

**TRAINING ON JOB ~~AND~~ PERFORMANCE IN THE MINISTRY OF
HEALTH AND SOCIAL WELFARE, ZANZIBAR**

A Thesis

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In Partial Fulfilment of the Requirements for the Degree

Masters of Human Resource Management

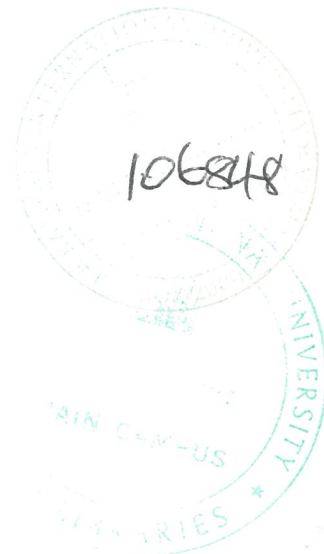
By

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September, 2010

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DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

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DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my supervision"

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APPROVAL SHEET


This dissertation entitled " Training on job ~~and~~ performance in the Ministry of Health and social Welfare Zanzibar" prepared and submitted by Khadija Kassim Khamis in a partial fulfillment of the requirements for the degree of Masters of Arts in Human Resource Management, has been examined and approved by the panel on th oral examination with a grade of PASSED.

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DEDICATION

The researcher could wish to dedicate this work to her beloved family with specific mention of her late father, for their endless support to her endeavor at all time in the course of this work and she believes that they are the foundation of her success in education and completion of this thesis.

ACKNOWLEDGEMENT

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ABSTRACT

This study determined Training on Job Performance in the Ministry of Health and Social Welfare of Zanzibar, Tanzania. The study further sought to determine the following objectives: profile of respondents, the extent of training and job performance and the relationship training and job performance in the organization.

The study employed a descriptive research design. The population of the study composes the following departments: planning and administration, prevention, social welfare, environment and health education and treatment with a total population of 3000. Out of the 3000 population, 300 was considered to be the sample and constitute 10% of the population. Stratified random sampling proportionate to size was used as sampling technique. Semi-structured questionnaire and focused group discussion were used to obtained the data. Frequency and percentages and weighted mean are the statistical treatment used in the study.

Major findings and results obtained indicated that a majority of respondents 41% had diploma, with 59% being male while the mean experience was 36 years. Among the different modes of training, it is lecturing with a mean of 2.98 which resulted highest and resulted to more improved performance followed by workshop (mean 2.31).

Further all modes of training resulted to an improve performance but in different extent of influence. Therefore it was concluded that training with different modes improved staff performance in the organization at different levels. It is recommended that all mode of trainings be considered and improved to meet maximum result which are expected with the Ministry.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

In this competitive world, organisations both private and public must think and plan strategically to have an edge over their competitors, In order to achieve this, they need to have high quality work force of human resource than other organisations employ and this can not be satisfied unless they invest in developing skills and competencies. (Armstrong, 2008), suggests that training is central in Human Resource Management functions if organisations particularly in developing countries need to survive in the 21st century.

As its role is to achieve effective performance and thus, a well designed and executed training programme, should at least significantly improve functional, departmental and individual performance by producing the desired results on the job which must be evident in the work situation by producing certain accepted performance outputs.

Training and development deal with systematic approaches to improving employee skills and performance. Training is any procedure intended to foster and enhance learning among employees particularly directed at acquiring job skills. Training programs exist to teach hundreds of different skills, such as equipment repair, performance appraisal, and budget

preparation. Literacy training has become widespread because such large proportion of the work force is functionally illiterate. (Durbin 1997).

The MOHSW was established before the Zanzibar revolution of January, 1964. It is the only Ministry dealing with curative, prevention and social welfares with the aim of providing health services to citizens free of charge. At present the Ministry has 3,000 employees of various cadres including professionals, specialists, practitioners, experts and other support staff.

The MOHSW offers various trainings to its staff according to their areas of specialization in order to increase the work performance, with the exception of training medical doctors; basic training is conducted at the College of Health Science in Zanzibar (CHS). Initially the college was offering various courses only up to the certificate levels, from 1996 diploma courses, have been offered in nursing, medical assistants, environmental health, community health nursing and laboratory technicians. Training for medical doctors, pharmacists, dentists and various specialised fields are conducted in Tanzania mainland and abroad. This proposed study may be concerned with the employee performance in the Ministry of Health and Social Welfare Zanzibar (MOHSW), Tanzania and is based on accessing the staff training with relation to their performance.

Statement of Problem

Public institutions offer various trainings to their staff on various specializations for the purpose of increasing performance. Sometimes the performance is lower compared to the expected outcomes after this organization may not be getting the value of the cost on trainings. Many employees could view training as a break from routine office activities. A contrary view from that of the organizations management whose objective is to improve productivity, efficiency and overall performance of the organization. Employees needed training from time to time in various stations of work. These areas included company policies, health, safety measures, corporate social responsibility, and performance appraisals among others. These coupled with a set of attitude may definitely affect the job performances expected.

Currently the Ministry of Health conducts on the job training more often than off the job training however the benefits of this training activities has not been realised neither are their records to support the training. The study was also aimed to access the level of education, professional qualification and job related skills of the staff and the benefits accrued on the training availed. The research also included accessing through the training provided to employees of the middle management and lower level workers. These were because as stated by the assistant training officer the employees were not considered thus lacking in their development.

It is therefore on the background of such an argument that the research wished to assess the effect of training on job performance by employees.

Purpose of study.

The purpose of the study was to evaluate the effect of training on job performance in public institutions.

Specific objectives of the Study

Specifically the study was aimed;

- i) To find out the profile of the respondents in the ministry of health and social welfare in Zanzibar.
- ii) To determine how coaching affects job performance in the ministry of health and social welfare in Zanzibar.
- ii) To assess how workshop training affects job performance in ministry of health and social welfare in Zanzibar.
- iii) To assess how conferencing training impacts on job performance in ministry of health and social welfare in Zanzibar.
- iv) To find out how lectures affects job performance in ministry of health and social welfare in Zanzibar.

Research Questions

- i) How does coaching affect job performance in the ministry of health and social welfare in Zanzibar?
- ii) How does workshop training affect job performance in ministry of health and social welfare in Zanzibar?
- iii) In what ways does conference training affect job performance in ministry of health and social welfare in Zanzibar?
- iv) To what extent do lectures affect job performance in ministry of health and social welfare in Zanzibar?

Scope of the study:

The study covered three aspects, these include geographic ,content and theoretical;

Theoretical Scope

Many consultants and organizations have recognized the commercial significance of organizational learning – and the notion of the 'learning organization' has been a central orienting point in this. Writers have sought to identify templates, or ideal forms, 'which real organizations could attempt to emulate' (Easterby-Smith and Araujo 1999: 2). In this sense the learning organization is an ideal, 'towards which organizations have to evolve in order to be able to respond to the various pressures [they face] (Finger and Brand 1999: 136). It is characterized by a recognition that 'individual and collective learning are key' (*op. cit.*).

Two important things result from this. First, while there has been a lot of talk about learning organizations it is very difficult to identify real-life examples. This might be because the vision is 'too ideal' or because it isn't relevant to the requirements and dynamics of organizations. Second, the focus on creating a template and upon the need to present it in a form that is commercially attractive to the consultants and writers has led to a significant under-powering of the theoretical framework for the learning organization. Here there is a distinct contrast with the study organizational learning.

Although theorists of learning organizations have often drawn on ideas from organizational learning, there has been little traffic in the reverse direction. Moreover, since the central concerns have been somewhat different, the two literatures have developed along divergent tracks. The literature on *organizational learning* has concentrated on the detached collection and analysis of the processes involved in individual and collective learning inside organizations; whereas the *learning organizations* literature has an action orientation, and is geared toward using specific diagnostic and evaluative methodological tools which can help to identify, promote and evaluate the quality of learning processes inside organizations (Easterby-Smith and Araujo 1999: Tsang 1997).

They further argue that organizational learning is the '*activity and the process* by which organizations eventually reach the ideal of a learning organization' (Finger and Brand 1999: 136).

"we have seen very significant changes in the nature and organization of production and services. Companies, organizations and governments have to operate in a global environment that has altered its character in significant ways".

Productivity and competitiveness are, by and large, a function of knowledge generation and information processing: firms and territories are organized in networks of production, management and distribution; the core economic activities are global – that is they have the capacity to work as a unit in real time, or chosen time, on a planetary scale. (Castells 2001:52)

A failure to attend to the learning of groups and individuals in the organization spells disaster in this context. As Leadbeater (2000: 70) has argued, companies need to invest not just in new machinery to make production more efficient, but in the flow of know-how that will sustain their business. Organizations need to be good at knowledge generation, appropriation and exploitation.

Geographic Scope

This study was conducted in the MOHSW head office in Zanzibar. The study was limited to the selected cases mentioned to assess the impact of training on performance of the employees. The study was conducted from various departments and included accessing the staff qualifications and types of training offered by the Ministry of health and social welfare.

Content scope

The study revolved around the techniques used by organizations interested in training. This included conferencing, coaching, lectures and workshops. There are many other diverse methods used by organizations to enhance organizational learning. However the research focused on the ones mentioned above. The study also involved various participants that included the management, staff and subordinate staff of the Ministry of health while looking at why and perhaps the effects of not having the systematic procedures for training in the Ministry of Health and Social Welfare Zanzibar and government of Zanzibar.

Significance of the study

The research findings will contribute towards policy making by top management especially those in the Ministry of Health and Social Welfare Zanzibar and government of Zanzibar to adopt more realistic training policies and approaches in relation to job performance in order to recognize the importance of training to staff, understanding the education status of the employees and their training needs. This will also enable the Ministry to prepare proper plans, good allocation of budget for training and provide equal chance of acquiring training for all staffs.

The employees will benefit through acquiring proper education and required profession to their line of specialization that will be necessary for

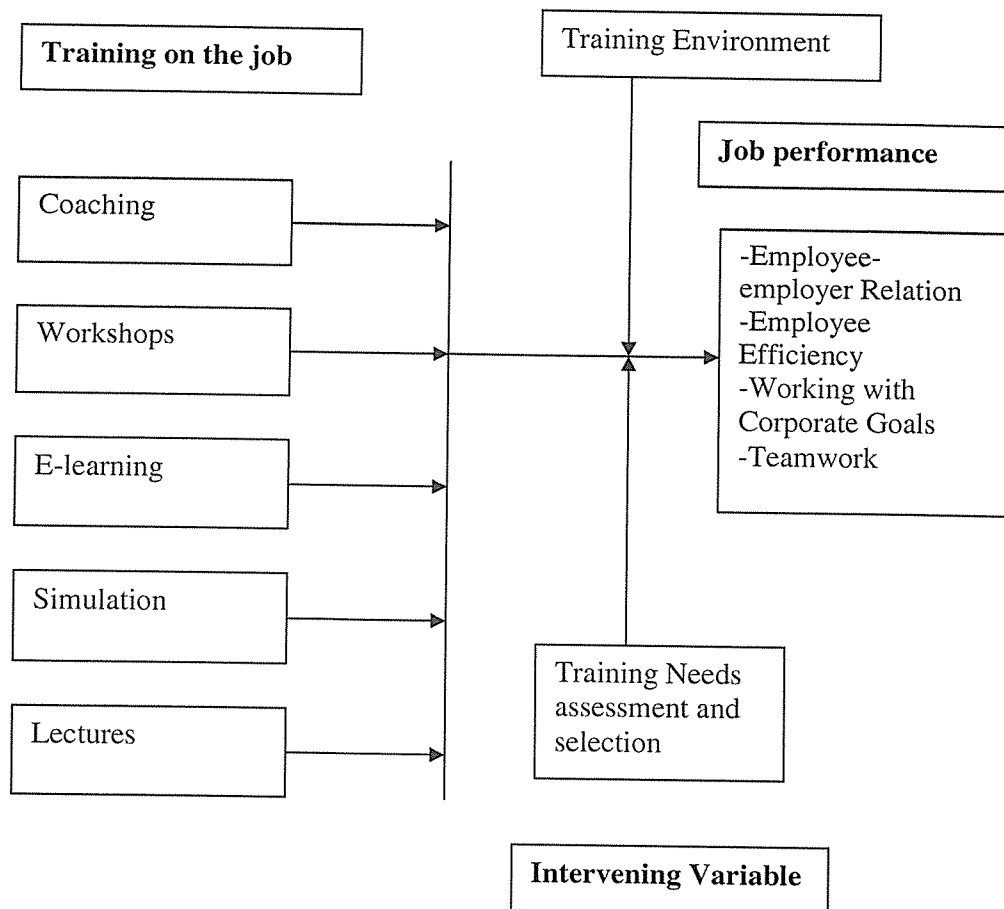
their career, job performance as well as to increase their working capacity on providing services to the society.

The people of Zanzibar are likely to benefit through receive good services from the ministry as the findings shall influence the training of staff, these will help to reduce mortality rate especially for infants and maternal deaths, reduce malnutrition and have better curative as a whole.

Through this study researcher will have an opportunity to to contribute to the academic career as it is in partial fulfillment for the requirement of a masters of Arts degree in Human Resource management. As well as the results of the study may be useful to future researchers who might be interested in a related field.

Publication of the research findings may also immensely add to a build up on the existing knowledge on organizational training. Future researchers shall find materials that could be relevant to their studies.

Conceptual Framework



Source: Author 2009

Coaching

Coaching is giving ongoing specific technical advice to help someone learn a job. This can be done on a formal and a planned basis by a supervisor or coworkers. It can also occur more informally in the form of help spontaneously offered in teams. Coach "is someone who helps someone

else (a trainee) learn something that he or she would have learned less well, more slowly or not at all if left alone.”

Workshop

A workshop is a series of educational and work sessions. Small groups of people meet together over a short period of time to concentrate on a defined area of concern.

In skills-based teambuilding, team members participate in workshop sessions that require them to learn and practice specific teamwork skills (e.g., dealing with conflict, reaching group consensus, learning how to give criticism, or running effective team meetings). These workshops include skills that can be applied immediately in the workplace. Thus, the obvious first step in building better teams is to have teams practice using teamwork skills in facilitated workshop settings, increasing the likelihood they may use these skills in the work setting.

E- Learning

E- Learning enhances learning by extending and supplementing face to face learning rather than replacing it. E- Learning is not so much about technology as about learning based on technology. However, it is the use of the intranet that has offered most scope for learning. In its fully developed form, e-learning is more comprehensive approach to learning than the earlier developments, especially when blended with other learning methods.

Simulations

Simulations are devices or situations that replicate job demands at an off-the-jobsite. Organisations often use simulations when the information to be mastered is complex; example the airline industry has long used simulators to train pilots. (Gomez et.al 1995). Simulation is a training technique that combines case studies and role playing to obtain the maximum amount of realism in classroom training. The aim is to facilitate the transfer of what has been learnt off the job to on -the- job behavior by reproducing, in the training room, situations that are close as possible to real life. Trainees are thus given the opportunity to practice behavior in conditions identical to or at least very similar to those they may meet when they complete the course. Employee Relations is concerned with preventing and resolving problems involving individuals which arise out of or affect work situations. Information is provided to employees to promote a better understanding of management's goals and policies.

Lecturers

Lectures this is the way instructors have control over the situation and can present the material exactly as they desire. Although the lecture is use full for presenting facts, its value in changing attitudes and teaching skills is some what limited (Rue and Byars 2000). According to Ganguli (1964), the concept of Organizational effectiveness refers to the worth or success of an Organization. This is a functional rather than a structural concept since it deals with the question of how far an Organization has been

successful in attaining its goals. Lectures this is the way instructors have control over the situation and can present the material exactly as they desire there for educating the employees on the Organizational efficiency (Rue et.al 2000).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

In this chapter the researcher reviewed related literature on the relationship between staff training and staff performance in the MOHSW and also defined some basic concepts. The review of literature was done in accordance with objectives and research questions of the study that guided the researcher in understanding the research problems.

Theoretical basis of the study

According to Sandra Kerka (1995) most conceptualizations of the learning organizations seem to work on the assumption that 'learning is valuable, continuous, and most effective when shared and that every experience is an opportunity to learn' (Kerka 1995).

The following characteristics appear in some form in the more popular conceptions. Learning organizations, Provide continuous learning opportunities.

Use learning to reach their goals, link individual performance with organizational performance.

Foster inquiry and dialogue, making it safe for people to share openly and take risks. Embrace creative tension as a source of energy and renewal.

Are continuously aware of and interact with their environment. (Kerka 1995) further goes on to comment, the five disciplines that Peter

Senge goes on to identify (personal mastery, mental models, shared vision, team learning and systems thinking) are the keys to achieving this sort of organization. Here, rather than focus too strongly on the five disciplines (these can be followed up in our review of Senge and the learning organization) we want to comment briefly on his use of systemic thinking and his interest in 'dialogue' (and the virtues it exhibits). These two elements in many respects mark out his contribution.

Systems theory and the learning organization

Systemic thinking is the conceptual cornerstone ('The Fifth Discipline') of Peter Senge's approach. It is the discipline that integrates the others, fusing them into a coherent body of theory and practice (1990: 12). Systems theory's ability to comprehend and address the whole and to examine the interrelationship between the parts provides, for Peter Senge, both the incentive and the means to integrate the disciplines. Three things need noting here. First, systems theory looks to connections and to the whole. In this respect it allows people to look beyond the immediate context and to appreciate the impact of their actions upon others (and vice versa).

To this extent it holds the possibility of achieving a more holistic understanding. Second, while the building blocks of systems theory are relatively simple, they can build into a rather more sophisticated model than are current in many organizations. Senge argues that one of the key problems with much that is written about, and done in the name of

management, is that rather simplistic frameworks are applied to what are complex systems. When we add these two points together it is possible to move beyond a focus on the parts, to begin to see the whole, and to appreciate organization as a dynamic process. Thus, the argument runs, a better appreciation of systems will lead to more appropriate action. Third, systemic thinking, according to Senge, allows us to realize the significance of feedback mechanisms in organizations. He concludes:

The systems viewpoint is generally oriented toward the long-term view. That's why delays and feedback loops are so important. In the short term, you can often ignore them; they're inconsequential. They only come back to haunt you in the long term. (Senge1990: 92)

While other writers may lay stress on systems theory, in Senge's hands it sharpens the model - and does provide some integration of the 'disciplines' he identifies.

Other related studies

According to (Armstrong, 2008) Effective training can also improve morale and increase an organization's potential. Poor, inappropriate, or inadequate training can be source of frustration for everyone involved. Training is the planned and systematic modification of behavior through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

Typically, training is used to develop technical skills of managers, while development is usually less technical and is designed for professional and managerial employees. Training involves a set of activities that provide learning opportunities through which people can acquire and improve job-related skills (Schermerhorn, 2002).

As Irene (2007) indicated in the findings of her research that "for any training to make a contribution to the needs of an organization or an individual, it must be based on clear analysis of issues it aims to address". The terms training and development are often used together, and interchangeably as well (Lussier, 2002). Better trained workers become more productive workers, enabling a company to become more competitive and expand (Ivancevich, 1994).

Needs assessment is the process of identifying and prioritizing the learning needs of employees. Needs assessments can be produced by identifying performance deficiencies, listening to customers complaints, surveying employees and managers or formally testing employees skills and knowledge (Mayiams 2002).

Training is used to give employees the job specific skills; experience and knowledge they need to do their jobs or improve their job performance. To make sure training investment is well spent; Companies need to

determine specific training needs, select appropriate training methods, and then evaluate the training (Armstrong 2004).

Coaching

Coaching is giving ongoing specific technical advice to help someone learn a job. This can be done on a formal and a planned basis by a supervisor or co-workers. It can also occur more informally in the form of help spontaneously offered in teams (Schermerhhon 2002)

According to (Rue et.al 2000) Coaching is carried out by experienced managers and emphasizes the responsibility of all managers for developing employees. Under this method of management development experienced managers advise and guide trainees in solving managerial problems. The idea behind coaching should be to allow the trainees to develop their own approaches to management with the counsel of a more experienced person. The advantage of coaching is that trainees get practical experience and see the results of their decisions. Also it helps in employer and employee to make good relation and helps in building team work. However, there is danger that the coach may neglect the training responsibilities or pass on inappropriate management practices. The coach's expertise and experience are critical to the success of this method.

Coaching dialogue with a goal of helping another be more effective and achieve his or her full potential on the job (Bateman 2002). When done properly, coaching develops executives and enhances performance. When

people have performance problems, or exhibit behaviors that need to be changed, coaching is often the best way to help the person change and succeed.

Coaching is on going mostly spontaneous, meetings between managers and their employees to discuss career goals, roadblocks, and available opportunities (Gomez-Mejia & Balkin). This is the type of on the job training it takes places in the actual work setting under the guidance of an experienced worker, supervisor, or trainer. Job rotation, apprenticeship, and internships, are all forms of on-the- job training.

According to (Khanka 2007) Coaching is similar Job Instruction Training. In this method, the superior teaches or guides the new employee about the knowledge and skills of a specifically defined job. The superior points out the mistakes committed by the new employee effectively, the superior must have interpersonal competence and be able to establish helping relationship with the trainee.

Mayiams (2002) Coaching is communicating with someone for the direct purpose of improving the persons on the job performance or behavior. According to Saakhi (2005) Coaching is again on the job training of individual by the supervisor in the area of specifically defined tasks. This technique is more appropriate for orientation of new employee and for helping disadvantaged employee to learn specific jobs. The supervisor

must have interpersonal competence and be able to establish helping relationship with the trainee. On the job training is unstructured programmes it is useful for only group of trainee. According to researcher, Coaching as a method of learning have similarities with apprenticeship. Many organizations use this method to train and develop their employees.

Coaching is usually less formal than apprenticeship in that it is provided when required rather than being part of a formally drawn programme. The trainee's boss, usually by a supervisor, carries out coaching. Coaching provides the learner the advantages of participation, knowledge transference, and the feedback provided by the coach. Because coaching is rather informal it usually carries the disadvantages of interruptions from the coach's substantive business, and lack of seriousness from the trainee. Coaching as discussed here should be distinguished from football team coaching which is in fact job instruction learning.

Training

According Khanka (2007) to Training is the process of teaching the new and or present employees the basic skills they need to effectively perform their jobs. Alternatively speaking, training is the act of increasing the knowledge and skill of an employee for doing the job. Thus, training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization to acquire and also to apply the required knowledge, skill and attitudes to perform their jobs effectively.

According to Saakshi (2005) He defined training is an experience in that it seeks a relatively permanent change in an individual that may improve his or her ability to perform on the job. Training can involve the changing of skills, knowledge, attitudes, or social behaviour. It may mean changing what employees know, how they work, their attitudes toward their work, or their interactions with their co-workers or their supervisor. Training may be presented as it applies primarily co-operative employees in the organisation. By that we mean production, clerical, and maintenance workers.

Training is teaching or making them exercise operational or technical employees on ways of improving on the job for which they were hired. Gomez-Mejia & Balkin, (2002) elaborate that training is a planned effort aiming at providing employees with specific skills to improve on their performance. Effective training can also improve morale and increase an organization's potential. Poor, inappropriate, or inadequate training can be source of frustration for everyone involved.

Scientific data support the assertions of these and others that, in the absence of skill training, performance in school are not predictive of subsequent career success. The studies of the relationship between performance in courses and subsequent life success show that, life success was measured in these studies by a variety of factors, including

job performance, income, promotions, personal satisfaction, eminence and graduate degrees (Whetten & Cameron, 1998).

Training is the planned and systematic modification of behavior through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively (Armstrong, 2008). According Beardwell (2007) training is defined as a set of activities which react to present needs and is focused on the instructor and contrast with learning are developed and the achievement of organizational potential and building capabilities for the future.

In short, training pays and lack of training is blamed for the failure of employees. As the diversified global environment continues to expand, the need for continuous learning and training becomes necessary for companies to remain competitive. Successful organizations adjust to changes quickly because their employees receive continuing training. After a position is staffed, either by a new or existing employee, there is usually need to train the person to do the job (Mayiams 2002).

Area of training are, Knowledge: Training aimed at imparting knowledge to employees provides for facts, information and principle related to the knowledge area considers three aspects, namely job content, job context, and quality of work.

Technical skill is the training area aimed at teaching the employees the physical acts or actions like operating machine, working with a computer, using mathematical tools to take decisions, and others. It is somewhat like induction training. whereas Social skills training in this area is broader in scope encompassing many aspects. This category of training aims at the development of individuals and team work. Accordingly, employees are imparted training to acquire and sharpen such behavioural and human relations skills that help improve inter-personal relationship, better teamwork and effective leadership.

Techniques training in this area involved teaching employees the manners how to apply knowledge and skills to dynamic situations. The study on attitudes involves orientation or induction programmes that help change the employee's attitudes favorable toward the achievement of organizational goals. Through training programmes employee's attitudes are moulded to render support for the effective completion of company activities and inculcate the spirit of better co-operation and greater loyalty among the employees.

Experience is not and can not be taught or imparted in the classroom, it is gained by putting knowledge, skills, techniques and attitudes into use over a period of time in different work situations. Experience makes one perfect.

The beginning of the modern day concept of the training could be traced far back to the Stone Age when people used to transfer knowledge in particular activity through sign and deeds to others. It was only during the industrial revolution of the formal and vocational training was started to instruct the experiences about the operation of machines. Since then, there is no looking back in this regard. Today training has become the most important organization activity not only in the business organization but in the educational institutions also. It is a fact that many organizations have realized the need for training, created infrastructure and provided financial support. However, the results of many training programmes have been far less than the desired ones. Researchers opine that this is so mainly because of non-alignment with the overall human resource development strategies of the organizations.

E-Learning

E-learning was defined by Pollard and Hillage (2001) as the delivery and administration of learning opportunities and support via computer, networked and web- based technology to help individual performance and development. The different types of e-learning include Self- placed e-learning when the learner is using technology but is not connected to instructors or other learners at the same time.

Live e-learning in which by the use of technology, the instructor and the learner are together at the same time but in different locations.

Collaborative e-learning, which supports learning through the exchange and sharing of information and knowledge amongst learners by means of discussion forums, communities of practice, bulletin boards and chat room. E-learning is the biggest technical obstacle to more widespread use is bandwidth. High speed, dedicated internet connections are still a luxury for many people. When employees are parked in front of standard dial-up-connection, downloading a course's sound, video, and detailed color photographs it takes way too long. Under those circumstances, interest wanes, along with motivation. Personal concerns are another potential obstacle. Following classroom training, it is unusual for employees to state emphatically that the best part of learning experience was the network of personal relationships they developed in the course of their training. That kind of camaraderie doesn't form as easily with e-learning (Wayne F, 2006)

In the words of Pollard and Hillage (2001) the objective is to provide for learning that is just in time, just enough and just for you'. It enables learning to take place when it is most needed (just in time' as distinct from 'just in case') and when it is most convenient. Learning can be provided in short segments or bites that focus on specific learning objectives. It is 'learner- centric' in that it can be customized to suit an individual's learning needs learners can choose different learning objects within an overall package. The basic principle of e-learning is connectivity.

The process by which computers are networked, share information and connect people to people. This provided for by what is often called 'the e-learning landscape or architecture' which refers to the hardware, software and connectivity components required facilitating learning. In a sense blended e-learning is balanced learning in that a balance needs to be struck between electronic learning, face to face learning and formal group learning through teams and communities of interest.

According to Snell (2002) E- learning is the learning over net via the virtual classroom is dramatically changing management education and training. Students are comfortable with the technologies and like the flexibility, training are finding that this alternative are is more flexible.

Simulation, Case Study and Role Playing

Simulation is a training technique that combines case studies and role playing to obtain the maximum amount of realism in classroom training. The aim is to facilitate the transfer of what has been learnt off the job to on -the- job behavior by reproducing, in the training room, situations that are close as possible to real life. Trainees are thus given the opportunity to practice behavior in conditions identical to or at least very similar to those they may meet when they complete the course (Khanka, 2008)

According to (Saakhi, 2005) Simulation is a special training technique conducted on duplicate environment which is mock up of real-life

environment. Under the simulation method, a single hour may be equated for a month, or a quarter of a month in a real life. Like this, several events may be experienced in a relatively short span of time. Simulation is a useful technique of executive development because the decisions taken are reversible and less costly to the enterprise. One long-standing deficiency of the simulation technique was that it is difficult to duplicate the reality of actual decision making on jobs.

A case study is a history or description of an event or set of circumstances that is analyzed by trainees in order to diagnose the causes of a problem and work out how to solve it. Case studies are mainly used in courses for managers and team leaders because they are based on the belief that managerial competence and understanding can be best achieved through the study and discussion of real events (Julie Beardwell, 2007)

According to (Wayne F, 2006) Case studies method involves diagnostic and problem solving study of usually a written description of the some event or set of circumstances on organisation problems providing relevant details. The method is appropriate for developing analytical and problem solving orientation and skill, providing practice in applying management concepts, tools and techniques and enhancing awareness of the management concept and processes. The method is relevant for developing organisational, conceptual and functional skills among top and senior level executive.

According to (Khanka, 2008)Case studies should aim to promote enquiry, the exchange idea, and the analysis of experience in order that the trainees can discover underlying principles that the case study is designed to illustrate. They are not light relief. Not are they a means of reducing the load on the instructor. Trainers have to work hard to define the learning points that must come out of each case, and they must work even harder to ensure that these points do emerge. The danger of case studies is that they are often perceived by trainees to be irrelevant to their needs, even if based on fact. Consequently, the analysis is superficial and the situation is unrealistic. It is the trainer's job to avoid these dangers by ensuring that the participants are not allowed to get away with half-baked comments. Trainers have to challenge assumptions and force people to justify their reasoning. Above all, they have to seize every chance to draw out the principles they want to illustrate from the discussion and to get the group to see how these are relevant to their own working situation.

In role playing, the participants act out a situation by assuming the roles of the characters involved. The situation may be one in which there is interaction between two people or within a group. It should be specially prepared with briefs written for each participant explaining the situation and broadly, their role in it. Alternatively, role playing could emerge naturally from case study when the trainees are asked to test their solution by playing the parts of those concerned. Role-playing is used to give managers, team leaders or sales representative practice in dealing

with face to face situations such as interviewing, conducting a performance review meeting, counseling, coaching, dealing with a grievance, selling, leading a group or running meeting. It develops interactive skills and gives people insight into the way in which people behave and feel (Mayiams 2002)

The technique of 'role reversal', in which a pair playing, say, a manager and a team leader run through the case and then exchange roles and repeat it, gives extra insight into the feelings involved and the skills required. Role playing enables trainees to get expert advice and constructive criticism from the trainer and their colleagues in a protected training situation. It can help to increase confidence as well as developing skills in handling people. The main difficulties are either that trainees are embarrassed or that they do not take the exercise seriously and overplay their parts.

Simulation methods: Simulation is a technique which duplicates, as nearly as possible the actual conditions encountered on a job. These methods have been most widely used in the aeronautical industry. The methods falling under this category are discussed as follows:

Role play: this is just like acting out a given role as in a stage play. In this method of training, the trainees are required to enact defined roles on the basis of oral or written description of a particular situation. This method is

mostly used for developing interpersonal interactions and relation among the employees working in sales, marketing, purchasing, and supervisors who deal with people.

Case Method: The case is an actual event or situation on organizational problems which is a written description for discussion purpose. Trainees are asked to analyze the event or circumstances with an objective to identify the problem, trace out the causes for it and find out the solution to solve the problems. This method of training is based on this realization that, on many occasions in the real world, managers may not have all the relevant information with them before taking a decision. This is also called decision making under uncertainty. Therefore, this method is suitable for developing decision-making skills among the top and senior level managers.

Management Games: The game is devised on the model of a business situation. Then, trainees are divided into groups who represent the management of competing companies. They make decisions just like these are made in real-life situations. Decisions made by the groups are evaluated and the likely implications of the decisions are fed back to the groups. The game goes on in several rounds to take the time dimension into account.

Training and Development

Training was used to give employees the job-specific skills, experience, and knowledge they need to do their jobs or improve their job performance (Mayiams, 2002). The term "quality training and development" is used to indicate a well-planned and purposeful training aiming the improvement of some specific knowledge that needs revision or aiming at acquiring some specific skill. Needs assessment based on or aiming at bridging organizational performance gap, selection of trainees and topic, selection of trainers and location and the like are points of concern while thinking of quality training and development. As Irene (2007) indicated in the findings of her research that "for any training to make a contribution to the needs of an organization or an individual, it must be based on clear analysis of issues it aims to address".

Since training is a form of education, some of findings regarding learning theory might logically apply to training. These principles can be important in the design of both formal and informal training programs. Training and development managers and specialists conduct and supervise training and development programs for employees. Increasingly, management recognizes that training offers a way of developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm, and most importantly, increasing individual and organizational performance to achieve business results. Training is widely accepted. Lyman (1987), from the literature review, the material taught must

transfer to the job; the trainer must do her or his best to make the training as close to the reality of the job as possible. Thus, when the trainee returns to the job, the training can be applied immediately.

Classroom training was conducted off the job and is probably the most familiar method of training. Classroom training is an effective means of quickly getting information to large groups with limited or no knowledge of the subject being presented. It is useful for teaching actual material, concepts, principles, and theories. Portions of orientation programs, some aspects of apprenticeship training, and safety programs are usually presented with some form of classroom instruction. However, classroom training is used more frequently for technical, professional, and managerial employees. The most common classroom methods used for the general workforce are lecture, discussion, audiovisual methods, experiential methods, and computer based training (Mayiams 2002)

Compared to the term 'training' the term 'development' has broader scope and aim to develop people in all respects. Accordingly development covers not only activities/ skills which improve job performance, but also those activities which bring about growth of the personality, help individuals progress toward maturity and actualization of the of their potential. Thus, development enables individuals to become not only good employees but better men women also. Clearly, development is an ongoing continuous

process, Development relates to non-technical organizational functions such as problem solving, decision making and relating to people.

According to Khanka (2007) Lecture this is by far the most commonly used direct method of training. In this method, the trainer provides knowledge to the trainees usually from prepared notes. Notes are also given to the trainees. This method is found more appropriate in situations where some information is required to be shared to a large number of audiences and which does not require more participation from audience. It is that it does not provide for active involvement of the trainees. According to Ngirwa (2007) Lecturing involves a uni-directional presentation of learning material where the presenter speaks, makes limited use of visual and audio aids, allows limited interaction with participants, and the participants listen and make notes. As we are saying, lecturing is mainly one way communication from the speaker to listeners. It relies on communication to impact the learning process.

The advantage of using lecturing was that first the presenter can communicate within the shortest time. Secondly, the trainer could organize his presentation in the desired logic sequence. However, since it relies on communication, lecturing has the disadvantages of being less effective as a learning method as a result of low participation, transference, feedback, and repetition. Skilful trainers are able to improve the effectiveness of lecturing by puncturing their lectures with questions,

discussions, and audio-visual presentations such as filmstrips, flipcharts, and transparencies. According to Saakshi (2005) Lectures one of the most widely accepted off-the-job training methods is the lecture method. Lectures are regarded as the better and simpler way of imparting knowledge to the trainee employees especially when concepts, principles, theories, problem-solving abilities, innovative methods etc. are to be taught. Lecture method is most commonly used when a large spectrum of trainees are involved. When handled by experienced lecturers, the lecture method of imparting training would be more interesting and effective.

Conference/ Seminar: In this method, the trainer delivers a lecture on the particular subject which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme. This method is used to help employee develop problem-solving skills (Khanka, 2007). This was the recently developed technique based on the principle of positive reinforcement. The trainer monitors trainee's independent progress through the programme. The trainee gets instant feedback on his/her learning. However, this method is expensive and time consuming also.

According to (Saakshi 2005) the conferences method was used to help employees develop problem-solving skills. Group discussions and meetings are the two common techniques often made use of in organizations. The

chairman or the trainer leads discussion, involves trainees in attempting to solve problems and arriving at decisions. Conference leader must have the necessary skill to lead the discussion in a meaningful way without losing sight of the topic theme. The conference method or group discussion effects changes in the participants through modification of their experiences due to sharing and reshaping of their views, thinking and attitudes.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter highlighted on the research design that was used, area of the study, population of the study, sample selection methods and size, data collection methods, validity and reliability, procedures of data collection and data analysis methods that was used.

Research design

This study adopted a descriptive survey design. This research design means that the researched used appropriate tools to gather description from various participants on the events and outcomes as they were. (Wolcott 1990). Descriptive design was employed so that the researcher could be able to meaningfully describe the distribution of measurement using a minimal guide.

Mugenda and mugenda (2003) contends that descriptive study technique is considered the most appropriate for business and research approaches as they sought to find out factors associated with certain occurrences, outcomes and conditions of behaviors. This design enabled the researcher to gain an understanding on staff training and performance and how they handled the training function.

Target Population

Table 3.1 Target population and sample size for the study

Departments	Population	Sample size(f)	Percentage	(10%)
Planning and Administration	200	20	6.7	10
Prevention	300	30	10	10
Social welfare department	250	25	8.3	10
Environment &Health education	300	30	10	10
Treatment	1950	195	65	10
Total	3000	300	100%	10

Source: Author 2009

This study was conducted in the MOHSW head office in Zanzibar. The study was limited to the selected cases mentioned to assess the impact of training on performance of the employees. The study was conducted from various departments and included accessing the staff qualifications and types of training offered by the Ministry.

The study population was large enough to represent the salient characteristics of the accessible population and hence the target population. Gay (1996) suggests that for descriptive research, at least

10% of the accessible population is enough to be representative in a study. The research constituted respondents from five departments, which include planning and administration (20) respondents, prevention and treatment (30) respondents, social welfare department (25) respondents, environment and health education department (30) respondents and the Treatment (195) respondents totaling to 300 respondents. The study target population comprised of 3000 employees of Ministry of Health and Social Welfare.(MOHSW)

Sampling Design

The study used stratified random sampling technique to draw a sample from the Ministry population, especially to the subordinate workers. This was because stratification allowed the investigation of the characteristics of interest for particular subgroups. Thus by this design guaranteed representation of those who have benefited from training or not based on each Heterogeneous stratum.

The research study involved 300 respondents arrived from 10 percent of the total employees of the MOHSW by using stratified random sampling technique. Mugenda et.al (2003) argues that stratified sampling design is used on the basis of the researcher's judgment to select the key respondents that is relevant for the study. Polit (1990) affirms that stratified sampling practice is used in qualitative studies because of its flexibility in selecting information-rich cases.

Data collection methods and Procedure

Data collection was from two main sources; primary and secondary. Secondary sources included relevant documents and reports. Secondary data was collected by reviewing available literatures/publication in relation to the topic. The researcher employed the technique to pick information that was available from these reports.

In using Primary sources data was collected from selected respondents. Primary data was gathered using Focused Group Discussions and Questionnaires. It involved both qualitative and quantitative approaches. The use of the two approaches at the same time in basic research was recommended by Gay (1996) as the best way to get sufficient results.

Both approaches were adopted to enable the researcher to get relevant information concerning the impact of training on job performance in public institutions. Qualitative methods were used to gather qualitative information while the quantitative method was used to investigate people's ideas and perception on the impact of training on job performance in public institutions.

The questionnaire

The semi –structured questionnaire and structured questionnaire were the main instrument of the study to be administered to the respondents. It involved both qualitative and quantitative approaches. Both approaches

were adopted to enable the researcher to get relevant information concerning the impact of training as an influencing factor of job performance within public institutions. The researcher preferred to use this method because of its ability to solicit information from respondents within a short time as supported by Gupta (1999).

Both Open and closed ended questionnaires were administered, this is because Close ended questionnaires are easier to analyze since they are in an immediate usable form and again each item may be followed by alternative answers. Open ended questions permitted a great depth of response, when a respondent was allowed to give a personal response, usually reasons for the response given were directly or indirectly included. They were simpler to formulate mainly because the researcher did not labour to come up with appropriate response categories.

Focused Group Discussions

Focused group discussion was used to generate information from the respondents. The composition of the groups was limited to those with similar characteristics, such as socio economic status, so that the members could feel free in contributing to the issues at hand. This allowed members to share their views, experiences and opinions. Thus creating interpersonal interactions creating a free and enjoyable environment, Krueger (1996). Focus group interviews are groups of people whose opinions and

experiences are solicited simultaneously. This was efficient in that it generated a lot of dialogue.

Research Procedures

The researcher first obtained an approval letter from director for academic office school of post graduate studies of Kampala International University to present to the MOHSW informing them of the forth coming study and requesting them permission to conduct the research. The study took 5 months from June to November 2009. During this time the researcher was expected to meet all respondents. Six weeks was for data collection, while the other two weeks was used for data organizing. The process for data analysis consumed 5 weeks. The report write up was six weeks and one week for recommendation.

Reliability and validity of data collection tools

The ensure reliability of the instruments, the research carried out a pre-test of 20 questionnaires after which two research experts were contacted to judge the materials. These were also looked at by the supervisor and on the basis of their suggestions a final questionnaire and discussion guide.

Validity test was also done to establish the extent to which the instruments can help collect the required data. The CVI of 0.8 was realized from dividing the number of correctly judged questionnaire over the total number of questionnaires distributed (16/20).

Ethical consideration

Under this study, the researcher considered all the ethics involved and informed the respondents about the purpose/ importance of the study and assured them confidentiality.

Data analysis

The collected data was analysed using statistical techniques that included percentages, frequencies tables to determine the number of respondents who shared similar views in regard to effects of coaching on performance, workshop and performance, conferencing and its effect on performance. Subsequently, means were also determined to ascertain the concentration of majority opinions. However, qualitative data that was collected from focused group discussion was analysed through inferences.

Limitations of the study

The research encountered some hindrances that included respondents not being free to provide information they considered sensitive because they feared victimization incase the information was used against them. However the researcher had a transmittal letter from the university which helped ease the suspicion.

The research could have been better if the study was carried out throughout the country's public service sector instead of one ministry of health and social welfare. However, the researcher selected a representative sample which equally limited biasness and this made the research worth making generalizations.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter of the study systematically presents the results that were obtained from the research that was conducted. The results are quantitatively and qualitatively presented. The analysis and interpretation follows tabular presentation at some stages and the Focused group discussion results from the respondents are also presented to supplement the quantitative presentation.

The presentation of the study is guided by the research questions that guide the study. The background information of the respondents however is also presented. Hence forth, the presentation is divided into two sections where section one presents the background information of the respondents, section two, represents the results of the study according the research objectives that guided collection. The presentation of the data follows in the following discussion.

Analysis of respondents profile

The presentation of this data is presented in two sections. The current section presents a profile of the respondents. The researcher felt this information was important because the respondents, background with the

organization determines their ability to possess the required information and subsequently determined the necessity of the researcher to probe for any detail and establish sufficient rapport with the respondents. The number of respondent's responses to the questionnaire was 270 employees out of 300 involved in the study due to the different reasons as shown in the table 4.1 below.

Table 4.1: Respondents responses to the questionnaires distributed.

Questionnaires	Amount	Percentage
Questionnaires distributed	300	100
Questionnaires returned answered	270	90
Questionnaires returned unanswered/not returned	30	10

Source: Primary Data 2009

The table (4.1), show that 100% questionnaires distributed to the respondents, whereby only 90% questionnaires was returned and answered all questions and the remaining 10% of the questionnaires, some returned but not answered and others was not returned up to the time for analysis.

4.2.1 The distribution of respondents based on gender .

Table 4.2: Gender distribution of the respondents

Gender	Frequency	Percentage
Male	158	59
Female	112	41
Total	270	100.0

Source: Primary Data 2009

As can be observed from table (4.2), the gender distribution of the respondents was representative. That is 41% of the respondents were female and the other 59% of the respondents represented males, that makes 12 males and 18 females not responded. The results indicate that during the survey, both sexes were accessible. The researcher attributes this state of affairs to the cultural and religious belief of the people of Zanzibar where it is believed that women should not go for secular education and should isolated in homes.

During the focused group discussion however, respondents expressed that at the Ministry of health, the gender distribution in all the sectors was representative, respondents attributed this to the historical belief that anything to do with health care was female oriented or the belief that females were good and humble in providing care. However, the researcher did not note this as a finding but a belief and did not investigate further.

The respondents distributions based on the level of education.

The researcher endeavored to explore the level of education of the respondents. This variable was deemed worth establishing by the researcher because the education level of the individual determined his or her ability to possess adequate information. The results on the level of education of the respondents are presented in Table (4.3).

Table 4.3: The distribution of respondents by their highest level of education

Level of Education	Total No. of respondents	Male	Female	Total Percentage	M%	F%
Masters	35	23	12	13	9	4
Degree	57	34	23	21	13	9
Diploma	110	65	45	41	24	17
Secondary	30	16	14	11	6	5
Primary	22	13	9	8	5	3
Illiterate	16	5	11	6	2	4
Total	270	156	114	100	58	42

Source: Primary Data 2009

The findings on table (4.3) show the respondents' education background and depicted that 13% were postgraduate holders, 21% graduates. Those with diploma certificates were 41%, secondary level having 11%, primary with 8% and lastly those who did not attain any formal education certificate thus being 6%. This showed considerable growth on the level of education between male and female respondents however male respondents still dominated in terms of the level of education attained.

Equally Females were still considered to be more illiterate as demonstrated by the table 4.3.

During the focused group discussion it was established that not all respondents were well educated. Therefore, for the above respondents who did not comprehend the research questions, the best method of collecting data from them was through a focused group discussion where the research questions were simplified to give an easily understandable meaning, even though this percentage could understand the questions asked in the group discussion and respond, there was still the need to interpret some concepts further of which the enumerators were employed to that effect.

Table 4.4: Distribution of the respondents based on their experience in the organization

Years of experience	Frequency (f)	Class mark (x)	Frequency mean
1-3 years	120	2	240
4-7 years	70	5.5	385
7-10 years	50	8.5	425
10-30 years	30	20	600
Total	270	36	1,650

Source: Primary Data 2009

The findings show that staff experiences in an organization as expressed in the Table (4.4) ranged from 1 to over 30 years. The study shows that the total mean staff experience was 36 years.

During the focused group discussion most of the respondents indicated that it was not easy to spend more than 10 years with in the Ministry of health. The reasons expressed were that mainly, there was a high migration to greener pastures within the Ministry and private sector that has just sprung up which was considered to be very competitive. Despite the expressions however, the researcher was confident, because he was able to obtain varying views from respondents with varying experiences with the organization.

Quantities Analysis

This study was basically guided by four research questions. The verification of the research questions was guided by the conditions that described the data. After presentation of results of the research questions, the results from the focused group discussions are also presented for clarity. The measurement used 4 linkert scale i.e. 1-Strongly disagree 2-Neutral 3-Agree 4- Strongly agree.

Table 4.5 Extent to which job training improved performance of the organization (in ministry of health and social welfare)

Mode of Training	1	2	3	4	Mean	Interpretation
Coaching	125	85	35	25	1.85	Low
conferencing	72	108	54	36	2.20	Low
Workshop	21	52	90	107	2.31	Low
Lecturing	25	45	110	90	2.98	High

4.3.1 How does coaching impact job performance in the public sector

The first research question of this study was derived from the first research objective. The question sought to establish the coaching impact on job performance in the public sector. In order to get answers to ascertain this research question, the researcher inquired from the respondent their perceptions on a number of issues. These issues included establishing the existing training techniques and its effect on job performance and ways in which coaching affected job performance at the Ministry of health. On whether there were any existing training techniques and its effect on job performance the results are presented on table (4.6).

Table 4.6: whether there were any existing training techniques that had enhanced job performance in ministry of health and social welfare

Answer	Respondents	Percentage
Lectures	73	27
Coaching	62	23
Simulation	110	41
E-Learning	25	9
Total	270	100

Source: Primary Data 2009

According to table (4.6) when asked whether there are any existing training techniques and its effect on job performance, majority of the respondents 41% felt that simulation had an effect on job performance as a training technique. 27% of the respondents stated that lectures did have an effect on job performance as a training technique. This left a distribution of 23% of the respondents who felt that coaching did have an effect on job performance. However 9% of the respondents were of the view that E-learning did have an effect on job performance. That results indicates simulation having an effect on job performance in that, seemed the easiest way of learning what was been taught.

During the focused group discussion it was revealed that simulation facilitated the transfer of what has been learnt off the job to on -the- job

behavior by reproducing, in the training room, situations that are close as possible to real life. This training technique was considered effective in that it helped the respondents to remember what they had learnt during the training.

However other respondents felt that with the advent of internet technology it was much easier to learn the latest approaches in all applicable aspects via E-learning though the majority of respondents felt that E-learning was a long shot to call in that the majority of them were not computer literate they unanimously concluded that E-learning was very expensive venture for the Ministry and unrealistic.

Table 4.7: whether coaching improved job performance in ministry of health and social welfare

	Frequency	Percentage
Strongly agree	25	9
Agree	35	13
Neutral	85	32
Disagree	125	46
Total	270	100

Source: Primary Data 2009

According to table (4.7) on whether coaching affected job performance the majority of the respondents 46% felt that it did not affect job

performance as compared to 13% who felt that it did affect job performance, whereas 9% of the respondents strongly agreed leaving a distribution of 32% of the respondents who were neutral on whether it did or did not affected job performance. The majority of the respondents disagreed on whether coaching affected job performance in that coaching improved job performance unless the coaching was either conducted by unqualified trainer or wrong skills were being imparted.

During the focused group discussions the respondents felt that since coaching was done under experienced supervisors the respondents would learn on the job while appreciating their mistakes. However other respondents' felt that coaching was not an effective method of training in that in the event the coach neglects the training responsibilities or pass on in appropriate practices the consequences might be huge. They emphasized that in the Ministry of health there was no room to make mistakes in that respondents were dealing with the welfare of human beings directly.

4.3.2 How workshop training affect job performance in Ministry of Health and social welfare

From the second objective of the study, the researcher delivered a research question. It is this research question, which guided the study. In order to get appropriate answers to this research question, a number of elements were subjected to the respondents to solicit for their perception

of the variables in question. For instance, the researcher solicited respondents, opinion on whether workshop training affected job performance, how often was training undertaken and was the intended objective achieved. The results to this study were analyzed by generating tables and percentages which were used to make the comparison of the perceptions as the following data depicts on table (4.7).

Table 4.8: Respondents rating on how workshop training led to improved job performance in ministry of health and social welfare

Respondents	Frequency	Percentage
Strongly agree	107	40
Agree	90	33
Neutral	52	19
Disagree	21	8
Total	270	100

Source: Primary Data 2009

According to table (4.8) on whether workshop training affected job performance the majority of the respondents 40% felt that it strongly affected job performance whereas 33% agreed that it did affect job performance, compared to 8% of the respondents strongly agreed leaving a distribution of 19% of the respondents who were neutral on whether it did or did not affected job performance. This table indicates that the respondents had high concern on the value of workshop training as was

depicted, training is considered to be the act of increasing the knowledge and skill of an employee for doing the job.

During the focused group discussion the respondents stated that training is the process of teaching the new and or present employees the basic skills they need to effectively perform their jobs. Respondents opined that it may mean changing what employees know, how they work, their attitudes toward their work, or their interactions with their co-workers or their supervisor, the respondents equally were happy about the allowances they received when they attended workshops ,one respondent stated that he can never attend workshops that allowances are not offered. This observation reflected on the fact that respondents did not just favour trainings but the allowances offered.

However respondents stated that poor, inappropriate, or in adequate training can equally be source of frustration for everyone involved. This motivated the researcher to establish how often training was undertaken and whether the intended objective was achieved, the results are presented on table (4.8)

Table 4.9: How often training was undertaken to meet intended objective in ministry of health and social welfare

Respondents	Frequency	Percentage
Once a year	35	13
Twice a year	100	37
More than twice a year	135	50
Total	270	100

Source: Primary Data 2009

Reflecting on table (4.9) the majority of the respondents 50% stated that the training was more than twice a year, 37% of the respondents stated that training was offered twice a year leaving a distribution of 13% of the respondents who stated that training was offered once a year. The results depicted that training is an on going concern in the organization and was not carried out once but several occasions basing on different departments.

During the focused group discussion the respondents stated that much as they preferred training quite as often as possible it was expensive for the Ministry to sustain this type of activity, they stated that training as a staff development mechanism aided them in learning activities that were carried on for the primary purpose of helping members of an organization to acquire and also to apply the required knowledge, skill and attitudes to perform their jobs effectively. Other respondents appreciated the

allowances and stated that the more the training workshops the more the allowances.

4.3.3 What ways do conference training impact on job performance in

public sector From the Third objective of the study, the researcher derived research question number three. It is this research question that guided the study in the bid to get answers towards its verification. The research question sought to establish ways in which conferencing training impacts on job performance. To get the answers to this research question, a number of elements were placed to the respondents among which the following highlights are important for instance, the researcher solicited respondents, views on how job performance was measured. The results of this study were analyzed by generating tables and percentages which were used to make the comparison of the perceptions as the following presentation depicts. On ways in which conferencing training impacts on job performance the results are presented on table (4.9)

Table 4.10: On ways in which conference training led to improved job performance in ministry of health and social welfare

Respondents	Frequency	Percentage
Strongly agree	36	13
Agree	54	20
Neutral	108	40
Disagree	72	27
Total	270	100

Source: Primary Data 2009

According to table (4.10) On ways in which conferencing training impacts on job performance 20% of the respondents felt that it affected job performance where as 13% strongly agreed that it did affect job performance, compared to 27% of the respondents who disagreed leaving a distribution of 40% of the respondents who were neutral on whether it did or did not affected job performance. The respondents did not appreciate conference training in that owing to their organization culture conferences were supposed to dispense allowances to them thus they ended up not being motivated at all.

Throughout the focused group discussion the respondents stated that although most conferences attended there were no allowance offered, the conference leaders had a tendency of loosing sight of the topic or theme. However, if the facilitators were good then the trainer would monitor the

trainee's independent progress through the programme and as a result the trainee would get instant feedback on his/her learning. However, this method was deemed expensive and time consuming also in that most facilitators were hired expatriates within the region. The respondent sought to establish how job performance was measured; the results are presented on table (4.11)

Table 4.11: Indicators measuring job performance in the ministry of health and social welfare

Respondents	Frequency	Percentage
Meeting budget set by	54	18
management	72	24
Avoiding wastages	36	12
Less minimal client complaint		
No. of awards to	108	36
department/specific employees		
Total	270	100

Source: Primary Data 2009

According to table (4.10) majority of the respondents 40% felt that the job performance was measured by the number of awards the specific employees and the department as a whole had been given, while 27% of the respondents felt that the reduction in wastage and economical use of the resources allocated was a measure of sound job performance this left a

distribution of 20% respondents who felt that meeting budgets set by management was a sign of sound job performance and set targets. However 13% of the respondents felt that minimal client complaints was reflective of how sound job performance was measured. The table (4.11) portrayed that job performance was measured by individual and departmental achievements thus showing a gap in team work both departmentally and individually this in the long run would on one hand create unnecessary conflicts and negative competition.

During the focused group discussion the respondents stated that the award that they received motivated them and was a sure sign of sound job performance, other respondents emphasized that reduction of wastage and economical use of resources was a sure way to measure job performance yet a fraction of respondents felt that working within the set targets was a sign of sound job performance. However other respondents raised the issue of working within the allocated budget to which they stated that it reflected measurement of job performance.

The respondents further stated that meeting the targets set by management was a sure way of evaluating job performance. There are those respondents who felt that minimal complaints from clients was evidence that the job performance was sound although the respondents further stated that the Ministry of health did not allocate enough funds to cater for providing adequate services to clients. Respondents further alluded to the fact that the awards allocated to specific individuals and departments acted as a measurement of efficient job performance.

4.3.4 The extent to which lectures improve job performance in ministry of health and social welfare

From the Fourth objective of the study, the researcher derived research question number four. It is this research question that guided the study in the bid to get answers towards its verification. The research question sought to establish the extent to which lectures affected job performance. To get the answers to this research question, a number of elements were placed to the respondents among which the following highlights are important for instance, the researcher solicited respondents, views on the extent to which respondents felt that their were challenges being experienced and possible solutions to the challenges being experienced by the training department.

The results of this study were analyzed by generating tables and percentages which were used to make the comparison of the perceptions as the following presentation depicts. On the extent to which lectures affected job performance (4.12)

Table 4.12: The extent to which lectures improved job performance in the ministry of health and social welfare

Respondents	Frequency	Percentage
Strongly agree	90	33
Agree	110	41
Neutral	45	17
Disagree	25	9
Total	270	100

Source: Primary Data 2009

According to table (4.12) on the extent to which lectures affected job performance 33% of the respondents strongly agreed leaving a distribution of 41% of the respondents who agreed that lectures affected job performance. This left 17% of the respondents who were neutral, in that they did not know whether lectures affected job performance. However 9% of the respondents did not believe that lectures had an effect on job performance. The results indicated that the respondents appreciated lectures in that the notes could be used for future references and during training programmes that merged all departments lectures were viewed as convenient due to the large attendances.

During the focused group discussion the respondents stated that the trainer provides knowledge to the trainees usually from prepared notes. Notes are also given to the trainees. This method was found more

appropriate in situations where some information is required to be shared to a large number of audiences and which does not require more participation from audience. However it did not provide for active involvement of the trainees. The respondents sought to establish the challenges being faced by the training department the results are shown on table (4.13).

Table 4.13: The extent to which respondents felt that there were challenges being experienced by the training department in ministry of health and social welfare

	Respondents	Percentages
Strongly agree	126	47
Agree	54	20
Neutral	27	10
Disagree	63	23
Total	270	100

Source: Primary Data 2009

According to Table (4.13), the majority of the respondents, 47% strongly agreed that problems existed as compared to only 23% who did not agree that there existed any problems. Leaving 20% of the respondents agreed that there were challenges being experienced by MOH training department. However, 10% of the respondents remained undecided to the matter. The results on table (4.12) depicted that the respondents were

not satisfied with the services offered by the training department thus rendering them in-effective as a result of some challenges that they needed to address.

During the focused group discussion the respondents cited operational problems faced in the day to day running of the Ministry which included employee dishonesty and lack of effective facilitation amongst the complains however other respondents still felt that the budgetary allocation to the training department was not sufficient enough. This distribution motivated the researcher to inquire from the respondents, the kind of problems that existed in organizational performance the results that were expressed are indicated in Table (4.14), which shows the distribution of various problems experienced in organizational performance as perceived by the Respondents.

Table 4.14: Problems experienced in organizational performance as perceived by the Respondents in ministry of health and social welfare

Problems experienced	Respondents	Percentage
Poor management	72	27
Lack of effective Facilitation	36	13
Lack of educational Sponsorship	54	20
Brain Drain	27	10
Low salaries to Qualified staff	81	30
Total	270	100

Source: Primary Data 2009

According to table (4.14), there were a number of problems identified by the respondents. Most particularly, there was the problem of poor management this was expressed by 27% of the respondents, 13% of the respondents felt that Lack of effective Facilitation was a serious problem within the problem. 20% of the respondents felt that educational sponsorship was not provided for by the Ministry. 10% of the respondents felt that the little qualified personnel that were qualified tend to leave the country for greener pastures. The issue of salaries was opined by 30% of the respondents who felt that there was need for an increase. Respondents opined that low salaries was a major problem faced by the Ministry, this was quite true in that the government of Tanzania did not allocate enough money to its subsidiary government of Zanzibar the salary scale of similar employees doing the same job was much higher at the main land than at the island.

During the focused group discussions the respondent stated that the qualified employees preferred to seek for greener pastures after attaining their qualifications, this was considered by the Ministry as a total loss. Other respondents felt that poor management was a problem experienced in performance in ministry of health and social welfare and there was need to address it. Most respondents felt that there was need for facilitation in order to motivate the employees.

The research question sought to identify the solutions to the challenges on organizational performance. The results of this study were analyzed by generating tables and percentages which were used to make the comparison of the perceptions as the following presentation depicts the findings from the study.

Table 4.15: The extent to which respondents felt that there are solutions to the challenges facing the training in the organization

	Respondents	Percentage
Strongly Agree	108	40
Agree	117	43
Neutral	18	7
Disagree	27	10
Total	270	100

Source: Primary Data 2009

According to Table (4.15), the majority of the respondents 43% Agreed that there were solutions to the challenges facing the training department, whereas 40% of the respondents strongly agreed that there were solutions to the challenges being faced by the training department. However 7% of the respondents were neutral leaving a distribution of 10% of the respondents who disagreed. The respondents being part and parcel of the system felt that there were solutions to the challenges faced this indicated that management should relentlessly involve the employees

in decision making process and seek ways of improving the organizational performance.

During the Focused group discussions the respondents stated that there were solutions to the challenges though Government was not providing sufficient funding to the Ministry hindering most projects. This distribution motivated the researcher to inquire from the respondents, the kind of solutions that existed. The results that were expressed are indicated in Table (4.16)

Table 4.16: the respondents suggested solutions to the problems experienced to the Ministry of Health

Perceived solutions	Respondents	Percentage
Change of management	54	20
Salary increase	81	30
Increased Facilitation	27	10
Accountability	36	13
Employee motivation	72	27
Total	270	100

Source: Primary Data 2009

According to Table (4.16), the majority of the respondents, 30% felt that salary increase was a solution to the problems. 27% stated that employee motivation was a solution to the problems faced by the Ministry. 20% of

the respondents felt that change of management was the preferred solution to the problems faced. 13% of the respondents felt that there was need of accountability whereas 10% of the respondents were of the view of facilitation being increased to motivate the employees.

The respondents as evidenced in table (4.16) expressed concern that motivation was a solution to the challenges being faced by their Ministry therefore government should come up with means of improving on the existing motivational strategies in place.

During the focused group discussion the respondents stated that the solutions provided would result to a turn around situation within the organization thus effecting efficiency and effectiveness.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The current chapter of this study presents the discussion of the results derived from the data presented in Chapter four, the discussion leads into varying conclusions and a number of recommendations are subsequently derived.

Summary

The following are the summaries on the findings based on the four objectives that guided the study. The results are also cross referenced with the findings of other scholars in related organizational environments that have got a supportive element of the current study. Training is the critical functions of Human Resource Management which involves educating the current and future competencies. This is based on the foundation that organizations that invest in training their human resource are likely to be more efficient and provide way of performance. This is because of the implementation of new technologies and structural changes that require for new skills. The finding of the study revealed that of the 270 respondents only 57 staff had bachelors degree and see table (4.3) which is equal to 21%.

This level of qualification explained why the training had not produced desired performance as was envisaged. This was attributed to the fact that the few graduate officers had assumed managerial and supervisory roles, leaving the actual operation work for the least and less qualified staff that could not measure up to Ministry expectations.

Selection of the trainees, especially for the external formal training courses left a lot to be desired. It was based on support and lobbying at the expense of performance requirements, career aspirations and goals of the nominees. This was reflection of the selection criteria not being based on rational and purposeful criteria. The selection criteria should be rational and purposeful. Selection of the trainee was based on the extent to which training meets the organisational needs as well as the career goals and aspirations of the nominees in this ways, training would be equipping the nominees to perform his job well as well as meeting his career development needs as described Mathus (1983).

Ministry of health (1999) report policy and plan for development of Human Resources in the in the public services of Tanzania (draft) was also established that there was no defined procedure followed when training staff in the Ministry of Health Zanzibar was completely absent. This Department does not have an established selection criteria method. In relation to the above, there were also no clear criteria followed when selecting officers for training in Ministry of health and above training

lacked professionalism in approach as it was arranged without prior assessment of the needs to be addressed. All these undermined the good intentions of training and consequently affected the realization improved staff performance.

Training needs were seldom assessed, the selection criteria for training was not based on meeting the real need which was directly beneficial to the organisation. Further more, the finding indicates that training needs analysis is not being used to initiate training programmes and staff training. This arises from self assessment which is risky because what is appropriate for individuals is not necessarily appropriate for the department or the entire Ministry of health. This is not good for the Ministry hence the need to come up with measures to address this anomaly.

Results from Research Questions

The coaching impact on job performance in public sector

According to various researchers coaching has been defined as giving ongoing specific technical advice to help someone learn a job. This can be done on a formal and a planned basis by a supervisor or co-workers. It can also occur more informally in the form of help spontaneously offered in teams (Schermerhohn 2002). According to (Rue et.al 2000) Coaching is carried out by experienced managers and emphasizes the responsibility of all managers for developing employees.

The majority of the respondents 43% at the Ministry of health felt that coaching did not affect job performance as compared to 13% who felt that coaching did affect job performance. The idea behind coaching should be to allow the trainees to develop their own approaches to management with the counsel of a more experienced person. The advantage of coaching is that trainees get practical experience and see the results of their decisions. Also it helps in employer and employee to make good relation and helps in building team work. However, there is danger that the coach may neglect the training responsibilities or pass on inappropriate management practices. The coach's expertise and experience are critical to the success of this method.

According to Saakhi (2005) Coaching is again on the job training of individual by the supervisor in the area of specifically defined tasks. This technique is more appropriate for orientation of new employee and for helping disadvantaged employee to learn specific jobs. The supervisor must have interpersonal competence and be able to establish helping relationship with the trainee. On the job training is unstructured programmes it is useful for only group of trainee. According to researcher, Coaching as a method of learning have similarities with apprenticeship. Many organizations use this method to train and develop their employees.

The impact of workshop training on job performance in public sector

The Research question sought to establish whether workshop training affected job performance. According Khanka (2007), Training is the process of teaching the new and or present employees the basic skills they need to effectively perform their jobs. Alternatively speaking, training is the act of increasing the knowledge and skill of an employee for doing the job. Thus, training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization to acquire and also to apply the required knowledge, skill and attitudes to perform their jobs effectively.

At the Ministry of health the majority of respondents 40% felt that workshop training strongly affected job performance compared with 8% that did not accept workshop training improve the employee's job performance. Training is the planned and systematic modification of behavior through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively. (Armstrong, 2008). According Julie Beardwell (2007) training is defined as a set of activities which react to present needs and is focused on the instructor and contrast with learning are developed and the achievement of organizational potential and building capabilities for the future.

The impact of conference training on job performance in public sector

In conferencing training the trainer delivers a lecture on the particular subject which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme. This method is used to help employee develop problem-solving skills (Khanka, 2007). This was the recently developed technique based on the principle of positive reinforcement. The trainer monitors trainee's independent progress through the programme. The trainee gets instant feedback on his/her learning. However, this method is expensive and time consuming also.

According to research findings majority of respondents 40% were not sure whether conferencing training affect or not, only 20% of the respondents felt that conference training affect job performance at the Ministry of health. The conferences method was used to help employees develop problem-solving skills. Much emphasis is placed on Group discussions and meetings are the two common techniques often made use of in organizations. The conference leader must have the necessary skill to lead the discussion in a meaningful way without losing sight of the topic theme. The conference method or group discussion effects changes in the participants through modification of their experiences due to sharing and reshaping of their views, thinking and attitudes.

The impact of lecture on job performance in public sector

According to Khanka (2007) Lecture this is by far the most commonly used direct method of training. In this method, the trainer provides knowledge to the trainees usually from prepared notes. Notes are also given to the trainees. This method is found more appropriate in situations where some information is required to be shared to a large number of audiences and which does not require more participation from audience. It is that it does not provide for active involvement of the trainees.

The research findings indicate that 33%of the respondents strongly agreed that lectures affected job performance according and the majority of respondents 41% were also agreed that lectures affected job performance. Lecturing involves a uni-directional presentation of learning material where the presenter speaks, makes limited use of visual and audio aids, allows limited interaction with participants, and the participants listen and make notes. As we are saying, lecturing is mainly one way communication from the speaker to listeners. It relies on communication to impact the learning process.

According to Saakshi (2005) Lectures one of the most widely accepted off-the-job training methods is the lecture method. Lectures are regarded as the better and simpler way of imparting knowledge to the trainee employees especially when concepts, principles, theories, problem-solving abilities, innovative methods etc. are to be taught. Lecture method is most

commonly used when a large spectrum of trainees are involved. When handled by experienced lecturers, the lecture method of imparting training would be more interesting and effective.

Conclusion

The first objective sought to establish how coaching impacts job performance in the public sector. The majority of the respondents disagreed on whether coaching affected job performance in that they perceived coaching as a means of improving job performance unless the coaching was either conducted by unqualified trainer or wrong skills were being imparted. However other respondents' felt that coaching was not an effective method of training in that in the event the coach neglects the training responsibilities or pass on inappropriate practices the consequences might be huge.

The second objective assessed how workshop training affects job performance in public sector. The respondents had high concern on the value of workshop training and considered workshop training to be the act of increasing the knowledge and skill of an employee for doing the job. Workshop Training was considered as the process of teaching the new and or present employees the basic skills they need to effectively perform their jobs. The study revealed that workshop training could equally be used as a motivational mechanism in that respondents favored it due to the allowance offered.

The third objective assessed how conference training impacts on job performance in public sector. In conference training if the facilitator was good then the trainer would monitor the trainee's independent progress through the programme and as a result the trainee would get instant feedbacks on his/her learning. The respondents did not appreciate conference training in that owing to their organization culture conferences were supposed to dispense allowances to them thus they ended up not being motivated at all.

The fourth objective assessed how lectures affect job performance in public sector. The study revealed that in lecture training method the trainer provided knowledge to the trainees usually from prepared notes. This method was found more appropriate in situations where some information is required to be shared to a large number of audiences and which does not require more participation from audience.

Recommendations

In line with the first objective the researcher recommended that coaching should be emphasized in that it helps in employer and employee to make good relation and helps in building team work.

The researcher based on the second objective recommended that there was need for workshop training to be enhanced so that learning activities could be carried on for the primary purpose of helping members the

required knowledge, skill and attitudes so as to perform their jobs effectively.

The researcher recommended on the third objective that the development of conference training to acceptable stands was paramount and this could be achieved when good facilitators were hired who would monitor the trainee's independent progress through the programme thus the trainee would get instant feedbacks on his/her learning

The researcher recommended on the fourth that lectures were more affordable and appropriate in situations where some information was required to be shared to a large number of audiences and which does not require more participation from the audience. With regard to the under financing by government to the Ministry on trainings issues lectures could be easily accessed.

Areas for Further Research

Due to Internet and the advent of digital era the researcher proposes that there is need to further research on the effectiveness of E-learning as a training method in Zanzibar.

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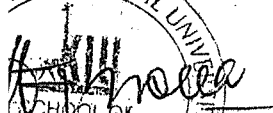
INTRODUCTION FOR KHADIJA KASSIM KHAMIS

s is to inform you that the above named is our registered student
HR/10011/81/DF) in the School of Postgraduate Studies pursuing a Master of Arts
Human Resource Management (**MA HRM**).

e has completed her second Semester and left with two semesters including research
itled: "**Training on Performance of Employee in Organization: A case study**
Ministry of Health of Social Welfare Zanzibar, Tanzania".

/ assistance rendered to her regarding research, will be highly appreciated.

Yours faithfully,


O. Samuel
DIRECTOR
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH
P.O. BOX 20000, KAMPALA

APPENDIX B

Focused Group Discussion Guide

1. What ways does coaching improves job performance in the public sector?
2. What ways does workshop training affect job performance?
3. What ways do conferencing training impact on job performance in ministry of health and social welfare?
4. What ways do seminars and lectures lead to improved job performance in ministry of health and social welfare?
5. What are the possible solutions of how to improve the training department and its effect on job performance?
6. How often do you undertake training and is the intended objective achieved?
7. How do you rate and measure the performance at MOH?
8. Do the other departs adopt to what they have been trained relatively quicker or
slower than your department?
9. What strategies have been put in place in order to improve training techniques?

APPENDIX C:

Questionnaire

THE IMPACT OF TRAINING AS AN INFLUENCING FACTOR ON JOB PERFORMANCE IN PUBLIC INSTITUTIONS

Dear respondents I am a student of Kampala International University undertaking a Masters Degree in Human in Resource Management. MA (HRM). as part of my Academic requirements to the award of a Masters Degree. I am administering this questionnaire to collect information on the impact of training as an influencing factor on job performance in public institutions.

INSTRUCTIONS:

- 1 Do not sign your name anywhere on this questionnaire.
- 2 For Section A, and B, Just tick and fill in for other sections.

QUESTIONNAIRE FOR EMPLOYEES

SECTION A: RESPONDENT BACKGROUND (TICK WHERE APPROPRIATE)

1.1 Gender: Male ☐ Female ☐

1.2 Age: 20-29 ☐

30-39 ☐

40-49 ☐

50-59 ☐

60-above ☐

1.3 Highest Educational Level

Primary ☐ Secondary ☐ Diploma ☐ Bachelors Degree ☐
Degree masters ☐ Other, Specify

SECTION B:

1. What is the Nature of your appointment?

(1). ☐ Temporary (2). ☐ Permanent (3) Any Other.....

2. How many years have you worked in the Ministry of health? (Tick)

(i). ☐ 1-3, (ii) ☐ 4-7, (iii) ☐ 8-10 (iv) ☐ 10- and above

3. What are the existing training techniques and its effect on job performance?(Tick)

i) Lectures ☐

ii) Coaching ☐

iii) Simulation ☐

iv) E-Learning ☐

4.a. Does coaching improve job performance in the ministry of health and social welfare?

i). Strong agree ☐

ii). Agree ☐

iii). Neutral ☐

iv). Disagree ☐

4.b. If yes in what ways do coaching improve job performance in the th ministry of health and social welfare?

a).....

5. Workshop training improves job performance in ministry of health and social welfare?

- i). Strong agree ☐
- ii). Agree ☐
- iii). Neutral ☐
- iv). Disagree ☐

6. How often do you undertake training and is the intended objective achieved?

Once a year ☐ twice a year ☐ More than twice a year ☐

7. Training by conferencing training improves on job performance in the ministry of health and social welfare?

- i). Strong agree ☐
- ii). Agree ☐
- iii). Neutral ☐
- iv). Disagree ☐

8. What is the indicator used for measuring job performance in an organization?

- i). Meeting budget by management ☐
- ii). Avoiding wastage ☐
- iii). Less minimum client complaint ☐
- iv). No: of awards to department/specific employees ☐

9. Does your organization undertake lectures to achieve job performance?

Yes ☐ No ☐

10. Lectures lead to improved your job performance in the ministry of health and social welfare in Zanzibar?

i). Strong agree ☐

ii). Agree ☐

iii). Neutral ☐

iv). Disagree ☐

11. Are their challenges being experienced in the training department at the ministry of health and social welfare in Zanzibar?

i). Strong agree ☐

ii). Agree ☐

iii). Neutral ☐

iv). Disagree ☐

12. To what extent do you agree, there are there any solution for the challenges experienced in the training department?

i). Strong agree ☐

ii). Agree ☐

iii). Neutral ☐

iv). Disagree ☐

13. What are the problems experienced in the organization performance?

i). Poor management ☐

ii). Lack of effective facilitation ☐

iii). Lack of educational sponsorship ☐

iv). Brain drain ☐

v). Low salary to qualified staff ☐

14. What solutions for the problems experienced in the organization could you suggest ?

- i). Change of management ☐
- ii). Increase staff salaries ☐
- iii). Increase facilitations ☐
- iv). Accountability ☐
- iv). Motivation ☐

