

**IMPACT OF ON-THE-JOB TRAINING ON EMPLOYEE PERFORMANCE
IN THE MINISTRY OF BLUE ECONOMY AND FISHERIES IN ZANZIBAR**

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2025

CERTIFICATION

The undersigned certifies that they have read and hereby recommends for acceptance by the Open University, a dissertation entitled; "***Impact of on-the-job training on employee performance in the Ministry of Blue Economy and Fisheries Zanzibar***" in partial fulfillment of the award of the requirements for the Degree of Master of Human Resource Management (MHRM).

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.....
Signature

5th August 2025

.....
Date

DEDICATION

I dedicate this dissertation to my family. This dissertation is the fruit of their sacrifice and dedication to supporting my studies and career.

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First and foremost thanks to the Almighty God for giving me the strength, courage to pursue my studies and conducting this research study. Secondly I would like to extend thanks to my family for supporting me morally and spiritually during the whole period of my studies and during the research study. Their encouragement, advice and support enabled me to put in effort which enabled to conclude the study successfully.

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ABSTRACT

The research investigated the influence of on-the-job training on employee performance within the Ministry of Blue Economy and Fisheries in Zanzibar. Specifically, the research aimed to quantify the extent of employee participation in on-the-job training within the organization, evaluate the correlation between employee knowledge and performance, analyze the training methodologies employed by the Ministry of Blue Economy and Fisheries in Zanzibar, and find out the challenges encountered by the Ministry in its efforts to implement on-the-job training. A quantitative research methodology was adopted for this investigation, utilizing a case study design. The data collection was conducted through the administration of questionnaires, with subsequent analysis employing descriptive statistics, factor analysis, and multiple regression analysis techniques. The findings indicated that employee training exerted a positive and statistically significant influence on employee performance. Conversely, employee knowledge demonstrated a positive correlation but lacked statistical significance in relation to employee performance. Nevertheless, on-the-job training was found to have a positive and statistically significant effect on employee performance. The findings of the research indicated that both on-the-job training and comprehensive training programs have a constructive influence on employees by fostering the acquisition of a varied skill set, thus alleviating unexpected obstacles that could hinder the Ministry's goals.

Keywords: *Employee's Knowledge, On the Job Training, Employee Performance.*

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LIST OF ABBREVIATIONS

CBN:	Central Bank of Nigeria
EFA:	Exploratory Factor Analysis
HRM:	Human Resource Management
KMO:	Kaiser-Meyer-Olkin
MoBEF:	Ministry of Blue Economy and Fisheries
OJT:	On the job training
RGoZ:	Revolutionary Government of Zanzibar
SPSS:	Statistical Package for Social Sciences
T&D:	Training and Development
UK:	United Kingdom

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides an overview of the background of the study, statement of the problem, objectives of the study, research questions, and significance of the study and scope of the study as well as organization of the study.

1.2 Background to the Study

On-the-job training has been identified as an essential learning experience that transpires within organizations on a global scale. It is designed to augment employees' knowledge and competencies while providing guidance on the execution of specific tasks as prescribed (Bababjide, 2020). In European nations such as Germany, the United Kingdom and France, the concept of on-the-job training is regarded as a fundamental component of effective human resource management practices aimed at achieving organizational objectives. Moreover, numerous organizations in developed countries employ on-the-job training to foster and enhance staff capabilities in terms of cognitive abilities and their alignment with organizational goals (Anwar & Abdullah, 2021).

According to Ismael, et al., (2021) effectiveness of an organization depends on employees who organize and work within the particular organization. The achieving of the organization will rely on the training and skills that employees acquired through formal or informal institutions. To take account of this, organizations tailor different form of training programs to suit the different level of man-power such as on the job training and off the job training (Ghani & Memon, 2020).

In African countries, on-the-job training has been of concern for many years to business firm's development. Since it is a form of training provided within the workplace it helps develop the career of the individual and the prosperous growth of the organization (Nithan & Bharti, 2021). Phiona (2017) posits that organizations in Kenya have implemented suitable on-the-job training systems, which have led to a reduction in inventory waste and an enhancement in productivity levels. He further underscores the significance of on-the-job training within Ugandan enterprises, elucidating that its implications can extend to financial markets, where firms that engage in such training are rewarded, while those that abstain are subjected to penalties. Throughout the training process, employees are acquainted with the operational environment they are set to integrate into. Furthermore, employees receive practical experience with machinery, equipment, tools, and other relevant resources (Karim, Choudhury & Latif, 2019).

In this intensely competitive and rapidly transforming era, organizations in both developed and developing economies perceive their workforce as a crucial source of competitive advantage within product and service-based industries. Consequently, a significant number of organizations are deeply invested in providing their employees with continuous training throughout their professional journeys to ensure sustained motivation and focus on their responsibilities (Zemburuka, 2020). As posited by Alebachew (2019), within the organizational framework, performance is typically defined as the degree to which an organizational employee contributes to the realization of the organization's objectives through their dedication and active engagement.

Furthermore, performance is the achievement of set targets in terms of expected standards of accuracy, completeness, cost and speed. On-the-job-training has been identified by various scholars to be very crucial to an organization and its effectiveness (Birasnav, Chaudhary & Scillitoe, 2019). As the generator of new knowledge, employee training is placed within a broader strategic context of human resources management, i.e. organizational management, as a planned staff education and development, both individual and groups, with the goal to benefit the organization and employees.

In the context of Tanzania, it has been asserted that the performance metrics of employees are predominantly dependent on their actual competencies and level of involvement; nonetheless, the dimension of motivation has attracted relatively scant academic inquiry. Consequently, the productivity and retention of personnel are fundamentally reliant on the training initiatives implemented by a specific organization (Ussi et al., 2021). As articulated by Farzana & Bari (2019), on-the-job training is pivotal in augmenting the competencies of employees across various organizational settings. Indeed, training may be categorized as either on-the-job or off-the-job, both of which are executed with the objective of enhancing the employees' capabilities to fulfill organizational tasks.

Notably, on-the-job training has been acknowledged as a mechanism that assists employees in their present roles and aids in meeting existing performance standards by concentrating on the particular skills demanded by the organization. The advantages of such training may resonate throughout an individual's career

trajectory and facilitate the preparation for future responsibilities (Karim, Choudhury & Wabib, 2019).

In Zanzibar, the Ministry of Blue Economy and Fisheries has established a human resource policy aimed at employee training, which is structured around both short-term and long-term programs. Nevertheless, the efficacy of the training initiatives remains questionable, akin to the situation observed in other public sector organizations (Mohammed, 2020). Numerous public entities address their training requirements in a manner that is often ad hoc and disorganized, resulting in training practices that are largely unplanned and devoid of systematic structure. Conversely, the prevailing economic challenges and crises regarding training may lead to diminished productivity levels among employees (Mohammed, 2020). In certain instances, organizations experience substantial losses manifested as waste, stemming from errors committed by personnel who lack the specific competencies necessary for the effective execution of their responsibilities. Consequently, this study aims to investigate the influence of on-the-job training on employee performance within the Zanzibar Ministry of Blue Economy and Fisheries.

1.3 Statement of the Problem

On the job training are seen to have a critical role in the success of an organization through influencing organizational learning, innovative behavior and employee engagement as well as differing assessments of learning organizations during the implementation of reforms (Chukwu & Anele, 2022). However, there has been concern that the MoBEF's training programs initiatives are not well thought out, systematically conducted, poor organized in a particular department (Mohamed,

2020). This resulted to interaction with some of the employees indicated that little attention is being paid by the management on the planning and implementation of training program. Due to this problem, may resulted to the many employees go for higher education or a short term courses through their own arrangement with their own cost (Khamis, 2019).

Numerous scholarly investigations have been undertaken regarding training methodologies, revealing that the criteria for selection, the design of training programs and the modalities of training delivery within an organization significantly influence the effectiveness of training initiatives and, by extension, the performance metrics of employees. For instance, Phiona (2017) executed a research study examining the ramifications of on-the-job training on employee productivity within an organizational context; Karim, Choudhury, and Latif (2019) performed a scholarly analysis on the effects of training and development initiatives on employee performance; Ali et al. (2021) engaged in a study assessing the role of organizational culture as a mediating variable between training development and employee performance.

In spite of the essential contributions that these studies have made in emphasizing the value of experiential learning, there persist various challenges that obstruct organizational effectiveness linked to the insufficient knowledge, skills, and experience of public servants, in addition to a shortfall in competence. Consequently, the advancement of the public sector is obstructed by the inadequacy in the formulation and execution of training initiatives. Moreover, the Revolutionary Government of Zanzibar (RGoZ) endeavors to enhance the knowledge of public

servants by allocating a budget for each segment of the public sector; however, regrettably, this has not translated into improved performance, thereby resulting in substandard public service delivery. Therefore, this research aims to address the existing gap by focusing on the impact of on-the-job training on employee performance within the Zanzibar Ministry of Blue Economy and Fisheries, with the objective of cultivating requisite knowledge and comprehension regarding the efficacious implementation of training programs, thereby enabling the government and other stakeholders to devise diverse strategies for enhanced service delivery within the public sector.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to assess the impact of on-the-job training on employee performance in Ministry of Blue Economy and Fisheries in Zanzibar.

1.4.2 Specific Objectives

- i. To determine the level of employee on-the-job-training at the Ministry of Blue Economy and Fisheries in Zanzibar.
- ii. To determine the level of employee knowledge toward the performance within the Ministry of Blue Economy and Fisheries in Zanzibar.
- iii. To examine the methods of on the-job training used by the Ministry of Blue Economic and Fisheries Zanzibar.
- iv. To examine the challenges faced by the Ministry of Blue Economic and Fisheries Zanzibar in its attempt to implement on the job training.

1.5 Research Questions

- i. What is the level of employee on-the-job-training at the Ministry of Blue Economy and Fisheries in Zanzibar?
- ii. What is the level of employee knowledge toward the performance within the Ministry of Blue Economy and Fisheries in Zanzibar?
- iii. What is the method of on the job training used by the Ministry of Blue Economic and Fisheries Zanzibar?
- iv. What are the challenges faced by the Ministry of Blue Economy and Fisheries in its attempt to implement on the job training?

1.6 Significant of the Study

On-the-job training possesses considerable significance within both the public and private sectors, as it serves as a fundamental catalyst for enhancing and sustaining employee performance in Zanzibar, thereby contributing to the attainment of organizational objectives. From a practical perspective, the findings generated from this research may be beneficial to upper management, human resource specialists, and other managerial practitioners by clarifying approaches for the proficient formulation of training programs that elevate employee capabilities and experiences. Furthermore, it elucidates an effective methodology for implementing training programs that equip employees with the requisite knowledge and skills necessary to fulfill their daily responsibilities within the organization.

1.7 Scope of the Study

The research was executed at the Ministry of Blue Economy and Fisheries in Zanzibar. It explores the critical dimensions related to the assessment of on-the-job

training levels among personnel at the Ministry of Blue Economy and Fisheries; evaluating the extent of employee awareness regarding performance within the Ministry, and investigates the methodologies of on-the-job training employed by the Ministry of Blue Economy and Fisheries in Zanzibar. Furthermore, it finds out the challenges faced by the Ministry of Blue Economy and Fisheries in Zanzibar in its efforts to implement on-the-job training.

1.8 Organization of the Study

The research dissertation is comprised of five distinct chapters. Chapter one outlines the contextual framework related to on-the-job training and its impact on employee performance within the public sector; chapter two examines the existing literature regarding various empirical studies associated with on-the-job training in public organizations. Chapter three elaborates on the methodologies employed during the execution of this research endeavor. Chapter four presents a thorough examination and discourse of the data obtained from the field, while the concluding chapter, chapter five, consolidates the findings and offers recommendations based on the researcher's observations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter incorporates the introductory section, a theoretical examination of the literature alongside the foundational theories underpinning the investigation, an empirical review of the literature, the recognition of research deficiencies, and the development of a conceptual framework. Moreover, this chapter clarifies the materials relevant to the associated study, sourced from a diverse range of academic resources including books, journals, articles, and previous research reports, to investigate how other academics have addressed similar challenges across various geographical contexts.

2.2 Definition of the Keys Terms

2.2.1 Training

Training is an activity that planned in a systematic fashion that results in a high level of enhanced knowledge skills, competence, commitment and that is necessary to effectively and efficiently perform any task (Nnanna, 2020). Training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Daniëls, Muyters & Hondeghem, 2021). The study employed the conceptualization posited by Hussain et al. (2020), which articulates that training is regarded as the intentional and methodical alteration of behavior facilitated through educational experiences, activities, and structured programs, culminating in participants attaining requisite levels of knowledge, skills, competencies, and capabilities necessary for the proficient execution of their professional responsibilities.

2.2.2 On the Job Training

On job training refers to activities carried out at a person's workplace to develop their work related knowledge, skills and attitudes (Murtiningsih, 2020). Hussain, et al. (2020) defines on the job training as process in which the employee acquires knowledge and skills within the organization as a part of develop professional career and the prosperous growth of the organization. This study was used the concept of on the job training by Karim, Choudhury & Latif (2019) on-the-job-training defined that the trainee works in the actual work setting, usually under the guidance of an experienced worker, supervisor or trainer.

2.2.3 Employee Knowledge

According to Ghani & Memon (2020).employee knowledge considered as information and skills employees acquire through experience or education. Murtiningsih (2020) add that employee knowledge is a typically those with advanced training and years of experiences, have become a valuable asset for companies worldwide. This study employed the concept of Nnanna (2020) who defined employee knowledge as the ability of employee to develop new strategies and coming up with ideas for new product and service.

2.2.4 Employee Performance

Employee performance is the process of making sure that the company human resource being properly used in pursuit of company goals. Also it comprises the actual output or result of an employee as measured against its intended outputs (Hussain et al., 2020). In today's workforce, employee performance can be defined as employee's ability to achieve goals in a state of constant change (Murtiningsih,

2020). Therefore in this current study the definition by Ghani & Memon (2020) employee performance regarded as the ability of an organization to reach its goals and optimize results.

2.3 Theoretical Review

2.3.1 Behavioral Learning Theory

The behavioral learning theory was developed by B. F. Skinner in (1904). The behavioral leaning theory based on the idea that learning is acquired through the interaction with the environment (Chukwu & Anele, 2022). According to Farzana & Bari (2019) This school of thinking highlights the impact that incentives and penalties for particular behaviors can have on an individual's future conduct within the organization and suggests that learning can be researched in a methodical and observable way regardless of internal mental state (Alebachew, 2019).

The strength of this theory, it provides clear predictions about the behavior of learners under certain condition like reinforcement or punishment. It allows the learners to use the time more effectively by generalizing the behavior of a particular organization during the implementation of their daily activities (Murtiningsih, 2020). Furthermore, all of the data collected for learning theories is grounded in real-world scenarios, allowing employees to gain knowledge and skills in authentic settings that will help them deal with their surroundings (Nithan & Bharti Ayer, 2021). However, this study's shortcomings include its lack of attention to cognitive abilities; the behavioral model places more emphasis on observable behaviors and outside stimuli. It might neglect the growth of higher-order cognitive abilities, critical thinking, and problem-solving, all of which are necessary for long-term learning and academic

achievement (Nnanna, 2020).

In this scholarly analysis, the behavioral learning theory is a commonly acknowledged model that accentuates the ways in which employees obtain innovative knowledge, proficiencies, and experiences within the organizational setting to competently fulfill their everyday responsibilities. Considering its substantial impact on the behavioral patterns and actions of individuals within the organization, the utilization of this theoretical framework in the present study clarifies for organizational leaders the critical significance of learning processes in achieving employee success. Furthermore, it aids managers in comprehending how the work environment and lifestyle of employees may affect their knowledge acquisition, thereby enabling them to perceive this influence objectively and endeavor to facilitate improvements that align with the overarching organizational objectives.

2.3.2 Social Learning Theory

The social learning theory was developed by Albert Bandura in (1963). Social learning theory presents a new view of learning i.e. leaning social interaction within working environment. This improves learning through social contact, allowing workers to pick up tips from one another on how to carry out specific tasks in the right way (Nithan & Bharti, 2021). According to this hypothesis, because certain social components cannot be taught, these programs do not accommodate all learning styles. The learner picks up those skills from his or her environment. This kind of learning is known as observational learning, and it is linked to an awareness of various human actions (Bababjide, 2020).

By linking the rewards and advantages of on-the-job training programs to organizational training programs, employees' attitudes can be improved and a positive mental state can be fostered (Aldrin & Utama, 2019). The application of this theory as it allows the employees to learn from the surrounding and provides an environment where they can learn from their supervisors/managers and co-workers. This improved employee's performance and also help organization to achieve its goals (Olaore & Tan, 2021).

Ghani & Memon (2020) states that one of the main advantages of this theory its adaptability in describing variations in an individual's behavior or learning process; that is, when an individual's surroundings change, their conduct may also vary. Its ability to accommodate various learning styles is another advantage. One can gain knowledge from firsthand experience or observation. (Ismael et al., 2021). However, the theory does not account for how we develop a wide range of behavior based on thoughts and feelings. We have a significant amount of control over the behavior and, as such, organization doesn't necessarily reproduce poor behavior, like violence, merely because we experience it. Similarly, the theory fails to recognize the importance of accountability within particular area. By placing greater weight on the environment, the theory largely assumes one's behavior and actions are determined by society, not by how a person handles or processes information (Jeni, et al., 2020).

This theoretical framework is applicable to this research since the social learning theory originates from similar concepts. The social learning theory posits that external factors significantly affect learning behavior. Nevertheless, the social

learning theory advances this notion by proposing that intrinsic psychological mechanisms also exert influence over behavioral outcomes. Employees may observe certain actions being performed; however, the social learning theory asserts that internal cognitive processes shape the behavioral responses that ensue. The social learning paradigm contends that behavior is substantially more intricate than the mere stimulus-response model proposed by behaviorism. It implies that employees engage in learning through observation and subsequently make a conscious decision to replicate observed behaviors. Intrinsic emotional forces, such as the pressure from peers and the ambition to adhere to societal norms, play a crucial role in influencing behavior.

2.4 Empirical Review

2.4.1 The level of Employee Training at the MoBEF in Zanzibar

Bababjide (2020) conducted a study on the role of training and development on employee's performance in central bank of Nigeria. The study used questionnaire for the collection which was analyzed on tables, charts and hypotheses tested with the Statistical Package for Social Sciences (SPSS). The study concludes it can be obtained that mentoring has a significant impact on employee commitment in CBN, the delegation of jobs has significant impact on employee commitment in CBN, job empowerment has a significant impact on employee commitment and rotation of job has a significant impact on employee commitment in CBN.

Tukunimulongo (2015) investigated on the impact of OJT on employee performance at Mumias Sugar Company Limited in Kenya. This study adopted a descriptive research design. The sample size of the target population for the study was 115

employees were selected and questionnaires were used for data collection while chi-square was used in data analysis in this study. The researcher found that OJT was positively correlated with employee performance. They also found that OJT programs that are tailored to the specific needs of the organization are more effective. The researcher recommended that organizations develop and implement OJT programs that are aligned with their strategic goals.

Idris & Wahyudi (2021) investigated on the impact of job rotation on employee performance in Indonesia. The research used interview and questionnaire methods in data collection which were analyzed by content and frequency tables respectively. The researchers found that job rotation did not have a significant impact on employee performance. They attributed this to the fact that the job rotation program in the study was not well-planned and implemented. The researchers recommended that organizations carefully plan and implement job rotation programs to ensure that they are effective.

Mahmood, et al., (2023) performed an analysis concerning the influence of orientation training on workforce performance in multinational corporations located in Kazakhstan. The data were gathered via a questionnaire survey administered to 285 employees employed by multinational corporations in Kazakhstan. In order to ascertain employees' expectations regarding the content of orientation training, focus group discussions were conducted with 20 employees from four distinct organizations. The researchers established that orientation training had a significant positive impact on long-term employee performance indicators, encompassing job satisfaction, learning transfer, intrinsic motivation, and employee commitment.

Additionally, they ascertained that orientation training positively affected organizational performance outcomes, such as profitability, revenue growth, operational efficiency, innovation in products or services, and customer satisfaction.

The study conducted by Rutaihwa (2013) addresses the employee orientation program within Tanzanian Public Institutions and its consequences on employee performance. The research methodology incorporated the administration of distributed questionnaires, interviews, observational techniques, and documentary analysis for the purpose of data acquisition. A total of fifty-eight (58) employees were selected as the sample size for the study. The findings indicated that orientation training was ineffective in enhancing employee performance due to the fact that a majority of the personnel had not received initial orientation. The researcher proposed that governmental organizations should implement a holistic strategy for orientation training that facilitates the dissemination of information in a manner that is comprehensible and memorable.

2.4.2 The Level of Employee Knowledge on the Performance at the MoBEF

Ismael et al. (2021) conducted a study on the role of training and development on organizational competence. The research data was gathered through the creation of a questionnaire, employing a qualitative research methodology that seeks to explore the depth and quality of phenomena rather than focusing on quantitative measures associated with the questionnaire. The sample comprised both male and female participants, acquired through a random sampling technique; a total of 120 questionnaires were disseminated among employees at various levels within private universities, of which 102 responses were received, with data analysis being

conducted utilizing SPSS software.

Within the scope of this study, the researchers endeavored to illuminate the significance of training and development and their potential impact on organizational effectiveness, leading to the selection of private universities as the target institutions for the distribution of the questionnaire, followed by the collection of completed responses. The first research question posited by the researcher pertains to the existence of a correlation between training and development, while the subsequent inquiry elucidates the direct influence of developmental programs on organizational effectiveness, underscoring the necessity of development for the efficacy of an organization.

Lusato (2013) conducted an investigation into the effects of On-the-Job Training (OJT) on employee performance within public institutions in Tanzania. The data was amassed utilizing structured questionnaires, interviews, observational methods, and the examination of primary documents within the office, which were subsequently analyzed through thematic analysis. The findings indicated that OJT significantly contributed to the enhancement of employee performance. Additionally, it was ascertained that the primary methodologies of On-the-Job Training (OJT) implemented in public institutions encompassed orientation, job rotation, coaching, and workshops. The researcher advocated for the government to allocate additional resources towards OJT and to ensure its implementation is executed with efficacy.

Nizam & Sidhu (2020) investigates on the impact of workplace coaching on employees' performance in Malaysia mediated by rewards and recognition. In this

study, the questionnaire and survey approach were used. The researcher used Regression Analysis to analyze the data collected from the questionnaire while convenient sampling was used as a sampling technique to represent the whole population. The study found that coaching has a 31.8% positive impact on employee performance. The researcher used Regression Analysis to analyze the data collected. The study recommended that coaching could influence employee performance and examine the relationship between coach and coaches on employee performance.

Likewise, Daniëls, Muyters & Hondeghem (2021) this study examined the impact of job rotation on employee performance. The survey method is used for this descriptive study. This study used questionnaires as a data collection instrument. The researcher found that job rotation had a positive impact on employee performance and commitment. They also found that job rotation helped to reduce boredom and fatigue, and increased job knowledge and skills. The researcher recommended that organizations implement job rotation programs to improve employee performance and commitment.

Aldrin (2019) conducted a study on the effect of coaching on teamwork performance; this study used a quantitative approach. Fifteen (15) employees were selected as the research sample. The results of this study show that there is very low performance before using coaching while after using coaching as a strategy to improve performance employee performance became very strong and significant. The researcher recommended coaching should be used as a strategy to boost employees' performance.

2.4.3 The Methods of on the Job Training Toward the Employee Performance

Phiona (2017) conducted a study on the impact of on the job training on employee productivity in an organization. The study findings indicated that on job training methods that were majorly used included coaching, and job rotation. The study further discovered that there was a positive relationship between on job training and employee productivity. Finally the study findings revealed that working environment and motivation were noted out as other factors that largely affected employee productivity at Uganda Clays Limited. The study concluded that on job training largely contributes to improved employee productivity and company profits.

Hussain, et al., (2020) conducted an investigation into various training methodologies, with particular emphasis on on-the-job training, wherein the trainee operates within a genuine work environment, typically under the mentorship of a seasoned employee, supervisor, or educator. On-the-job training may also take the form of internships, wherein practical training is combined with relevant classroom instruction, or apprenticeships, where the employee acquires skills under the guidance of a mentor or an exceptionally skilled colleague. A predominant advantage of on-the-job training is that it does not necessitate specialized facilities, allowing trainees to be immediately involved in productive tasks. Nevertheless, the potential costs associated with damaged equipment, wasted resources, and dissatisfied customers or clients can be exceedingly substantial.

According to Farzan & Bari (2019) states that coaching in the context of employee performance is a structured and continuous process in which a manager or designated coach provides guidance, support, and feedback to employees to enhance

their skills, capabilities, and overall job performance. Coaching is a dynamic and collaborative approach designed to empower employees to reach their full potential, achieve their goals, and contribute more effectively to the organization.

A study done by Dhanraj and Parumasur (2014) explored the perception of employees on the impact of job rotation on their performance, productivity, and job security in a textile company in South Africa. This study used descriptive and inferential statistics approaches. Seventy-seven (77) employees were selected as a sample size for the study. Data was collected using a self-developed, pre-coded, self-administered Questionnaire whose reliability was assessed by using Cronbach's coefficient Alpha. The researchers found that employees perceived that job rotation had a positive impact on their performance and productivity. They also found that job rotation helped to reduce boredom and fatigue, and increased job satisfaction. The researchers recommended that organizations implement job rotation programs to improve employee performance and productivity.

Furthermore, Khamis (2019) undertook an empirical investigation concerning the impact of training on employee performance, specifically examining the perceptual implications of coaching as a training methodology that affects employee performance in the context of Zanzibar. The research employed a combination of primary and secondary data collection methods, which were subjected to analysis through thematic analysis and documentary review methodologies. The findings of this study indicate that employee performance within the banking institution, as assessed through quarterly performance evaluations, has exhibited a notable enhancement since the initiation of coaching.

Furthermore, these findings are substantiated by enhancements in the comprehensive performance of the bank, as evidenced by key performance indicators, which have demonstrated favorable trajectories over the preceding four years. The researcher posited recommendations regarding the utilization of coaching to augment employee performance and facilitate career advancement, while also advocating for the establishment of optimal practices.

2.4.4 The Challenges Faced by the Mobef in its Attempt to Implement Training

Bafaneli & Setibi (2015) studied on the impact of on-the-Job training on employee performance. The results of the study indicated that to a large extent Riley's Hotel implemented on the job training and that the majority of employees have attended the training. There is also an indication that most of the employees believe that on the job training makes them effective in their jobs. Too much work and time constraints were revealed as challenges to the successful implementation of on the job training.

Achackzai, Siddiq & Khishkai (2024) this study investigates the impact of training programs on employee performance and learning behavior change within the General Directorate of Planning and Evaluation Department at the Ministry of Education in Afghanistan. Utilizing a cross-sectional design and both primary and secondary data sources, the research evaluates the effectiveness of training initiatives in enhancing employee skills, knowledge, and attitudes.

A purposive sampling methodology was employed to select a cohort of 71 respondents who completed structured questionnaires that were disseminated via

digital means. The data analysis, conducted utilizing Microsoft Excel and SPSS, encompassed descriptive statistics and percentage analysis in order to elucidate the findings. The results reveal a favorable perception of training benefits among employees, which includes enhancements in performance, productivity, job satisfaction, and skill acquisition. Nonetheless, domains such as the reduction of accidents and the promotion of innovation necessitate additional scrutiny. The recommendations propose the customization of training programs to address specific needs, the advancement of diversity and inclusion, an emphasis on safety and innovation, as well as the sustenance of employee motivation and engagement.

Dalal, et al. (2022) studied on the impact of training on employee performance. The survey conducted shows the deficiency of training practice at different levels. This deficiency creates dissatisfaction and demotivation among nurses. Thus, the result of the research highlights the importance of establishing well-structured training programs that enable staff to achieve high performance, which in return enhances the quality of care. Therefore, training is an important factor that influences nurses' job satisfaction and their intention to work. Motivated and satisfied nurses are more likely to remain within their job than those who are not satisfied.

According to the findings derived from the survey, nursing professionals exhibit a heightened likelihood of experiencing dissatisfaction when the training initiatives offered are not pertinent to their professional responsibilities, when there is a limited number of training sessions conducted annually, and when the training fails to align with their anticipated objectives and aspirations; thus, ineffective training programs culminate in employee discontent. Consequently, a fundamental aspect of enhancing

employee performance necessitates a transformation in the approach to engaging with employees, which includes fostering autonomy, facilitating career development, promoting transparent communication, and disseminating pertinent information, thereby augmenting their sense of value, fulfillment, and contribution to the institution through training programs that effectively address their needs and desires.

2.5 Research Gap

Despite the extensive number of investigations and in-depth analyses that have been undertaken regarding the impact of on-the-job training on employee performance within public sector organizations, it is important to recognize that a considerable fraction of these studies have been carried out outside our national boundaries. For instance, Bababjide (2020) explored the ramifications of training and development on employee performance at the Central Bank of Nigeria, while Hussain et al. (2020) examined the effects of training and development on the organizational commitment of academicians in Pakistan.

Similarly, Tukunimolongo (2015) conducted research at Mumia Sugar Company Limited in Kenya. Thus, this has resulted in a shortfall of robust empirical research within our nation, consequently failing to deliver compelling evidence for the essentiality of training programs for personnel to optimize their job performance. Therefore, the present research endeavors to address the gaps in the existing literature pertaining to the Zanzibar public sector by investigating the influence of on-the-job training on employee outcomes, in addition to tackling various challenges that affect both employees and the respective institutions.

2.6 Conceptual Framework

The proposed model is an original construction that elucidates the correlation between on-the-job training for employees and their respective performance outcomes. Employee performance is classified as a dependent variable, whereas on-the-job training is categorized as an independent variable. In pursuit of this objective, this research was directed by the following conceptual framework, which serves to elucidate the interconnections among the variables involved. As a result, the conceptual framework was formulated based on a comprehensive review of pertinent literature.

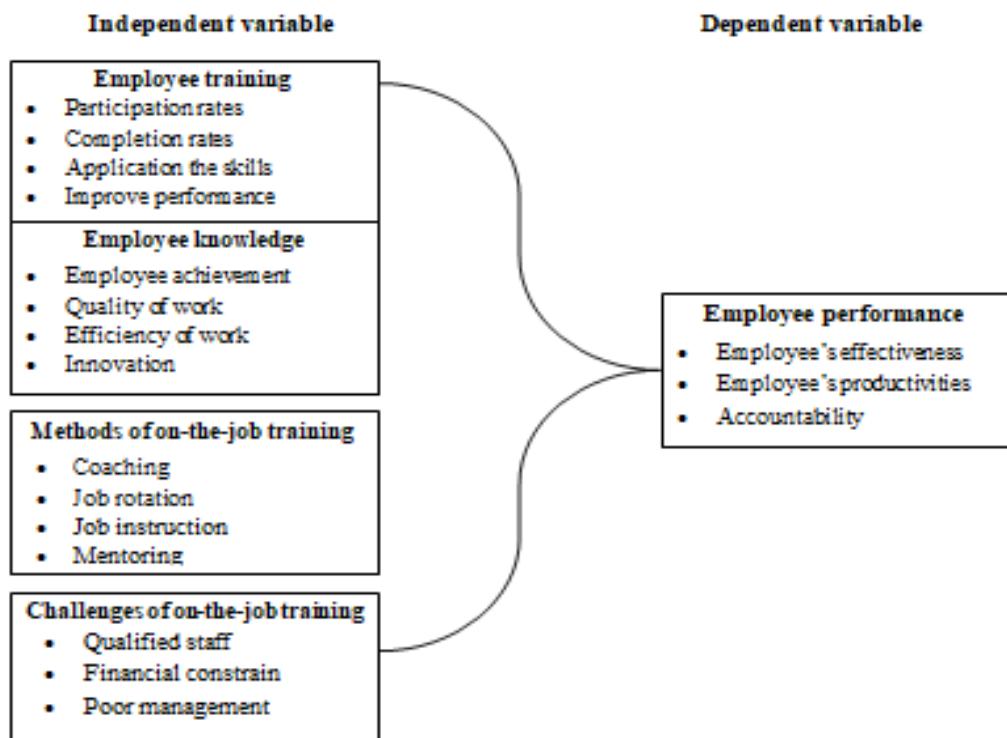


Figure 2.1: Conceptual Framework

Source: Researcher's own constructs (2025).

2.7 Theoretical Framework

On-the-job-training has much influence to the individual as well as organizations performance (Karim, et al., 2019). According to Murtiningsih (2020) suggested that in the modern workplace training program designed to enhance performance by given them a chance to increase their skills, knowledge and ability to cope with the change that arise in business market On-the-job training considered as irreplaceable asset in improving the productivity level of any organization. Not only does it enhance the capabilities of employees, but it also facilitates their acquisition of knowledge and the execution of their responsibilities with greater efficacy.

Consequently, in order to augment individual productivity and effectively convey organizational objectives to the workforce, it is imperative to focus on optimizing employee performance in the most holistic manner possible (Mwijarubi, 2021). This assertion is further corroborated by the premise that the allocation of resources towards employee training in the context of organizational development yields advantageous outcomes for both employee advancement and overall performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter covers the research approach, research design, description of the study area, study population, sample size, sampling procedures, data collection tools, validity and reliability, data analysis techniques and finally concluding with ethical issues.

3.2 Research Philosophy

Research philosophy can be conceptualized as the formulation of the research context, the accumulation of research knowledge, and the exploration of its inherent characteristics (Merriam & Grenier, 2019). In this investigation, the researcher employed a pragmatist philosophical framework to formulate substantiated arguments that align with the established objectives and research inquiries. According to Wilson (2010), the philosophical perspective of pragmatism holds that the authenticity of an ideology or assertion is reliant on its practical applicability, claiming that the value of a proposition is contingent upon the observable outcomes of its endorsement, while impractical ideals should be disregarded. The principles of pragmatism emphasize the evaluation of concepts based on their effectiveness in resolving issues, concurrently advocating for a versatile and adaptive approach in problem-solving initiatives.

3.3 Research Approach

The research methodology delineates the manner in which the research objectives

are interrogated (Merriam & Grenier, 2019). The three recognized strategies encompass quantitative research, qualitative research, and mixed methodologies. The quantitative research methodology is employed in this investigation as it facilitates the researcher in exploring and elucidating a phenomenon, as well as interpreting data statistically in a broader and more accessible manner. The justification for selecting this research design is predicated on its capacity to address the issue at hand while mitigating the limitations inherent in the quantitative research approach. Furthermore, this study utilized this methodology to enhance the credibility of the findings and to acquire comprehensive information for a deeper understanding of the phenomenon under investigation.

3.4 Research Design

According to Kothari (2017), defined research design as the overall strategy that researcher chooses to integrate the different components of the study in a coherent and logical way. This was undertaken to ensure that the research problem is effectively addressed. It serves as the framework for the collection, measurement, and analysis of data. Consequently, a case study research design is utilized in this investigation. Essentially, a case study represents a comprehensive examination of a specific situation as opposed to a broad statistical survey. This methodological approach is employed to refine an extensive area of research into a singular, easily investigable topic. This study adopted a case study design due to its appropriateness for examining social phenomena, which fosters a profound understanding of such phenomena and consequently allows for flexibility within the research.

3.5 Study Area

The research conducted at the Ministry of Blue Economy and Fisheries Zanzibar. The place was selected for this study due to the fact that since the organization is current one to establish in the Zanzibar government ministries so that they area presents some element of alarming situation of implementation the different methods of on-the-job-training so as to ensure their employee perform their daily accordingly. Also the researcher selects this study area on the ground that the office is intended to achieve the higher performance through the effective uses of training program to achieve the organizational goals.

3.6 Study Population

The term “population” refers to a collective of individuals, objects, or items from which samples are extracted for the purposes of measurement (Meyer & Morin, 2016). The target population denotes the entirety of units from which information is sought. In the context of this research, the target population comprised 515 staff members of the Ministry of Blue Economy and Fisheries in Zanzibar, including managers, departmental heads, human resources officers, and other personnel (RGoZ, 2022). This population was utilized to select a sample that effectively represented the entire population as units of analysis for the study.

Table 3.1: Population Distribution

Population	Frequency	Percent	Sample size
Manager	8	2	4
Head of department	15	3	6
HR officers	6	1	3
Other employees	486	94	212
Total	515	100	225

Source: Researcher's own constructs, (2024).

3.7 Sample Size

A sample is a small portion of the study population, in which the researchers can collect data from participants who are part of the large population or group (Kothari, 2017). The sample size of this study calculated by using Taro Yamane's (1967) formula as illustrated in the follow equation:-

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

$$n = \frac{515}{1 + 515(0.05)^2}$$

$$n = \frac{515}{1 + 515(0.0025)}$$

$$\underline{n = 225}$$

Where:

n = signifies the sample size

N = signifies the population under the study

e = signifies the margin error (it could be 0.10, 0.5 or 0.1)

Therefore, by plugging to the above formula, Sample size (n) of this study was 225 respondents.

3.8 Sampling Procedures

3.8.1 Simple Random Sampling

A random sample constitutes a subset of individuals (a sample) extracted from a broader population (Meyer & Morin, 2016). The methodology of random sampling was implemented to guarantee equitable representation of individual participants within the groups selected for the research. Each group was selected randomly and

entirely through chance, ensuring that each individual possesses an equal likelihood of being chosen at any juncture during the sampling procedure, and that each individual also has an equivalent probability of being included in the sample. This methodology allows the researcher to mitigate bias and streamline the analysis of the outcomes. In this context, the researcher requested a list of employee names, subsequently shortlisted and assigned numerical identifiers to create a sampling frame utilized in this study.

3.9 Data Collection Tools

3.9.1 Questionnaire

Nithan and Bharti (2021) defined questionnaire as a printed sets of field questions to which participants respond on their own (self-administered) or on the presence of the researcher. In this study, the questionnaires closed ended questions and few open ended question in order the respondents to get the opportunity of giving short answers. The questionnaire method was chosen due to its flexibility in data collection as it generates data that is simple to code for analysis particularly when closed ended questions was used. The questionnaire data collection method was used because of the prospective respondents was the staffs of the Ministry of Blue Economy and Fisheries Zanzibar who are in most cases busy with office responsibilities.

3.10 Validity and reliability of the Instruments

Validity is defined as “the state in which measurement instruments accurately capture the constructs they are intended to assess,” whereas reliability is described as “the degree of consistency observed when measuring under identical

conditions" (Anderson, 1987). To ascertain the validity and reliability of the research, the researcher engaged research specialists and conducted preliminary testing on a pilot group that closely aligns with the population to which the questionnaire was subsequently administered. Furthermore, the assessment of reliability was performed utilizing Cronbach's Alpha, wherein the researcher executed the reliability command within the Statistical Package for the Social Sciences (SPSS). The outcomes of this evaluation were deemed acceptable solely because the value of Cronbach's Alpha exceeded the threshold of 0.7 (George and Mallery, 2003).

Table 3.2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.992	.993	15

Source: Researcher, 2024.

3.11 Data analysis and Presentation

Data analysis refers to computation of certain measures along with searching relationship pattern existing among data groups (Kothari, 2017). The researcher employed Exploratory Factor Analysis (EFA) as the methodological approach deemed most precise when each latent construct is delineated by numerous observed variables in the evaluation. Inferential statistical techniques, including regression analysis, were utilized to ascertain the extent of the relationship between the independent and dependent variables, wherein multiple linear regression analysis was applied, and the Statistical Package for the Social Sciences (SPSS) was employed to enhance the data analytical process. The findings are illustrated

in the format of tables and figures.

3.11.1 Regression Analysis

Inferential statistics such as regression was then used to evaluate the degree of relationship between the independent and the dependent variable where multiple linear regressions used. The main purpose of multiple linear regression analysis includes: prediction, explanation and theory building.

The following model used in this study:

$$EP = \beta_0 + \beta_1 ET + \beta_2 EK + \beta_3 OJT + e$$

EP: Represents the dependent variable which is Employee Performance

β_0 : Represents a constant factor or the intercept

β_1, β_2 and β_3 : Coefficients of independent variables

ET: Represents an independent variable, Employee Training

EK: Represents an independent variable, Employee Knowledge

OJT: Represents an independent variable, On-the-job training

e: Represents an error term

3.12 Ethical Consideration

Ethics constitutes a fundamental component of academic inquiry as it encompasses the norms and standards of conduct that inform individual moral decisions during the execution of research endeavors (Kothari, 2017). In order to ascertain the ethical validity of this study, the researcher meticulously verified and ensured that participants were adequately informed regarding consent, safeguarding, respect for human rights and dignity, confidentiality, avoidance of deception, attentiveness to gender and cultural sensitivities, integrity, and adherence to principles of non-

plagiarism. Moreover, the researcher adhered to the regulations and ethical standards delineated by the university and sought necessary approvals for data collection and, where practicable, during the dissemination of research results.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

The principal goal of the research was to investigate the effects of on-the-job training on employee performance in the Ministry of Blue Economy and Fisheries in Zanzibar. The specific aims included quantifying the extent of employee on-the-job training at the Ministry of Blue Economy and Fisheries in Zanzibar, assessing the level of employee knowledge regarding performance within the Ministry of Blue Economy and Fisheries in Zanzibar, analyzing the methodologies of on-the-job training employed by the Ministry of Blue Economy and Fisheries in Zanzibar, and the final specific objective was to find out the challenges encountered by the Ministry of Blue Economy and Fisheries in Zanzibar in its efforts to implement on-the-job training. This chapter elucidates the findings acquired from the study area as well as from supplementary sources.

4.2 Response Rate

The study effort circulated a total of 225 questionnaires among the participants; however, only 221 questionnaires were completed and returned, producing a response rate of 98.2% of all questionnaires distributed, thereby making the data suitable for statistical examination. According to Kothari (2016), a response rate exceeding 70% is regarded as an exceptional response rate. This response rate of 98.2% was deemed adequate to furnish information for analysis and to formulate conclusions for this research study.

4.3 Characteristic of the Respondents

This information about respondents encloses gender, age, level of education and working experiences. These categories were important as they elaborated the affiliation between the variables applied in this study.

Table 4.1: Characteristic of the Respondents

Characteristics of the respondents	Frequency	Percent
Gender of the respondents		
Male	133	60.2
Female	88	39.8
Total	221	100.0
Age of the respondents		
18-29	44	19.9
30-41	104	47.1
42-54	44	19.9
Above 55	29	13.1
Total	221	100.0
Education level		
Secondary	9	4.1
Diploma	29	13.1
Degree	94	42.5
Masters	89	40.3
Total	221	100.0
Working experience		
1-5 years	56	25.3
6-10 years	77	34.8
More than 10 years	88	39.8
Total	221	100.0

Source: Field Data, (2024).

4.3.1 Gender of the Respondents

The researcher considered the gender of the participants as a significant variable that illustrated the distribution of male and female respondents throughout the data collection process. Researcher regarded the gender of the participants as one of the variables that illustrated the distribution of male and female respondents during the data collection process. Table 4.1 delineated the distribution of respondents

categorized by gender. The data demonstrates that males constituted a predominant proportion of 133 (60.2%) in contrast to females, who represented 88 (39.8%), which can be attributed to the limited number of female employees relative to their male counterparts in the study area. This research aimed to explore the responses of male and female employees to various patterns of functional flexibility at the Ministry of Blue Economy and Fisheries. The data indicated that the allocation of employees exhibited a lack of gender equity, with males exceeding females by a ratio of 68% to 39%.

4.3.2 Age of the Respondents

The age of the respondents was taken into account in this section to assess the respondents' experiences regarding the influence of on-the-job training on employee performance. The researcher delineated age categories, commencing with 18-29, followed by 30-41, 42-54, and 55 and older. Table 4.1 presents data indicating that, in accordance with the specified age classifications, 44 (19.9%) of the participants were categorized within the 18-29 age group, 104 (47.1%) were classified as being aged 30-41, an additional 44 (19.9%) were allocated to the 42-54 age category, and finally, 29 (13.1%) of the participants were identified as being 55 years old or older. These results indicate that the predominant proportion of respondents comprises younger individuals who are perceived as an effective workforce capable of executing various tasks due to their relative agility.

4.3.3 Education level

Regarding educational attainment, the participants were invited to indicate their educational qualifications to determine their insight into the study's purposes. The

educational qualifications of the participants were classified into four distinct categories: secondary education, diploma, bachelor's degree, and master's degree. The information presented in Table 4.1 demonstrated that: 9 (4.1%) of the participants had reached secondary education, 29 (13.1%) had finalized a diploma program, 94 (42.5%) were in possession of a bachelor's degree, and 89 (40.3%) had realized a master's degree. The results of the research suggested that nearly all participants within the studied area possessed a commendable level of educational attainment, as evidenced by the significant proportion of individuals who had completed higher education at the university level. This implies that they possess experience with the training program, equipping them to perform their professional responsibilities with efficacy.

4.3.4 Working Experience

The working experience of the participants is perceived as an influential component that affects their responses and their awareness of the pertinent challenges at hand. Moreover, the investigator meticulously noted the duration of the employees' tenure to ascertain their level of expertise and the nature of training acquired during their employment within the institution. The data presented in Table 4.1 revealed that 56 (25.3%) of the participants possessed work experience ranging from 1 to 5 years; 77 (34.8%) of the overall respondents had experience spanning from 6 to 10 years; and 88 (39.8%) had accumulated work experience exceeding 10 years.

The findings indicated that a substantial proportion of the respondents had acquired more than 10 years of professional experience. In this regard, it is plausible that the respondents are well-equipped to furnish precise information pertaining to the

motivational strategies employed within this specific organization.

4.4 Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) is a statistical method that is used to reduce a large number of unobserved variables into sets of factors based on the underlying hidden structure. The clustering of these factors is achieved through factor extraction and factor rotation which identify the consistent movement among them (Treiblmaier & Filzmoser, 2009; Hadi et al., 2016). EFA was done by using SPSS, Maximum likelihood factor extraction and an oblique factor rotation-Promax methods were used. Before heading to EFA, KMO and Bartlett's test of sphericity were conducted to determine whether the data were appropriate for a factor analysis test. KMO was used to conclude on the sufficiency of the sample size, and Bartlett's test of sphericity was used to check for the existence of adequate correlation among variables. The examination revealed a KMO that was > 0.932 and Bartlett's test of sphericity that was significant with a P-value of < 0.001 . According to Keiser (1974), KMO from 0.5 is acceptable. Hair et al. (2014) indicated that a significance Bartlett's test of < 0.05 allows proceeding for further analysis as it evidencing sufficient correlation of the variables in a proposed model. Table 4.4 below showed the KMO and Bartlett test results:

Table 4.2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.932
Bartlett's Test of Sphericity	Approx. Chi-Square	11720.169
	Df	528
	Sig.	.000

Source: Researcher (2024).

4.5 The Level of Employee on-the-Job-Training at the MoBEF Zanzibar

The first specific objective of this study was to determine the level of employee on-the-job-training at the Ministry of Blue Economy and Fisheries. In which the researcher asked the respondents different questions so as to determine the level of employee training on their performance within the organization. Therefore the results are as follows:

4.5.1 Increase Rate of Training

In this section, the researcher wanted to know on how the rate of employee training increasing within the organization so as to improve performance of employee on their daily activities within the Ministry of Blue Economy and Fisheries. Therefore, the respondents were asked to strongly agreed, agreed, neutral, disagreed or strongly disagreed on this statement. Where the results of this question are elaborated in the

Table 4.5:

Table 4.3: Increase Rate of Training

Responses	Frequency	Percent
Strongly disagree	15	6.8
Disagree	29	13.1
Neutral	29	13.1
Agree	103	46.6
Strong agree	45	20.4
Total	221	100.0

Source: Field data, 2024.

The results presented in Table 4.5 indicate that 67% of the surveyed participants concurred that the frequency of employee training has escalated and emerged as a significant factor in enhancing performance within the organization, whereas 19.9% of the total respondents expressed disagreement, and 13.1% maintained a neutral

stance. This suggests that during on-the-job training, employees execute their tasks and responsibilities under the auspices of practical guidance. Furthermore, this approach is acknowledged as one of the effective techniques for employee training, as it offers a more engaging experience in comparison to off-the-job training. Additionally, within the framework of daily operations, the organization is committed to augmenting the number of employees acquiring new skills and experiences, thereby contributing to improved organizational performance.

4.5.2 Satisfy with the Training Level

In this section, the researcher sought to comprehend the degree of employee satisfaction in relation to the training administered to them, which is perceived as a principal contributor to enhanced performance. Consequently, the participants were prompted to indicate their level of agreement with the statement by selecting from the options: strongly agree, agree, neutral, disagree, or strongly disagree. The findings pertaining to this inquiry are comprehensively delineated in Table 4.4.

Table 4.4: Satisfy with Training Level

Responses	Frequency	Percent
Strongly disagree	14	6.3
Disagree	44	19.9
Neutral	73	33.0
Agree	29	13.1
Strong agree	61	27.6
Total	221	100.0

Source: Field data, 2024.

The findings of this research revealed that 40.7% of the participants agreed that on-the-job training results in comprehensive satisfaction for the employees within the organization, while 26.2% of the overall respondents articulated disagreement and

33% of the respondents adopted a neutral position. This suggests that a significant proportion of the employees within the Ministry of Business and Economic Facilitation (MoBEF) at least experience a degree of satisfaction regarding the training provisions offered by the organization.

This inquiry's outcomes are supported by Alebachew (2019), who established that an employee's satisfaction is intricately tied to their aptitude for the role, which can be improved via diverse workshops and training initiatives. Zemburuka (2020) posits that organizations which emphasize the importance of high-quality information to maintain a competitive edge are inclined to cultivate an environment characterized by a systematic training framework. Elnaga and Imran (2013) argued that training plays a crucial role in developing a competent and highly skilled workforce that has the potential to excel in the marketplace, thus allowing employees to perform their duties with enhanced efficiency, thereby representing a vital aspect of human resources.

4.5.3 Application of skills

In this part, the researcher wanted to understand the applicability of the employee skills within the organization as an impact of training. Therefore, the respondents were asked to strongly agree, agreed, neutral, disagreed or strongly disagreed on this statement. Where the results of this question are clearly shown in the Table 4.5.

Table 4.5: Application of Skills

Responses	Frequency	Percent
Strongly disagree	15	6.8
Disagree	29	13.1
Neutral	57	25.8
Agree	60	27.1
Strong agree	60	27.1
Total	221	100.0

Source: Field Data, 2024.

The findings showed that 54.2% of the respondents agreed that the level of employee training enable them to apply their skill for the better performance of their daily activities where 19.9% of the total respondents did not agree and 25.8% of the respondents remained neutral. This implies that on the job training fast forward the employee training process and ensure that new employee become fully equipped in their roles as they continuously take on new responsibilities.

The findings of the current study align with the research conducted by Murtiningsih (2020), which indicates that employee competencies are improved through the application of effective training programs. Such enhancements not only augment the overall performance of employees in executing their current roles but also contribute to the development of the requisite knowledge, skills, and attitudes necessary for future employment, thereby facilitating superior organizational performance. Through the medium of training, employee competencies are cultivated, enabling individuals to execute job-related tasks with increased efficiency and to attain organizational objectives in a competitive landscape. Moreover, the incidence of dissatisfaction complaints, absenteeism, and employee turnover can be significantly mitigated when employees undergo comprehensive training, thereby allowing them to experience the intrinsic satisfaction associated with a sense of achievement.

4.5.4 Training Provided by the Organization

In this section, the study sought to ascertain if the organization extended training opportunities to its personnel and the extent to which such training influenced their performance in routine tasks. Consequently, the participants were prompted to express their level of agreement with the statement by selecting from the options:

strongly agree, agree, neutral, disagree, or strongly disagree. The outcomes pertaining to this inquiry are distinctly illustrated in Table 4.6.

Table 4.6: Training Provided by Organization

Responses	Frequency	Percent
Strongly disagree	29	13.1
Disagree	73	33.0
Neutral	15	6.8
Agree	60	27.1
Strong agree	44	29.9
Total	221	100.0

Source: Field data, 2024.

Table 4.6 presents the findings related to the relevance of the training initiatives implemented for employees in connection with their job responsibilities. The results indicated that 47% of the participants concurred that the Ministry of Business, Entrepreneurship and Finance (MoBEF) offers training to enhance employee performance, while 46.1% of the total respondents expressed disagreement, and 6.8% remained ambivalent. This outcome suggests that the organization exerts an influence on the capabilities of its workforce by facilitating training opportunities that can enable them to elevate their productivity levels.

The results of this investigation align with the assertions made by Alebachew (2019), who posited that on-the-job training (OJT) constitutes a pragmatic approach to acquiring new competencies and skills requisite for employment within a natural work environment. In the context of OJT, seasoned professionals or senior employees, possessing a comprehensive understanding of the tasks, traverse the work setting to provide guidance to junior personnel or newcomers regarding the execution of their duties. Conversely, employees may also undergo training to

develop new competencies. Furthermore, the assimilation of new knowledge can be achieved through structured training sessions. Consequently, on-the-job training encompasses orientation techniques, coaching strategies, and methods of job rotation.

Ussi, et al. (2021) asserted that the majority of the advantages associated with training are readily realized when such training is meticulously organized. This indicates that the organization, as well as the trainers and trainees, are adequately prepared for the training well in advance. Nithan & Bharti (2021) posited that planned training constitutes a purposeful intervention intended to attain the requisite learning for enhanced job performance. Zia-ur-Rehman & Ali (2020) proposed that contemporary training programs and workshops aimed at augmenting employee performance are pivotal to organizational success. These training initiatives assess the current performance levels of employees against the expected standards of performance.

Consequently, this process eliminates the discrepancies between the two and facilitates the attainment of the established benchmark. Such training can manifest in various formats, including educational sessions, instructional guidance, collaborative efforts among peers, and cooperation between subordinates. The collaboration at the mid and lower organizational levels fosters the exchange of best practices for improved work performance through the discourse of experiences and lessons learned.

4.6 The Level of Employee Knowledge Toward the Performance within the MoBEF

The second specific objective of this study was to determine the level of employee knowledge toward the performance within the Ministry of Blue Economy and Fisheries in Zanzibar. In which the researcher asked the respondents different questions so as to determine the level of employee training on their performance within the organization. Therefore the results are as follows:

4.6.1 Training Achieve Organizational Goals

In this part, the researcher wanted to understand on how the training achieved the organizational goals. Therefore, the respondents were asked to strongly agreed, agreed, neutral, disagreed or strongly disagreed on this statement. Where the results of this question are clearly elaborate in the Table 4.7.

Table 4.7: Training achieve the Organization Goals

Responses	Frequency	Percent
Strongly disagree	15	6.8
Disagree	15	6.8
Neutral	29	13.1
Agree	89	40.3
Strong agree	73	33.0
Total	221	100.0

Source: Field data, 2024.

The results presented in Table 4.7 indicated that 73.3% of the participants concurred that the training facilitated within the organization is capable of fulfilling the organizational objectives, while 13.6% of the total participants expressed disagreement and 13.1% of the respondents remained ambivalent. This suggests that the accomplishment of any organization is contingent upon the utilization of

employee knowledge and skills, which can be acquired either internally or externally.

The conclusions drawn from this investigation align with the observations made by Anwar & Abdullah (2021), who posited that an organization represents the cumulative achievements of its employees on an individual basis; thus, it is imperative for organizations to exert every effort to ensure that employees operate at their maximum potential. On-the-job training is among the strategies employed by numerous organizations. The authors noted that during on-the-job training, employees acquire new competencies, enhance existing abilities, improve their performance, boost productivity, and develop as more effective leaders.

4.6.2 Training Provide Quality of Work

In this part, the researcher wanted to understand the quality service of employee which supported by the training provided to them from within the organization. Where the respondents were asked to strongly agree, agreed, neutral, disagreed or strongly disagreed on this statement. In which the finding of this question are shown here under:

Table: 4.8: Training Provide Quality of Work

Responses	Frequency	Percent
Strongly disagree	15	6.8
Disagree	29	13.1
Neutral	15	6.8
Agree	74	33.5
Strong agree	88	38.8
Total	221	100.0

Source: Field data, 2024.

The findings presented in Table 4.8 indicated that 73.3% of the participants concurred that training programs within the Ministry of Basic Education and Federalism (MoBEF) consistently empower employees to deliver high-quality work, whereas 19.9% of the overall respondents expressed dissent, and 6.8% maintained a neutral stance. The analysis highlighted that the quality of organizational productivity is enhanced by the competencies of employees, which are cultivated through training and knowledge acquired internally within the organization.

According to Alebachew (2019), within the context of organizations, performance is typically regarded as the degree to which an employee contributes to the attainment of organizational objectives through their dedication and involvement. Moreover, performance encompasses the realization of predetermined targets concerning anticipated standards of precision, thoroughness, cost-efficiency, and timeliness. Numerous scholars have identified on-the-job training as critically important for organizational effectiveness (Birasnav, Chaudhary & Scillitoe, 2019). As a source of innovative knowledge, employee training is situated within a broader strategic framework of human resource management, specifically organizational management, as a systematic approach to staff education and development, both at the individual and group levels, aimed at benefitting both the organization and its employees.

4.6.3 Training Influence the Work

The aim of this section was to understand the influence the efficiency of work through the training where the respondents were asked to strongly agreed, agreed, neutral, disagreed or strongly disagreed on this statement. Where the results of this question are clearly shown in the Table 4.9.

Table 4.9: Training Influence Efficiency of Work

Responses	Frequency	Percent
Strongly disagree	44	19.9
Disagree	15	6.8
Neutral	29	13.1
Agree	88	39.8
Strong agree	45	20.4
Total	221	100.0

Source: Field data, 2024.

Table 4.9 illustrates that 60.2% of the participants expressed agreement regarding the assertion that training within the Ministry of Basic and Formal Education (MoBEF) consistently enhances employee efficiency and work effectiveness, while 26.7% of the overall respondents expressed disagreement, and 13.1% maintained a neutral stance. The outcomes of this investigation suggest that a significant majority of the workforce is positively impacted by the augmentation of work efficiency through training initiatives. This phenomenon can be attributed to the employees' opportunity to observe a more seasoned colleague over a designated time frame, thereby acquiring knowledge pertaining to their role through the experiential learning they derive from such observation.

This perspective aligns with the research conducted by Ismael, et al., (2021), which posited that the efficiency and effectiveness of an organization are contingent upon the employees who organize and operate within that specific organization. The attainment of organizational objectives is, therefore, dependent on the training and competencies acquired by employees through both formal and informal educational institutions. In light of this, organizations design various training programs tailored to accommodate the diverse levels of workforce capabilities, including on-the-job training and off-the-job training.

The findings of this study are in relation with the study conducted by Mwijarubi (2021) who insisted that a motivated employee gets their job done in a timely manner, works hard, and always looking for more opportunities to learn new skills and growth in their professional career. Jeni, Mutsuddi & Das (2020) assert that an individual will be motivated to do something if they have the mental ability and skills to accomplish it. He writes that when employees are trained, they get the knowledge of how to deconstruct tasks and challenges and thereby feel less intimidated by their jobs/tasks. Herzberg (1998) agrees with Hammers' assertion. He adds that training makes the employee earn confidence to do a job thereby improving their attitude hence motivation.

4.6.4 Employee Innovation Through Training

In this section the researcher wanted to know on how the employee innovation through the training within the organization where the respondents were asked to strongly agreed, agreed, neutral, disagreed or strongly disagreed on this statement. Therefore, the results of this question are elaborated in the Table 4.10.

Table 4.10: Employee Innovation through Training

Responses	Frequency	Percent
Strongly disagree	15	6.8
Disagree	29	13.1
Neutral	29	13.1
Agree	88	39.8
Strong agree	60	27.1
Total	221	100.0

Source: Field data, 2024.

Table 4.10 demonstrates that 66.9% of the participants indicated agreement with the assertion that training fosters employee innovation, thereby facilitating the

development of novel initiatives within the organization, while 19.9% of the overall participants expressed disagreement, and 13.1% of the respondents adopted a neutral stance. The results of this investigation suggest that employee innovation empowers individuals at all organizational levels to fully utilize and cultivate their skills, knowledge, and experiences, contributing to overall well-being. These findings are consistent with the research conducted by Nnanna (2020), which posits that as organizations pursue adaptability, rapidity, and ongoing innovation, involving personnel in the planning process—not merely for them—fosters a constructive relationship conducive to performance enhancement. When employees are afforded the autonomy to engage in organizational decision-making, there exists a significant likelihood of establishing mutual trust between management and employees.

The establishment of mutual trust and collaboration serves to dismantle the barriers that exist between the two parties. Employees are less likely to initiate strikes or work stoppages without first exhausting all potential avenues for dispute resolution. The motivation of employees is enhanced when management perceives them as collaborative partners in achieving organizational success rather than as mere subordinates, thus diminishing the likelihood of engagement in counterproductive behaviors and leading to improved performance through the timely realization of organizational goals and objectives (Carrel, Kuzmits & Elbert 1989). Furthermore, Ichnniowski (1997) contends that innovative practices in human resource management enhance performance, exemplified by the implementation of systems designed to promote worker participation, flexibility in work design, and the decentralization of managerial tasks and responsibilities.

According to Farzana & Bari (2019) on-the-job-training is important in enhance the capabilities of employees in any organization. In fact, training can be on the job or off the job training, which is carried out for improving the employee's abilities to take tasks in organization. Importantly, on-the-job-training has been recognized to help employees in their current jobs and help to meet current performance requirements by focusing on specific skills that needed by the organization. Its benefits may extend throughout a person's career and help develop for the future responsibilities (Karim, Choudbury & Wabib, 2019).

4.7 The Methods of on the-job Training used by the MoBEF Zanzibar

The third specific objective of this study was to examine the methods of on-the-job training used by the MoBEF Zanzibar. There is various method of on-the-job-training that used within the organization so as to ensure competitive edge and fast-forward the path to success. Therefore the researcher asked the respondents different questions so as to determine the level of employee training on their performance within the organization. Therefore the results are as follows

4.7.1 Coaching increase Organizational Performance

Organizational performance creates a supportive environment that encourages employee career growth. In which coaching as method of on-the-job-training can be seen as a form of classroom learning. It takes place within a workshop at the organization under the supervision of a manager or senior employee of the same department and allows new employees to become engage in their learning process.

In this section the researcher wanted to understand the view of the respondents on how promotion can improve their ability to perform their daily activities. Therefore,

the respondents were asked to strongly agreed, agreed, neutral, disagreed or strongly disagreed on this statement. The results of this question are clearly shown in the Table 4.11.

Table 4.11: Coaching Increase Organization Performance

Responses	Frequency	Percent
Strongly disagree	44	19.9
Disagree	29	13.1
Neutral	104	47.1
Agree	15	6.8
Strong agree	29	13.1
Total	221	100.0

Source: Field data, 2024.

The findings from the Table 4.11 revealed that 19.9% of the respondents agreed that coaching promote the employee ability to perform the daily activities and increase advancement rate of employee where 12.6% of the total respondents did not agree and 47.1% of the respondents remained neutral. This implies that coaching as method of on the job training can influence the employee ability to achieve the organizational goals.

Nnanna (2020) posits that training through coaching constitutes a fundamental component of human resources development aimed at the advancement of employees. In this context, coaching emerges as a pivotal strategy to fulfill the aspirations of employees in relation to promotion and success. The implementation of training programs enhances both employee performance and overall organizational efficacy. His research indicates that training yields advantages for both the individual employee and the organization at large. Employees who have undergone training are better equipped to confront contemporary and prospective

challenges faced by the organization and thereby attain competitive advantages.

4.7.2 Employee Mobility and Rotation

Employee mobility and rotation involves moving employees through different role and function roles and functions within an organization to increase skill and experience. Job rotation is when an employee gains new skills and knowledge by switching between different roles. This method of training and helps employees develop strong interpersonal relationships within their colleagues across department. Therefore the study intended to know how employee training can improve the performance of employee within the organization. The respondents were asked to strong agreed, agreed, neutral, disagreed or strong disagreed on this statement. Where the results of this question are clearly shown in the table 4.12.

Table 4.12: Employee Mobility and Rotation

Responses	Frequency	Percent
Strongly disagree	14	6.3
Disagree	15	6.8
Neutral	88	39.8
Agree	60	27.1
Strong agree	44	19.9
Total	221	100.0

Source: Field data, 2024.

The findings indicated that 47% of the participants expressed agreement with the notion that training within the Ministry of Basic Education and Finance (MoBEF) facilitates employee rotation across various positions, thereby enabling adaptation to diverse working environments, while 13.1% of the overall respondents disagreed, and 39% maintained a neutral stance. This suggests that employee mobility and rotation entails the strategic movement of personnel through distinct roles and

functions within an organization to enhance skill acquisition and experiential learning. Such a training approach is advantageous as it affords newcomers the opportunity to cultivate a more profound comprehension of the multifaceted dimensions of their organization. Zemburuka (2020) ascertained that upon receiving training, an employee is afforded the opportunity to augment their performance levels. While the employee's current role directly influences the attainment of organizational objectives, the practice of rotation within the organization concurrently serves to elevate their performance capabilities.

4.7.3 Job instruction maximize level of Productivities

Job instruction as method of on-the-job training can help to improve employee knowledge and skills which can increase the organization efficiency and effectiveness. Through this, the researcher wanted to understand how the method of on the job training used to increases maximum level of productivities within the organization. Therefore, the respondents were asked to strong agreed, agreed, neutral, disagreed or strong disagreed on this statement. Where the results of this question are clearly shown in the Table 4.13.

Table 4.13: Job instruction maximize level of Productivities

Responses	Frequency	Percent
Strongly disagree	15	6.8
Disagree	15	6.8
Neutral	60	27.1
Agree	103	46.6
Strong agree	28	12.7
Total	221	100.0

Source: Field data, 2024.

The results presented in Table 4.13 indicate that 59.3% of the respondents expressed agreement regarding the assertion that training within the Ministry of Basic

Education and Finance (MoBEF) facilitates employees in optimizing their productivity levels, whereas 13.6% of the overall respondents expressed dissent, and 27.1% maintained a neutral stance. A preponderance of the respondents provided affirmative feedback concerning the role of training in augmenting the maximum levels of productivity within the organizational framework.

Manu (2004) emphasizes the critical significance of skilled labor, which is essential for the advancement of the organization. Batool and Bariha (2012) examined the phenomenon whereby employees cultivate their self-confidence, dignity and overall well-being when recognized as valuable contributors to their organizations. These elements furnish employees with a sense of fulfillment predicated on their accomplishments in alignment with corporate objectives and serve to motivate them to intensify their efforts toward enhancing the organization's performance and value.

4.7.4 Mentoring for appropriate use of resources

Employee learning process enables the employee to effective use of organizational resources. In this section, the respondents were asked to strongly agreed, agreed, neutral, disagreed or strong disagreed on this statement. Where the results of this question are clearly shown in the table 4.14.

Table 4.14: Mentoring for appropriate use of resources

Responses	Frequency	Percent
Strongly disagree	29	13.1
Disagree	29	13.1
Neutral	73	33.0
Agree	73	33.0
Strong agree	17	77
Total	221	100.0

Source: Field data, 2024.

The findings revealed that 40.7% of the participants agreed that training opportunities improve the employee-employer relationship, whereas 26.2% of the overall respondents expressed disagreement, and 33% remained neutral. This suggests that a majority of the respondents acknowledged that training opportunities foster the employer-employee relationship, as employers provide avenues for their employees to augment their knowledge and capabilities. Murtiningsih (2020) posits that employee training serves as a crucial foundation linked to the relationship between employers and employees within organizations, which can enhance employees' knowledge for improved effectiveness, a phenomenon that can be evaluated through organizational performance.

4.8 The Challenges faced by the MoBEF Zanzibar in Implement on the job training

The fourth specific objective of this study was to find out the challenges faced by the Ministry of Blue Economic and Fisheries Zanzibar in its attempt to implement on the job training. In which the researcher asked the respondents different questions so as to determine the level of employee training on their performance within the organization. Therefore the results are as follows:

4.8.1 Shortage of Quality Staff

In this part, the researcher wanted to understand the employee's satisfactory level based on training provided to them as a major means of increase performance. Therefore, the respondents were asked to strong agreed, agreed, neutral, disagreed or strong disagreed on this statement. Where the results of this question are clearly shown in the Table 4.15.

Table 4.15: Shortage of Qualified Staff

Responses	Frequency	Percent
Strongly disagree	15	6.8
Disagree	60	27.1
Neutral	44	19.9
Agree	44	19.9
Strong agree	58	26.2
Total	221	100.0

Source: Field data, 2024.

The findings showed that 46.1% of the respondents agreed that among the challenges faced by MoBEF during training is shortage of quality staff where 33.9% of the total respondents did not agree and 19.9% of the respondents remained neutral. This implies that during the implementation of training program the MoBEF facing the difficulties to obtain the relevant staff who qualified to attend the established course within or outside the organization.

4.8.2 Financial Constraint

Financial limitations pertaining to training programs within the organization significantly influence organizational decision-making processes and diminish the effective execution of initiatives aimed at augmenting employee knowledge. In this segment, the researcher sought to ascertain the extent to which training may be influenced by financial deficiencies within the organization. Consequently, the participants were requested to indicate their level of agreement with this statement by selecting from the options of strongly agrees, agree, neutral, disagree, or strongly disagree. The outcomes of this inquiry are succinctly illustrated in Table 4.16.

Table 4.16: Financial Constraint

Responses	Frequency	Percent
Strongly disagree	15	6.8
Disagree	29	13.1
Neutral	15	6.8
Agree	29	13.1
Strong agree	133	60.2
Total	221	100.0

Source: Field Data, 2024.

Table 4.16 reveals that 73.3% of the respondents acknowledged that a major obstacle confronted by the Ministry of Basic Education and Foreign Affairs (MoBEF) during the training program was fiscal restrictions, whereas 19.9% of the total respondents indicated disagreement and 6.8% held a neutral perspective. This observation suggests that training initiatives can substantially impact organizational financial resources, as there exist numerous potential training-related expenditures that corporations may be obliged to bear. The findings of this study are consistent with the research conducted by Anwar & Abdullah (2021), which recognized that one classification of training-related expenses consists of direct costs. Such costs may encompass expenses related to instructor remuneration, training materials, and subsequent supervisory efforts. Additionally, a secondary category of training-related expenditures is classified as indirect costs. These expenses pertain to employee output and productivity both during the training and upon its completion.

4.8.3 Poor Management of Training

Managing people requires a unique set of skills and ability of a manager to prepare a training program that can meet the organizational requirements. In point of view, the researcher wanted to understand the on how the organizational management facilitates the employee training within the organization. Therefore, the respondents

were asked to strong agreed, agreed, neutral, disagreed or strong disagreed on this statement. Where the results of this question are clearly shown in the table 4.17

Table 4.17: Poor Management on Training

Responses	Frequency	Percent
Strongly disagree	28	12.7
Disagree	16	7.2
Neutral	61	27.6
Agree	17	7.7
Strong agree	99	44.8
Total	221	100.0

Source: Field data, 2024.

The data displayed in Table 4.17 reveal that 52.5% of the participants agreed that one of the significant challenges faced by the Ministry of Basic Education and Finance (MoBEF) during training is insufficient management, whereas 19.9% of the total respondents voiced disagreement, and 27.6% opted for a neutral position. This implies that training initiatives are not given considerable priority as a result of insufficient managerial backing, which, whether directly or indirectly, disregards the professional advancement of their employees, especially with respect to the acquisition of new knowledge and skills. The results of this investigation stand in contrast to the research carried out by Ali et al. (2021), who identified that organizations are vigorously striving for success and the achievement of competitiveness through the utilization of skilled human resources, which necessitates a commitment to on-the-job training.

The primary goal of any establishment, including governmental ministries that represent a crucial segment of operational efficacy, is to nurture high-achieving employees. According to Bhatti et al. (2021), in the context of the contemporary

competitive global market and public service sector, every enterprise or organization must endeavor to enhance the performance of its workforce. In this regard, organizations must acquire, foster, and sustain a high-caliber workforce. Therefore, it is essential for organizations to provide explicit direction to their employees regarding training and experiential learning to promote the achievement of organizational goals.

4.9 Regressions and Its Assumptions

Regression analysis signifies a refined statistical procedure adopted to expound the connection between an individual dependent variable and one or more independent variables. In the present investigation, standard multiple regression was employed, wherein all independent (or predictor) variables are incorporated into the equation concurrently (Pallant, 2010). Each independent variable is assessed regarding its predictive capability, in addition to the contributions made by all other independent variables.

Researchers adopt this methodology when they possess a collection of variables and seek to ascertain the extent of variance in a dependent variable that can be collectively elucidated as a group or block. This methodology further provides insights into the amount of unique variance in the dependent variable that is accounted for by each independent variable. The outcomes of the investigation, derived from multiple regression analyses, were initially prefaced by a model summary, which delineated the overarching impact of the study objectives. Consequently, the findings were represented in Table 4.18:

Table 4.18: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.943 ^a	.889	.888	.47794

a. Predictors: (Constant), On the job training, Employee training, Employee knowledge

The findings of the standard multiple regression analysis, as presented in Table 4.18, reveal that the independent variables, namely Employee Training, Employee Knowledge, and On-the-Job Training, collectively account for 94.3% of the variance in Employees' Performance within the Ministry of Blue Economy and Fisheries in Zanzibar ($R^2 = 0.889$). The adjusted R-squared value was determined to be 0.888. Consequently, these results indicate that 88.8% of the variability in Employees' Performance can be attributed to variables such as Employee Training, Employee Knowledge, and On-the-Job Training. The residual 5.3% of the variance may stem from other unidentified factors. To ensure the rigor of this research, an ANOVA test was conducted to evaluate the goodness of fit of the regression model prior to its execution. Following the verification of its adequacy, the researcher proceeded to perform the linear regression analysis, as illustrated in Table 4.19:

Table 4.19: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	398.903	3	132.968	582.112	.000 ^b
	Residual	49.568	217	.228		
	Total	448.471	220			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), On the job training, Employee training, Employee knowledge

The F-ratio in the ANOVA analysis revealed that the overall regression model is a good fit for the data. This is because the results show that the improved motivation factors significantly predict employees' performance, $F(132.968) = 582.112$, $p < 0.05$. The regression coefficients are shown in the results table.

4.9.1 Multiple Regressions Analysis (Linear)

Despite the emergence of multiple techniques for measuring the effect of multiple factors on a single dependent variable, such as factor analysis, linear regression remains a common method for measuring the relationship and/or impact of multiple variables together on a single dependent variable. This is why a researcher chose to adopt it. For the quality of this study and ensure reliability of results. The basic assumptions for multiple linear regressions were tested which were model summary and ANOVA, and after confirming these assumptions, regression was run between Employee performance, Employee knowledge, on the job training and Employees' Performance. Table 4.20 summarizes the findings as:

Table 4.20: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	2.136	1.278	1.671	.097
	Employee training	.416	.101	4.137	.000
	Employee knowledge	.025	.078	.326	.745
	On the job training	.256	.104	9.849	.004

a. Dependent Variable: Employee performance

Table 4.20 illustrates that when all variables are controlled (Employee performance, Employee knowledge, on-the-job training), the performance of employees was quantified at 2.136. The outputs derived from the SPSS analysis indicate that when all other independent variables are maintained at zero. This finding does not achieve statistical significance at the 0.05 threshold ($p = .097$), suggesting that it may not be meaningfully distinguishable from zero. In other terms, the outcomes of the predictor variables as presented in Table 4.20 are as follows: Employee training ($\beta = 0.416$, p

= 000) demonstrates a positive and statistically significant influence on employee performance. For each unit increment in Employee Training, employee performance is anticipated to rise by 0.416 units, whilst controlling for all other factors.

Significance: The p-value is 0.000, which is below 0.05, thereby indicating that this effect is statistically significant. Employee knowledge ($\beta = 0.025$, $p = .745$) reveals a positive correlation yet exhibits no significant effect on employee performance. For each unit increase in employee knowledge, employee performance is projected to decline by 0.025 units. Significance: The p-value is 0.745, which exceeds 0.05, signifying that this effect is not statistically significant. On-the-job training ($\beta = 0.256$, $p = 004$) indicates a positive and statistically significant effect on employee performance. For every unit increase in on-the-job training, employee performance is expected to enhance by 0.256 units, while controlling for all other variables. Significance: The p-value is 0.004, which is less than 0.05, thus confirming that this effect is statistically significant.

Basically, the impact of employee training and employee knowledge on employee performance in the Ministry of Blue Economy and Fisheries was in a positive direction. This situation indicates that the increase of scores in these predictor variables results in the increase of scores in the outcome variable. Also, the finding implies if more efforts are placed the effective use of employee knowledge and skills it will lead to improve the performance of MoBEF.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents the summary, conclusion and recommendations that may help the management to observe the patterns of training and how MoBEF benefit from them concerns the impact of On-the-Job training. It also suggests areas for further studies so as to the employee performance within the organization.

5.2 Summary of the Findings

The study intended to evaluate the level of employee comprehension relevant to performance within the Ministry of Blue Economy and Fisheries in Zanzibar. Study summary has been articulated in alignment with the objectives outlined by the research. The primary objective of this investigation was to assess the impact of on-the-job training on the performance of personnel within the Ministry of Blue Economy and Fisheries in Zanzibar. In a more focused context, the investigation aimed to quantify the degree of employee engagement in on-the-job training at the Ministry of Blue Economy and Fisheries in Zanzibar; to evaluate the level of employee knowledge relevant to performance within the Ministry of Blue Economy and Fisheries in Zanzibar; to examine the approaches of on-the-job training utilized by the Ministry of Blue Economy and Fisheries in Zanzibar; and to pinpoint the challenges faced by the Ministry of Blue Economy and Fisheries in Zanzibar in its initiatives to implement on-the-job training.

5.3 The Level of Employee On-The-Job-Training at the MoBEF Zanzibar

The first specific aim of this investigation was to assess the extent of employee on-

the-job training at the Ministry of Blue Economy and Fisheries in Zanzibar. The research revealed that employee on-the-job training exerts a positive and statistically significant influence on employee performance. This occurs due to the fact that once an employee undergoes training, he/she acquires the opportunity to augment his/her performance; his/her current role has a direct bearing on the attainment of organizational objectives, his/her performance outcomes align with the organization's goals, and his/her exemplary performance in his/her position garners formal recognition from superiors. Furthermore, the Ministry of Blue Economy and Fisheries engages in a diverse range of quantitative assessments concerning their personnel, not solely for the advancement of individual staff members but also for the enhancement of organizational effectiveness. It is an established fact that training contributes to improvements in both employee performance and overall organizational performance.

5.4 The Level of Employee Knowledge on Performance in the MoBEF Zanzibar

The second specific objective of this study intended to determine the level of employee knowledge toward the performance within the Ministry of Blue Economy and Fisheries in Zanzibar. The study observed that although employee knowledge has positive impact on employee performance but does not significantly impact on employee performance therefore this type of training may not be as effective or relevant in influencing employee performance within the context of this study.

5.5 The Methods of on the-Job Training used by the MoBEF Zanzibar

The third objective of this study centers on the training methodologies employed by the Ministry of Basic Education and Foundations (MoBEF) in their efforts to

enhance the knowledge base of their personnel. The results of this examination indicated that on-the-job training encompasses orientation, coaching, and job rotation as integral components, all taking place within a conventional work environment, utilizing the actual tools, equipment, documents, or materials that trainees will utilize upon completion of their training. Furthermore, the research noted that the on-the-job training approach utilized by the MoBEF is widely regarded as the most effective for vocational education. This method entails the training of employees at their workplace while they engage in their actual job responsibilities. Typically, a professional trainer (or, at times, a seasoned and proficient employee) assumes the role of instructor, employing hands-on practical experiences that may be complemented by formal classroom presentations within the Ministry.

5.6 The Challenges faced by the MoBEF in Implement on the Job Training

In this particular aim, the study intended to shed light on the barriers experienced by the Ministry of Blue Economic and Fisheries Zanzibar in its pursuit of conducting on-the-job training. The investigation revealed that the training of personnel during their employment has presented significant challenges for the workforce within the MoBEF. This predicament adversely influences the efficacy of both the employees and the organization as a whole. A deficiency of adequately qualified personnel, coupled with ineffective management, has resulted in a poorly structured training program that fails to satisfy the organizational requirements. Consequently, this circumstance diminishes the capacity of employees to assimilate specific knowledge that is essential for the execution of designated tasks within the organization.

5.7 Implication of the Study

5.7.1 Implication to the Managers

The findings imply that the managers need to prioritize providing advanced training opportunities for employees to continuously develop their skills and stay updated with Ministry trends. This could involve allocating increased funds for seminars, workshops, and short-term training programs.

5.7.2 Implication to the Practitioners

The implication of this study based on the HR department (practitioners) that they should conduct regular reviews of human resources development plans to identify skill gaps and growth opportunities. This ensures that training programs are aligned with organizational goals and employees' development needs. The study insisted that the top managers should be an emphasis on enhancing employees' ability to evaluate and maintain performance stability through training programs. This could include workshops on time management, stress management, and performance evaluation techniques.

5.7.3 Implication to the Employees

The outcomes of this investigation emphasize the importance for employees to focus on the acquisition of knowledge and skills via training, thus facilitating the improvement of their technical capabilities and the nurturing of soft skills. Furthermore, in the context of performance enhancement, the study suggests that employees should engage in training at least annually to remain abreast of the evolving methodologies and advancements pertinent to their professional domains. This practice ensures that employees maintain their competence and exhibit

adaptability in response to changes within their roles.

5.8 Conclusion

In conclusion of the research findings affirms that on-the-job training has a positive impact on employee productivity at the Ministry of Blue Economy and Fisheries. This assertion is supported by the finding that on-the-job training facilitates the acquisition of multiple skills among employees, thereby mitigating unforeseen circumstances that may arise from citizen interactions. On-the-job training is integral to augmenting employees' performance. The research corroborates that regular and efficacious training programs yield positive effects on employee performance, underscoring the imperative for organizations to prioritize and allocate resources towards ongoing training and development initiatives.

5.9 Recommendations

When the administration of the Ministry of Blue Economy and Fisheries is engaged in the formulation of policies and the establishment of strategies aimed at the effective execution of training programs for employees, it is imperative that they consider the training requirements, the qualifications of personnel, and the financial resources available. Furthermore, it is essential for the government of Zanzibar to create opportunities for the public sector to invest in regular and effective on-the-job training initiatives to enhance employee performance. Moreover, customizing training programs to align with the specific requirements of employees can result in substantial enhancements in overall performance.

Based on the findings, the study posits that the Ministry of Blue Economy and Fisheries ought to augment their human capital by fostering the knowledge and

experience of employees, thereby enabling them to contribute to enhanced productivity and efficiency.

The study further advocates that management should make concerted efforts to strategize on-the-job training activities, delineate learning into distinct segments, and implement learning management systems. Such measures will facilitate the effective execution of on-the-job training programs, thereby achieving the overarching organizational objectives.

5.10 Limitation of the Study

The major limitation of this research is that this study only covers the only single organization. There were some limitations in which the researcher encountered, including financial challenges. Because of insufficient budget and time limit the focus of this study was on addressing the impact of on the job training on employee performance in the Ministry of Blue Economy and Fisheries Zanzibar.

5.11 Area for Further Study

Future research should include multiple organizations and industries to validate the findings. Researcher could analyze how factors such as work environment, organizational culture, and leadership styles interact with on-the-job training to influence employee performance. Also, researcher should explore whether on-the-job training has a different impact on team performance compared to individual performance.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR THE RESPONDENTS

Dear respondent, I am a student of the Open University of Tanzania pursuing Master of Human Resource Management. I am conducting an academic research as part of my master's programme with entitled "***Impact of on-the-Job training on employee performance in the Ministry of Blue Economy Zanzibar***". Therefore, kindly respond to the questions below as much transparency as possible. Moreover, be assured that the information that you will provide will be treated strictly confidential and for academic purposes only with much expectation that the research findings will be useful in providing information and knowledge.

PART A: DEMOGRAPHIC INFORMATION

1. Gender:

a. Male [] b. Female []

2. Age

a. 18-35 [] b. 36-45 [] c. 46 and above []

3. Education level

a. Secondary [] b. Certificate/Diploma [] c. Degree [] d. Master []

SECTION B: This part intends to determine the level of employee on-the-job-training at the Ministry of Blue Economy and Fisheries in Zanzibar.

The following are the attributes of the level of employee on-the-job-training which are rated in Likert scale format seeking your response. Kindly respond on the appropriate answer by ticking (✓) the appropriate box on the scale expressed in numbers within boxes.

1 = Strong Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

S/N	STATEMENT	1	2	3	4	5
1	The level of training participation rates help to improve employee performance					
2	The level of training completion rates is satisfactory toward employee performance					
3	Through the training the employees acquisition and application the skills in their daily performance					
4	Employee are satisfied with the training provided by organization as means of improve performance					

SECTION C: This part intends to determine the level of employee performance at the Ministry of Blue Economy and Fisheries in Zanzibar

The following are the attributes of the level of employee performance which are rated in Likert scale format seeking your response. Kindly respond on the appropriate answer by ticking (✓) the appropriate box on the scale expressed in numbers within boxes.

1 = Strong Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

S/N	STATEMENT	1	2	3	4	5
1	Goal of employee performance can be achieve through training provided within the organization					
2	Training enable employee to perform a quality of work within the organization					
3	Training influence timeliness and Efficiency of work of employee					
4	Initiative and Innovation in performing daily activities of employee resulted of training program					

SECTION D: This part intends to examine the method of on the job training used by the Ministry of Blue Economy and Fisheries in Zanzibar.

The following are the attributes of the effect of on the job training which are rated in Likert scale format seeking your response. Kindly respond on the appropriate answer by ticking (✓) the appropriate box on the scale expressed in numbers within boxes

1 = Strong Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

S/N	STATEMENT	1	2	3	4	5
1	Coaching method adopted within the organization resulted to good performance					
2	Job rotation will take place to increase performance within the organization					
3	Job instruction training enable organizational performance to increase to the maximum level					
4	Mentoring method in organization enable appropriate use of organizational resource					

SECTION E: This part intends to find out the challenges faced by the Ministry of Blue Economic and Fisheries Zanzibar in its attempt to implement on the job training.

The following are the attributes of the challenges faced by the Ministry of Blue Economy and Fisheries which are rated in Likert scale format seeking your response. Kindly respond on the appropriate answer by ticking (✓) the appropriate box on the scale expressed in numbers within boxes.

1 = Strong Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

S/N	STATEMENT	1	2	3	4	5
1	Shortage of qualified staff to meet the requirement hinder the employee performance					
2	Financial constrain hinder the implementation of training program as a result of poor performance within the organization					
3	Poor management caused poor attempt on the job training toward employee performance					

APPENDIX 2: RESEARCH CLEARANCE

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA





Ref. No OUT/PG202100464

1st July, 2024

Principal Secretary,
 Ministry of Blue Economic and Fisheries Zanzibar,
 P.O. Box 159,
 ZANZIBAR.

Dear Principal Secretary,

**RE: RESEARCH CLEARANCE FOR MS. BISHARA GHARIB ABDALLA REG NO:
PG202100464**

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

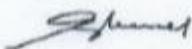
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. Bishara Gharib Abdalla, Reg.No: PG202100464), pursuing Master of Human Resource Management

(MHRM). We here by grant this clearance to conduct a research titled "**The Impact of on the Job Training on Employee Performance in the Ministry of Blue Economy in Zanzibar**". She will collect her data at your ministry from 24th June to 30th July 2024.

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

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Gwahula Raphael Kimamala

For: VICE CHANCELLOR



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

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

Tovuti : www.ompr.go.tz
Barua pepe : Info@ompr.go.tz
Faksi : 0242231826

CA.33/411/01N/65

12/07/2024.

**KATIBU MKUU,
WIZARA YA UCHUMI WA BULUU NA UVUVI,
ZANZIBAR.**

KUH: RUHUSA YA KUFANYA UTAFITI

Kwa heshima, naomba uhusike na mada ya hapo juu.

Serikali ya Mapinduzi ya Zanzibar imemruhusu **Ndg. Bishara Gharib Abdalla** mwanafunzi kutoka **Chuo Kikuu Huria cha Tanzani (OUT)** anaesomea **Shahada ya Uzamili** katika fani ya **Usimamizi wa Rasilimali Watu (HRM)** kufanya utafiti katika mada inayohusiana na **"The Impact of On-The-Job Training on Employee Performance in the Ministry of Blue Economy and Fisheries in Zanzibar"**. Utafiti huo utafanyika hapo Wizarani kuanzia tarehe **10/07/2024** mpaka **09/10/2024**. Tunaomba asaidiwe ili aweze kukamilisha utafiti huo.

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

Naambatanisha na kivuli cha kibali cha kufanya utafiti.

Wako mtiifu,

Gharib H. Kombo

**GHARIB H. KOMBO,
/KATIBU MKUU,
AFISI YA MAKAMU WA PILI WA RAIS,
ZANZIBAR.**

NAKALA: Ndg. Bishara Gharib Abdalla (0773 927040). ✓



SERIKALI YA MAPINDUZI YA ZANZIBAR
WIZARA YA UCHUMI WA BULUU NA UVUVI

S.L.P 149
 25 Barabara ya Julius Nyerere
 70468 Mjini Magharibi, Zanzibar

Simu: +255 24 2941195
 Nukushi: +255 24 2941197
 Barua Pepe: info@blueeconomyzanzibar.go.tz

Kumb. Na. AB.200/214/01/7

Tarehe: 26 Julai, 2024

Ndugu. Bishara Gharib Abdalla,
Chuo Kikuu Huria cha Tanzania,
Tanzania.

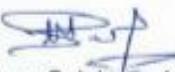
KUH: RUHUSA YA KUFANYA UTAFITI.

Tafadhalu husika na mada ya hapo juu.

Napenda kukujulisha kwamba ruhusa imetolewa ya kufanya utafiti katika Wizara ya Uchumi wa Buluu na Uvuvu kwa mwanafunzi kutoka **Chuo Kikuu Huria cha Tanzania**, Ndugu **Bishara Gharib Abdalla** anaesomea **Shahada ya Pili** katika fani ya **Rasilimali Watu** kufanya utafiti katika mada inayohusiana na **"Impact of On- The - Job Training on Employee Performance in the Ministry of Blue Economy in Zanzibar"**. Utafiti huo utafanyika kuanzia tarehe 10/07/2024 mpaka 09/10/2024.

Aidha mara baada ya kumaliza utafiti unatakiwa kuwasilisha nakala (kopi) 3 za ripoti ya utafiti katika Afisi ya Makamu wa Pili wa Rais – Zanzibar na kopi moja ya utafiti iwasilishwe Wizara ya Uchumi wa Buluu na Uvuvu.

Tunashukuru kwa ushirikiano wako.


 Issa Suleiman Ali
 KNY: KATIBU MKUU

Nakala:
Mheshimiwa Waziri,
Wizara ya Uchumi wa Buluu na Uvuvu
Zanzibar
Katibu Mkuu
Afisi ya Makamu wa Pili wa Rais
Zanzibar