficiency in public sector especially in Zanzibar and no study is known to do that.

While the general objective of the study was to assess the contribution of training programs in raising work efficiency in the Zanzibar public sectors, specifically, the study aimed at examining the training capacity that can meet the public service requirements, explore on the perceptions of the employees on the importance of training, determining the factors affecting training programs to the public servants and determine measures that could enhance the effectiveness of training programs for public sector employees.

A survey method was used where a sample of 70 respondents were obtained. The sample included 38 respondents from SUZA staff, 2 SUZA directors of the institutes and 30 respondents as employed trainees from different public organizations. Stratified sampling was used to obtain a representative sample. Data collection was taken through interviews, questionnaires and documentary review. Data were quantitative and qualitative in nature and were analyzed through SPSS software version 16.0 and content analysis.

5.1 Conclusions

The findings of the study concerning the perceptions on the importance of training in public sector, the case of the State University of Zanzibar. Both SUZA staff and trainees, indicated some problems related to attending long term training programs. On the side of SUZA staff 31 (81.6%) of the respondents agreed that they had ever participated in the training, whereas 7(18.4%) of the respondents had never participated in training course. Again on the side of SUZA trainees 20 (66.7%) of the respondents agreed that they have participated in more than one training programs, whereas 10 (33.3 %) of the respondents have not participated in any training program.

Furthermore, the study highlighted that, SUZA does not have a clear and precise system of participating in training programs. There is no equal opportunity to staff in attending training programs, for example 78.57% of academic staff attended the training while there are about 54.55% non - academic staff who attended the training as justified in figure 2 and figure 3 above. On the other hand the University has also disproportion in short course attendance of its staff between teaching and non teaching staff. This has been proven in the findings with the proportion of 20:10 for short course attendance from the year 2007 to 2010 between academic and non academic staff respectively.

Also, on the side of SUZA trainees there is also a shortfall in attending the short course programs. This could means that, public organizations do not keep great emphasis for the employees to attend short course programs. For instance the

findings revealed that, 12 (40.0%) of the respondents attended one short course program, 12 (40.0%) respondent attended two short course programs and only 6 (20.0%) of the respondents attended more than two programs during their all work life.

Regarding the importance of training programs, it was found out that training is not conducted in the effective standards. Some respondents in the study argued that training participation did not always result in performance change. For example from the findings, 28 (73.3%) of the responses from SUZA staff agreed that there are some significances of training to performance improvement and 10 (26.3%) of the responses did not agree.

Furthermore, in the case of SUZA responsiveness to educational, social and market change 100% SUZA trainees indicated that, the institute had responded positively with the educational, market and social change however pace and extent of changing is relatively low (See figure 6).

Moreover, about the expectation of the training programs to improve trainees' carrier almost all respondents agreed that SUZA programs are capable of improving the trainees' carrier due to its capacity of incorporating theories and practices and the dynamic review of syllabus. However the problem of enough qualified and experienced staffs could hinder the mentioned efforts. Respondents had different perspectives on the SUZA capacity to meet the trainees' carrier development. From the findings revealed that about 17 (56.7%) of the respondents agreed that the institute training capacity could meet the public service requirements due to its

capacity of incorporating theories and practice, 10(33.3%) of the respondents indicated that, the training capacity could meet the public service requirements due to the nature of its programs in which the trainees could be multi-skilled at their working areas and about 3 (10.0%) of the respondents indicated that, SUZA training capacity could meet the public service requirement due to its dynamic review of syllabus.

Furthermore, in the case of development and application of training policy, (100%) of the respondents from SUZA staff indicated that, the University have training policy. Also on the part of trainees (86.7%) of the respondents agreed that training policy exists in their respective organizations, while (13.3%) of the respondents did not agree. Under this finding, the researcher concludes that there is a lack of training policy initiative in many public organizations. Moreover, even those organizations which have initiated the policies are not properly applied. For example from the findings, it was revealed that (57.7%) of the respondents have sufficient application of the policies in their respective organizations, (34.4%) of the respondents have not sufficient application of the policies in their organizations and (7.7%) of the respondents said the policies are totally not applied in their organizations.

Nevertheless, in the case of an assessment of the training needs there are two common problems noticed by the researcher. Firstly, some organizations do not even conduct an assessment of the training needs so as to determine the training gaps in their organizations. Secondly, organizations which do conduct the needs assessment have an application problems in their organizations. This results in unfilled

performance gaps for a long time in the organizations, since the trainings were not conducted at the right time by the respective organizations.

Moreover, there are several challenges facing institutions to improve the training programs. Among the challenges facing the institutions are unlimited training schedules, lack of enough learning time, unskilled and inexperienced tutors, poor library facilities, poor financial capacity, lack of an assessment training needs as well as the problem of un trainable staffs in the institution.

5.2 Recommendations

In the light of the study findings, the recommendations are presented as follow:

To the Organization

i) Equal participation in training between line and supporting staff is important for the purpose of improving work efficiency. Though line staff have direct contribution to achieve the common goal, auxiliary staff need to develop their competencies so as to perform their work in a better standard. Also participation in a short course programs is important for the performance improvement. Public organizations should believe that attending the short courses is important as long as the training program is concerned.

ii) Moreover, improvement of management capacity is also a crucial factor in both the training institutions and other public organizations. SUZA should put much focus to the trainers in attending several seminars and workshops and other management development programs because this will enable existing trainers to be well equipped on the issue of training and become competent enough to develop effective capacity building programs for different public servants.

iii) Furthermore, development and effective implementation of a training policy should be made as driving tool of the institution. A manual of training policy in an organization should be used as a guide that determine the type of training to be conducted and the time to be conducted. Without the policies nothing can be decided rationally and satisfied by all staff in the organization. Also lack of policies can result in organizational conflicts, grievances and poor commitment consequently will lead to organization failure.

iv) Conduct an assessment of training needs is a crucial approach to realize the performance gaps. SUZA and other public organizations have to conduct the needs assessment before undertaking the training programs. This is because the performance failure should not necessarily be solved by training programs. This might probably be solved by other factors such as promotion, motivation, salary increment, work engagement and even job transfer. An organization should commit its resources to a training activity only if the training can be expected to achieve some organizational goals and this could be determined by conducting the needs assessment.

v) Recruitment of enough qualified tutors is a compulsory mechanism to uphold the needs of public demands. Due to environmental changes taking place in the world today almost all people especially stakeholders have much concern on quality of graduates produced by the institution. Apart from that, quality of teaching for technical education institutions is needed due to number of reasons as identified by OECD (2008) as to develop a closer relationship between tertiary education and the external world, including greater responsiveness to labor

market needs, to enhance social and geographical access to tertiary education, to provide high-level occupational preparation in a more applied and less theoretical way and to accommodate the growing diversity of qualifications and expectations of school graduates. Thus SUZA should ensure that there are skilled and experienced trainers in the institution who could produce quality training programs for trainees so as to provide sufficient services in their organizations after their training endeavor.

vi) Good relationship between trainers and trainees can change SUZA to a center of excellence in the provision of effective training programs. This practice will increase efficiency, effectiveness and flexibility in teaching and learning process hence it is expected that the outcome would be much impressive. It is true that good and supportive environment that is a class with adequate space, air, temperature, availability of relevant teaching and learning tools, with friendly interaction between a tutor and the students, where involvement and encouragement exist, it is expected that teaching and learning process would be simple and maximum output will be realized.

vii) Availability of modern training facilities is also recommended by the researcher so as to meet the millennium challenges. Expansion of students' enrolment should be based on the availability of modern teaching facilities so as to have convenient learning environment. Learning Environment comprises of physical surroundings, psychological or emotional conditions, and social or cultural influences affecting the growth and development of trainees engaged in an educational enterprise. It is true that in a quality learning environment trainers

have high expectations that their trainees will achieve good results. In so doing, SUZA should step forward to modern training facilities, which will facilitate easy training and easy adaptation of new skills, knowledge and attitudes to their trainees.

To the Staff

viii) The civil servant on their side should consider training as a useful tool for them as individuals. Participation in training satisfies the needs of both employee and the organization. The employees can improve their carrier need and job promotion and the organizations as well can achieve their goals efficiently with minimum wastage of resources.

To the Government

ix) The government should introduce and fund the capacity building projects in the Public sector, so as to solve the problem of in sufficiency of fund that affect the effectiveness of training programs.

5.3 Suggested Areas for Further Research

There is a need to conduct further studies on the contribution of training in private institutions in Zanzibar which can be useful in comparative analysis between them and public institutions thus deviations and experiences can be learnt. Further assessment of training can also be done apart from concentrating on significance of training to the work efficiency in public sector, Performance of the organizations and effectiveness of training can also be compared in the course of these studies. The suggested topics for further research may include:

i) An Assessment of the contribution of training in raising work efficiency in Zanzibar private sector.

ii) A comparative Study on the Assessment of the contribution of training for Employees in Public and Private Institutions in Zanzibar.

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APPENDICES

Appendix I

GUIDING INTERVIEW QUESTIONS FOR THE ADMINISTRATIVE OFFICERS AND HEAD OF DEPARTMENTS OF THE STATE UNIVERSITY OF ZANZIBAR

QN.1

How many employees do you have in your institution/department?

…………………………………………………..

QN.2

    a. How many employees have attended the training between 2007 to 2010

    i. Long training ……………….

    ii. Short training………………

    b. Which of the mentioned training programmes have an immediate impact to performance improvement in your institution/department? i) Long term training (   ). ii) Short term training (   ).

    c. Why? Give two reasons.

  i. ………………………………………………………………………………
……

  ii. ………………………………………………………………………………
……

QN. 3

 a. Do you have the training policy in your institution/department?

Yes (   )   No (   )

 b. If yes what is the implication of the policy towards performance improvement of your personnel.

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

QN.4

    a. How do you recognize the training needs in your institution/department?

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

    b. How many employees do you expect to train in the coming three years?

    …………………………………………………………………………..

QN.5

    a. Is there any relationship between employee training and performance improvement

Yes (   )   No (   )

    b. Explain

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

QN.6

What are the challenges facing your institution/department on training and development of your employees. Give only three.

    i.   ………………………………………………………………………………
    ii.   ………………………………………………………………………………
    iii.   ………………………………………………………………………………

QN.7

What are your opinions about training and development of your employees in the institution/department?

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

THANK YOU VERY MUCH

Appendix II

QUESTIONNAIRE FOR TRAINEES OF THE INSTITUTE OF THE STATE UNIVERSITY OF ZANZIBAR (SUZA)

Introduction

Dear respondent, this questionnaire intends to get information on the contribution of training in raising work efficiency in the State university of Zanzibar (SUZA). This is for academic purposes in partial fulfillment of the requirement for the degree of Master of Business Administration (MBA-Finance) of Open University of Tanzania. Please fill this questionnaire in confidence and do not write your name in any part of this form. Please be assured that the information you provide on this questionnaire will be confidential. (*Please tick where appropriately).*

A. Personal Particular.

   i. Name of work organization …………………………

   ii. Designation……………………………………………..

  iii. Age …………………..

  iv. Sex ……………..

   v. Programme/course ……………………………………

B: PERFORMANCE ASSESSMENT

Please consider each of the following sentences and indicate the response that reflects your opinion about institute and your organization's performance.

  1. Have you ever done any training program before the one currently undertaking?

     Yes   1 ☐

     No   2 ☐

  2. If yes, what significance have you achieved in your organization?

a) Improve efficiency   1 ☐

b) Minimize level of supervision   2 ☐

c) Speed up service delivery   3 ☐

3. Do you think the institute responds to changing educational, social and market demand?

    Yes   1 ☐

    No   2 ☐

4. If yes, please explain

a) Change from KBET to CBET   1 ☐

b) Introduction of new Programmes   2 ☐

c) Recruitment of qualified tutors   3 ☐

5. If no, what could be the reasons?

Use of static curricula that do not meet the needs of market   1 ☐

Provision of KBET   2 ☐

Shortage of qualified and competent tutors   3 ☐

6. To what extent do SUZA programmes meet your expectation and help to develop your career?

a) Ability of incorporating theories with practice   1 ☐

b) Being multiskilled due to the nature of programme   2 ☐

c) Dynamic review of sylabus   3 ☐

7. Does your organization enhance the participation of short course programs to its employees?

    Yes   1 ☐

    No   2 ☐

8. If yes, how many short course programs have you attended?

a) One   1 ☐

b) Two   2 ☐

c) More than two   3 ☐

9. Does the short course program you have attended have any contribution to your work efficiency?

Yes   1 ☐

No   2 ☐

10. If yes, what contribution have you made in your organization from the short course attended?

   a) Improve efficiency   1 ☐

   b) Changed work personality   2 ☐

   c) Minimize level of supervision   3 ☐

   d) Speed up service delivery   4 ☐

11. Is there any training policy in your organization?

Yes   1 ☐

No   2 ☐

12. If yes, how does the policy applicable to guide the training needs?

   a) Sufficiently applied   1 ☐

   b) Not well applied   2 ☐

   c) Not applied.   3 ☐

13. What is the training capacity necessary to meet the public service requirement?

   a) Highly focused lesson design with sharp objective   1 ☐

   b) High demands of students' involvement and engagement with their learning

                                                                              2 ☐

   c) Support to student learning (initiatives helping students to work efficiently)

                                                                              3 ☐

d) Highly guiding and concealing practice to trainees   4 ☐

14. Does your organization conduct an assessment training needs?

Yes   1 ☐

No   2 ☐

15. If yes, what impact of an assessment training needs to your organization?

     a) Enhance the person-job fit   1 ☐

     b) Maximize organization profit   2 ☐

     c) Assure the requisite training of the organization   3 ☐

16. What measures do you think could be appropriate for effective training programs?

     a) Highly qualified, experienced and committed tutors   1 ☐

     b) Fully equiped library, classes and laboratories   2 ☐

     c) Friendly and live co operation between tutors and students   3 ☐

     d) Provision of sponsorship for best performers   4 ☐

     e) Extending academic calendar   5 ☐

THANK YOU

Appendix III

QUESTIONNAIRE FOR ACADEMIC AND NON ACADEMIC STAFFS OF THE STATE UNIVERSITY OF ZANZIBAR (SUZA)

Introduction

Dear respondent, this questionnaire intends to get information on the contribution of training in raising work efficiency in the State university of Zanzibar (SUZA). This is for academic purposes in partial fulfillment of the requirement for the degree of Master of Business Administration (MBA-Finance) of Open University of Tanzania. Please fill this questionnaire in confidence and do not write your name in any part of this form. Please be assured that the information you provide on this questionnaire will be confidential.

A. Personal Particular.

  vi.   Department ……………………..

  vii.   Age …………………..

  viii. Sex ……………..

  ix.   Education and qualification…………………………………

  x.   Designation……………………………………………..

B. Occupational Information

  i.   Have you attended any training since you joined this institution?   Yes   (   ) No (   )

  ii.   If yes which training program have you attended?

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

  iii. How did the acquired skills help you in performing your jobs?

    a. It was very useful to my job (   )

    b. It was of little use to my job (   )

c. It was same as before I attended the training (   )

d. It did not help to improve my job efficiency (   ).

iv. Are there any problems associated with attending training/development program in your department and the institution at large? Yes (   )   no (   )

v. If yes, what are those problems?

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vi. Do you think the institution's training program is directed on increasing staff's ability, skills, knowledge and attitudes toward achievement of the intended goals?

Yes (   )   no (   )

vii. Give reasons for your arguments.

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viii. In your opinion what should be done by management to improve the training programs that can result to work efficiency in your institution.

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THANK YOU VERY MUCH FOR YOUR CORPORATION.

Appendix IV

Organizational Structure for SUZA

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                          Council
                            |
                            VC
        ┌──────┬────────┬───┴────┬──────────┐
       LU    PRU              IAU        AFRU
   ┌────────┴──────────────────────────────┐
 DVC (ADM)                              DVC (ACA)
                                    ┌──────┴──
                                  DAQA
 ┌─────┬──────┬─────┐    ┌─────┬────┬──────┬───────┬──────┐
SWU   PPU    PMU    SKF   SOE  SNSS  SCOPE   DLS
      ┌───┴────┐
   ┌──┴──┬────┐
  DHR   DFA   DPS      CSS       TRCOEN            CGSR
```