THE CONTRIBUTION OF EMPLOYEE TRAINING TO PERFORMANCE OF LOCAL GOVERNMENT AUTHORITIES IN TANZANIA: A CASE OF SHINYANGA MUNICIPAL COUNCIL

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MASTER IN PUBLIC ADMINISTRATION
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BY

OMARY HAMIS MWENDA

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN PUBLIC ADMINISTRATION

THE UNIVERSITY OF DODOMA

OCTOBER, 2018
DECLARATION

AND

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The undersigned certify that he has read and hereby recommends for acceptance by the University of Dodoma dissertation entitled “The contribution of employee training to performance of local government authorities in Tanzania: A study of Shinyanga municipal council” in partial fulfillment of the requirements for the degree of Master of Public Administration of the University of Dodoma.

Signature ………………………………… date …………………………

Prof. Peter A. Kopoka

(SUPERVISOR)
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I want to thank my brothers Hassan Kaniki and Mathias Sichilima, my best friend Mwanaidi Omary. I could not have finished this work without their help and support.
DEDICATION

I dedicate this dissertation to my father Hamis O. Mwenda and My mother Paulina A. Mpisi for their continuous contribution through my life.
ABSTRACT

This study aimed at assessing the contribution of employee training to performance of local government authorities in Tanzania using Shinyanga municipal council as a case study. A mixed method design was used. Questionnaires and interviews were used for data collection in which seventy-four (74) questionnaires were distributed to respondents.

The findings of the study show that the majority of the respondents understand the importance of training in their work performance. The workers of the Local government authorities have undergone training since joining the authority. In selecting who goes for training the study found that it was compulsory for all workers to attend training. However there is a problem of when the training is to be done as it depends on the funds available at the local government authorities this is one of the challenges faced by the local government authorities when planning trainings activities for its employees.

The Local Government Authority did not monitor and evaluate their training activities. The study thus recommends the Local Government Authorities to have plans and strategies for training employees which they will be able to implement even when funds are low.
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CHAPTER ONE
INTRODUCTION

1.1 Overview
One of the major factors hindering the growth of African economies and organizations is the lack of capacity to carry out tasks that are necessary for such growth. It is therefore essential to engage in capacity building as a component of development (UNDP, 2005). Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux 2002) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. The training of employees is being done by many public and government institutions in the world but still the level of performance of its employees has not increased. The aim of this study is to determine the extent to which training is important in improving the performance of employees in the local government authorities.

1.2 Background
Training can be defined as a “systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviors to meet job requirements” (Gomez-Mejia, 2007). Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. Staff training aims at improving an employee’s performance, skills and knowledge in their current job positions. Armstrong (2001) mentioned three specific objectives of training to the employees. The first objective is to develop the competences of employees and improve their performance. The second objective indicated by Armstrong (2001) is to help people grow within the organization in order that, as far as possible, its future needs for human resources can be meet from within the organization, and the third one is to reduce
the learning duration for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible (Armstrong, 2001).

Therefore it is necessary for any organization to provide systematic training to their employees. Training is important for employees because it helps them meet current performance requirements by focusing on special skills which are needed.

It is worth noting that Tanzania like other developing countries has a huge public sector, employing the highest number of human resources with varied skills (Rugumyamheto, 2004). The situation implies that most of the citizens depend on the public sectors institutions for their daily socio-economic services and, therefore possession of adequate, current and appropriate professional knowledge and technical skills for quality performance by civil servant in serving people is critical (Rugumyamheto, 2004). The government is always obliged to take adequate steps to ensure that employees acquire the necessary knowledge and skills. In line with this fact Braathen and Chaligha (2005) argue that many public organizations spend much money on training, believing that training will improve their employee’s performance and enhance the firm productivity.

Training for any government is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development geared towards helping organizations realize their vision. In the contemporary dynamic corporate world, employees are increasingly required to keep up to the upcoming changes. Training is important for employees’ development as it enables them achieve self-fulfilling skills and abilities, reduce operational costs, limits organizational liabilities (Donald, 2009). Properly trained employees are highly motivated and have more sense of responsibility hence
requiring less supervision which in-turn increases the organization’s ability in attaining its mission.

Local government authorities such as that of Shinyanga Municipal council have for years been implementing short and long course staff training programmes that aimed at improving staff skills and technical knowledge to cope with the worldwide technological changes. Viewing the outcome of the programme by through the monitoring and evaluation framework at the end of each budget year one finds that very few staff are trained as per programme and no follow up made to reveal whether the intended goals of the programme were achieved. On the other hand you find staffs who decide for self-sponsorship studying fields not direct related to their field of expertise which eventually lead to abscondments. You find for example an Engineer studying Accountancy or an Accountant studying laws. The Researcher finds this as a big gap that defeats the whole purpose of the training local government employees to perform better in their current job positions. This in turn leads to poor work performance as employees are not attending training for the current jobs which they have but for future prospects.

According to Mbuta (1999) the Tanzanian local governments’ authorities during the late1990’s had experienced poor provision of social services due to lack of competent workers. Furthermore, Mbuta (1999) observes that the problem of poor execution of local councils should not be considered in isolation without taking into account the competence of the manpower prevailing in the councils. A lack of competent manpower makes the local councils fail to execute projects effectively and efficiently. Moreover some of the local government authorities lack clear policies of training programs and in consequences training during this time was ineffectively offered. Furthermore it was discovered that the training being offered in many of the local government authorities was not necessary effectively and efficient (Mbuta, 1999).
Training employees to attain the organizational objectives has been a problem to several local government authorities in Tanzania, including Shinyanga Municipal Council as elsewhere, the need for improved delivery of services has become universally accepted and that it depend on efficient and effectiveness of training. Hence this research will measure the role of employees training on local government authorities’ performance with a case study of Shinyanga Municipal council. This research also provided opinions for improvement of training programs based on the findings using qualitative data through interviews and questionnaire gatherings.

1.3 Statement of the problem

Public service delivery in local government authorities is not convincing as customers experience poor service from the local governments servants, as showed by the study of Rugumyaheto (2004). This is evidenced by the higher number of complaints from the general public as well as public servants themselves, it is obvious that training has not worked as intended.

The training policy for local government authorities (1998) state that there should be self-sufficient in trained and skilled manpower required to man its local areas (URT, 1998). According to Wangwe and Arkadie, (2000), normally training should take place locally; however where local institutions have inadequate training facilities or where local facilities are non-existent, efforts will be made to secure and utilize training opportunities and scholarships that may be made available by friendly countries and International Organisations (Wangwe and Arkadie, 2000).

Despite the efforts made in training public service employees, performance within the local governments is considered to be unsatisfactory. This is evidenced by the high number of
complaints from the general public as well as public servants themselves. It is therefore obvious that training has not worked as intended (Wangwe and Arkadie, 2000).

Due to increase in costs of training employees local government authorities have turned a blind eye to training employees as a way of improving the performance of the authorities. Instead they have sought solutions for improving performance by employing more workers which has led to a decline in work performance in the local government authorities. This research has therefore focused on the contribution of employee training to work performance in the Local Government Authorities in Tanzania taking Shinyanga Municipal Council as its case study.

1.4 Research Objectives

The objectives of this research were divided into general and specific objectives which will be used as guideline for research questions.

1.4.1 General Objective

The general objective of the study was to examine the contribution of employee training to performance in local government authorities of Tanzania taking Shinyanga Municipal council as a case study.

1.4.2 Specific Objectives

The study specifically intended to:-

i. To examine existing practices for training employees at Shinyanga Munical Council

ii. To determine the effectiveness of employee training towards work performance in Shinyanga Munical Council

iii. To determine the benefits of employees training on work performance in Shinyanga Municipal Council.
iv. To examine challenges that encounter employee training and its effects on individual employee performance.

1.5 Research Questions

i. What are the existing practices for training employees at Shinyanga Municipal Council?

ii. How has training of employee contributed towards work performance at Shinyanga Municipal Council?

iii. What are the benefits of employees training on work performance in Shinyanga Municipal Council?

iv. What are the challenges facing employee training and its effects on individual employee performance?

1.6 Significance of the study

This study will be helpful in a number of ways; the study will be useful through its findings and recommendations to enhance work performance through the training of local government employees. The study is also expected to help local government authorities to formulate training plans and strategies that will enable employees of local government authorities go for further training and education on things which can be of help to them in improving their work performance. Moreover the study will contribute to existing knowledge and enable the understanding of the strategies that could be used to motivate employees to further train for their current positions and not for future posts.

1.7 Scope of the study

The scope of the study was Shinyanga Municipal council.
1.8 Limitations of the study

Limitations of this study include financial constraints due to limited funds as the research was self-sponsored. The researcher solved this problem by using an appropriate sampling technique which helped in minimizing the number of respondents in the study area. Time was also another limitation of the study as the time allocated for the study was very limited. The researcher addressed this problem by hiring an assistant to help with the work load so that data can be collected within the time frame given.

1.9 Chapter Scheme

This dissertation contains six chapters. Chapter one presented the background of the study statement of the problem,, research objectives and research questions. The significance of the study and scope of the study were also outlined in this chapter.

Chapter two focuses on the theoretical and empirical review of the relevant literature on the in employee training to performance in local government authorities. The chapter will also identify the knowledge gap and the development of the conceptual framework from the literature review.

Chapter Three provides a description of the research methodologies used for conducting the study. It shows the research design, research settings, sample design and sampling procedure, type and source of data. Description of how data was collected, analyzed and presented was preceded by consideration of issues of validity reliability and ethics in this research.

Chapter Four concentrates on the data presentation,. It starts with description of the demographic characteristics of the study. Then it proceeds to present the findings of the study.
Chapter five discusses the findings that answered the research questions. The data presented shows what the respondents had to say about the research problem.

Chapter six presents a summary, conclusion and recommendations of the study. It is the concluding part of the dissertation where a summary of what has been observed in the field is presented. Based on the findings the chapter proposed recommendations and also indicated areas for further study.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter examines the concepts, propositions and theories produced by different scholars in the field of public administration, with a major focus on the role of employee training and performance of Local Government Authorities taking Shinyanga Municipal Council as a case study. It also focuses on the research experiences and outcomes as done by other researchers related to employee training and work performance. The aim of this chapter was also to guide the researcher to be able to exclude his work from repetition of what has been done by other researchers relating to the same problem, work out on the areas not yet done in the study area and therefore investigate on the prevailing gap that needs further research.

2.2 Definition of Key Terms

2.2.1 Training
Training is the process in which people are imparted with knowledge, skills, experience and attitudes that they need in order to perform their jobs (Ngirwa, 2006). Thus training programs can significantly improve the overall performance of organization. In his book “Human resources Management in African Work Organization”, Ngirwa further postulated that training is applied to technical staff, lower, middle, senior level management. When applied to lower and middle management staff it is called as training and for senior level it is called managerial development program/executive development program/development program (Ngirwa, 2006).

The term training is also refers to the acquisition of knowledge, skills and competence as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies (Noe, 2009).
Steinmetz, Lawrence (1996) notes that training is a process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Here training is viewed as strategy takes a long-term view of what skills, knowledge and levels of competence employees of the organization need and it should be an integral part of the management process which in turn require managers to review regularly with their teams and the individuals reporting to them, performance in relation to agreed objectives.

Mcleland (2002:7) using the term staff training defines that “Training is the process that provides employees with the knowledge and the skills required to operate within the systems and standards set by management”. While (Sommerville 2007,2008) portrays that, “Training, in the most simplistic definition, is an activity that changes people’s behavior.” And Goldstein (1993) defined training as a systematic acquisition of skills, rules, concepts or attitudes to improve individual and organizational performance.

Also Cole (2002:330), asserts that training is a learning activity directed towards acquisition of specific knowledge and skills, for the purpose of an occupation or task. From this definition it is seen that the focus of training is on explicit job or task at hand, for example the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

The study will adopt the definition by Wooldridge, (2003) which states that “training is an organized learning experience designed to enhance the ability of current or future employees to achieve the desired levels of performance in specific jobs necessary in order for their organization to achieve its strategic mission” (Wooldridge, 2003). This is because our study is about employee training and work performance so this definition fits into that category.
2.2.2 Types of Training Programmes available at local government authorities

After assessing conditions, setting measurable and specific objectives, and keeping learning principles in mind, the content and format of training programmes are chosen. Training program options can be organized by whether they focus on socialization and orientation, management training, or management development.

2.2.2.1 Management Development

Managers and supervisors are the ones who plan work to be done and ensure that they supervise their subordinates to perform their daily tasks to laid down standards by the organization. In this case, they need to be equipped with required skills and knowledge to enable them to perform their duties smoothly. Milkovich, (1997) “Unlike skills training, management development often focuses on less well-defined skills, and the manager often shoulders a greater responsibility for personal development”. A specific type of training for this group therefore is management development training. He further elaborates that this kind of training increases effectiveness of the organization as manager’s performance is improved due to being clearly informed of the responsibilities and by standardizing agreeable and measurable objectives.

The managers with further potentials are identified and equipped for more senior posts. Through this type of training, organizations are provided with adequate number of persons to succeed managerial positions. However this type of management training/development sometimes may be hazardous to organizations as non-managers are not exposed to this training. Thus should they be appointed or promoted to managerial positions it may take time for them to cope. This type of training is also very expensive and in many organizations this training has been made at the expense of other employees through a select few for training.
2.2.2.2 Long-term Training or Professional Training

These are types of training geared towards enabling mostly young employees to acquire professional qualifications such as degrees and diplomas. Such training is normally provided through full time attendance of courses in higher learning institutions/colleges or through part-time and distance learning. Whitehead (1978) contends that over a period of years young employees will be assisted to learn their own trade or profession often by day release or block-release courses at local technical colleges.

This training equips the employees with professional qualifications acquired with the jobs available. Although this type of training helps organizations to have competent people, misplacement/misallocation of some employees upon return can lead to turnover because they can easily decide to quit the current employer and this will lead for training not being effective to the organization.

2.2.2.3 Induction or Orientation Training

Newly recruited employees are new to the operations of organization they have joined as well as to old organizational members. Induction or orientation is a deliberate effort by management to make employees familiar with their new employment. Yoder, (1962) upholds this explanation insisting that induction programs are designed to familiarize new employees with their jobs, to introduce new entrants to fellow workers, and to relate the work of the recruit to that of the total organization.

2.2.2.4 Refresher Training

At the time of initial appointment of employees, they are formally trained for their jobs. But with the passage of time, they may forget some of the methods which were taught to them and become outdated because of technological development and improved techniques of management of production. Hence, refresher training is arranged to existing employees
in order to provide them an opportunity to revive and also to improve their knowledge. Yoder, (1962) contends that refresher training programmes are designed to avoid “personnel obsolescence”. The reason why refresher training is important is that it helps the employees to become up-to-date with the current trends concerning their jobs instance using updated software for programming, this will also increase the efficiency of the employee.

2.2.2.5 Internship Training

Internship training programs have become popular these days because of cooperation between employers and vocational institutes. Under this method, the vocational institute enters into an arrangement, with a business enterprise, to provide practical knowledge to its students. Internship training is usually meant for such vocations where advance theoretical knowledge is to be backed up by practical experience on the job. For instance engineering students are sent to big industrial enterprises for gaining practical work experience and medical students are sent to big hospitals to get practical knowledge.

2.2.3 Performance

Performance can be defined as efforts along with the ability to put efforts supported with the organization policies in order to achieve certain objectives. Performance is the act of performing; or doing something successfully; using knowledge as distinguished from merely possessing it; A performance comprises an event in which generally one group of people (the performer or performers) behave in a particular way for another group of people (Wooldridge, 2003).
2.2.3.1 The Concept of Performance of Employees and Factors Affecting Performance

A principal focus of many reforms aimed at improving service delivery is therefore to strengthen incentives. Evidence from developed countries supports the view that, in addition to incentives, personalities play a key role in determining performance (Almlund, 2011; Borghans, 2008; Heckman, 2011). This suggests the possibility of strengthening services in developing countries through the separate avenue of personality traits.

Literature in psychology and in economics also point out potential relationship between measures of non-cognitive traits, employee performance, and reactions to changes in incentives. For example, Heckman, (2006) and that standardized adolescent measures of locus control and self-esteem (traits related to neuroticism, one of the Big Five personality traits) predict adult earnings to a similar degree as cognitive ability. Specific to the Big Five personality index, Nyhus and Pons (2005) and using Dutch household data that wages are correlated with two of the Big Five personality traits, emotional stability and conscientiousness. Focused on job task performance rather than earnings, Hogan and Holland (2003) and in a meta-analysis that all have big five measures positively predict performance on specific job criteria, and that the predictions become stronger as the job criteria become more specific.

There is also more evidence that the traits of senior executives are highly important in determining the performance outcomes of the entities that they manage. At the level, Johnson (1985) and that shareholder wealth is positively correlated with measures of arm’s executive’s ‘talents’ and ‘decision-making responsibility.

Understanding the linkages between personalities, incentives, and performance in the public sector might improve service delivery in at least three ways. First, recent research
shows that the psychological role of applicants to public jobs is largely determined by adjustable features of the position, most importantly the wage (Dal B, 2013). Second, research shows that personality traits are malleable, providing a potential avenue for policy. Thirdly, psychometric measures might be useful as diagnostics in hiring or promotion decisions. The degree of correlation between personality measures, doctor attendance, and the responsiveness of senior officials to actionable data on absence we suggest that substantial improvements can be made by changing the role of hired workers, either through changes in hiring and/or promoting practices (Kaplan and Saccuzzo, 1997), through offering more attractive jobs (Dal B, 2013), or through working to change individuals’ traits over time (Roberts, 2006). Our findings additionally imply that improvements in performance may be achievable even in a system where incentives to attend work are extremely weak.

2.2.4 Overview of Local Government Authorities in Tanzania

The Government of the United Republic of Tanzania defines local government as a unitary republic, administratively divided into 26 regions: 21 on the mainland and 5 in Zanzibar. Regions are divided into districts, which are then further subdivided into divisions. The local government is divided into urban and rural authorities both on the mainland and Zanzibar. On the mainland Tanzania, urban authorities consist of city councils, municipal councils and town councils, whereas included in the rural authorities are the district councils with township council and village authorities. The district and urban councils have autonomy in their geographical area. District councils coordinate the activities of the township authorities and village councils, which are accountable to the district for all revenues received for day to day administration. The village and township councils have the responsibility for formulating plans for their areas. “14 All together, the mainland hosts 22 urban councils, 92 rural councils and 97 district councils.
Local government authority is that part of the government of the country operating on a local level, functioning through representative organ, known as the council, established by law to exercise specific powers within a defined area of jurisdiction. Local authorities are thought to be inducers of grassroots development, the basis of reflection and decision making for local development projects that is economic, social and cultural projects which touch on the life and interests of the local populace (Warioba, 1999). Local authorities are intended to enable the central government to become more responsive to the needs and wishes of the people either directly or through their representatives (Liviga, 1992).

**2.2.4.1 Characteristics and Importance of Local Government in Tanzania**

Various scholars have defined characteristics of a local government. For instance Mwaikusa (1895:72) identified three essential characteristics namely (i) a set of local authorities or institutions with separate autonomy and legal status distinct from that of the central government, (ii) power to raise their own revenues and spend it on the discharge of the function as assigned to them by law, and (iii) power to make decision as responsible organs, in their own right and not as extension of the central government.

In relation to Local government, Adamulekum (1983) identified three characteristics which facilitate the operation of the local government (i) having legal personality i.e. being able to sue and be sued, (ii) having specified powers to perform a range of functions and (iii) enjoying substantial autonomy subject to limited control from the central government.

Local Governments are very important because service at local level are better supervised by local bodies since they are closer to the people, easily supervised and even criticized when they fail (Henjewele, 2004:15). In connection with this point, Liviga (1993:20) argues that “Local Government are potentially more capable of ascertaining local needs, considering demands, determining priorities, mastering local resources and arousing
general interests and support, and thus meeting many local needs more effectively and less expensively”. Also according to the constitution of the United Republic of Tanzania (1977), Local governments are expected to play an important presence to the remote or poverty-ridden areas of a country rather than to use Central government institution.

2.2.4.2 Reforms in Local Government Authorities

The main principles of the Reform were pointed out in the Government’s policy paper on Local Government Reform published in October 1998. These include: letting people participate in Government at the local level and elect their councils, bringing public services under the control of the people through their local councils, giving local councils powers (political devolution) over all local affairs, determining the appropriate and cost effective organizational structures for local government, improving financial and political accountability, securing finances for better public services, creating a new Local Government administration answerable to the local councils and to local needs, de-linking local administrative leaders from their former Ministries, creating new central-local relations, based not on orders, but on legislation and negotiations, so the overarching goal of the reform is “to create good governance based on political and financial accountability, democratic procedures, and public participation”. Local government reform in Tanzania includes five main dimensions.

1. The financial dimension: This seeks to give to Local Authorities more sources of revenue and also to introduce conditional and unconditional grants from the central government to local government authorities. Conditional grants are to be provided for the more sensitive sectors of education, health, roads, water and agricultural services, and in the initial stages, these will be sector specific. Unconditional grants are to be provided for other development sectors such as natural resources, trade, co-operatives, lands and
community development. In addition, the various sources of revenue are to be divided between the two levels of government on a more rational basis, in line with the expenditure responsibilities of each level.

2. The administrative dimension: decentralization of local government personnel integrating them in the local governments from ministerial subordination, and restructuring local government administration. Management staffs are being decentralized so that local authorities can appoint, promote, develop, and discipline their own staff. Besides, each Local authority will revisit its structure and functions to ensure that they reflect the needs and conditions in the area under its jurisdiction. This is a departure from the existing setup, whereby there are uniform structures and functions for all local authorities.

3. The central-local relations: central government agencies and ministries previously in command positions to concentrate on policy making, support and facilitation, monitoring and quality assurance, and control, within the law.

4. The service function dimension: decentralized public services to bring service provision and management to end users, while increasing the services’ quantity and quality.

5. The democratic dimension: strengthening local democratic institutions enhancing public participation and bringing control to the people.

**2.2.4.3 The evolution of Local Governments in Tanzania:**

There was a system of local government in the pre-colonial era based on elders’ councils. The German colonial government ruled the country “directly” but introduced limited Local Government in some urban areas mainly to address issues of concern to the expatriate community. The British government introduced Native Authorities which were not representative and which were groomed to prop up the colonial system. A comprehensive system of local government was introduced in 1953 but had racial overtones in its implementation. After independence chiefdoms were abolished and a comprehensive and
an inclusive system of Local Government was introduced aimed at increasing efficiency and democracy at the local level. The Decentralization Programme was well-meant to take powers to the people and to have them control the development process. It nevertheless was not a success and the Government drew lessons from it which led to renewed vigor to re-introduce and support Local Governments. Re-instituted Local Governments continued to face problems, thus the Local Government Reform Programme.

2.3 Theoretical Literature Review

This section focuses on providing the theoretical explanation on the role of training programs on performance of local government authorities in Tanzania. Employee training programs are vital towards improvement of work performance and also organization performance for ensuring quality delivery of public service. Therefore, employees training programs be taken as a way of ensuring highly working performance in an organization. Hence this study will be guided by Experiential Learning Theory (ELT) to explain the contribution of employee training on performance of local government authorities a case of Shinyanga Municipal Council.

**Experiential Learning Theories by David Kolb**

Experiential learning is a cyclical process that capitalizes on the participants experiences for acquisition and application of knowledge. This process involves setting goals, thinking, planning, experimentation, reflection, observation, application and review. By engaging these activities, learners construct meaning in a way unique to themselves, incorporating the cognitive, emotional, and physical aspects of learning and application (Mwagisa, 2014).

Kolb (1983) describes four distinct learning styles built in the Experiential Learning Theory which is embedded in four-stage learning and training cycle. The model of his
learning cycle appeals to many, since it notes the differences in learning preferences, while also illustrating a cycles of experiential learning applying to all trainees in any training environment for effective utilization of the learnt skills and knowledge. The four-stage cycle of experiential learning are; Concrete Experience-C (feelings, kinesthetic responses); Reflective Observation-RO (Watching, analyzing); Abstract Conceptualization-AC (critical thinking) and Active Experimentation- AE doing) (Kolb, 1983).

Experiential Learning Theory “provides a holistic model of the learning process and multilinear model of adult development reflecting on outcomes of the skills and knowledge acquired for work performance” (Baker, 2002). This theory aims at explaining the importance and differences, between adult learners within a single framework in an organization. This theory focuses on experiences from a person’s job, which serves as the main driving force in learning, as knowledge is constructed through transformative reflection on one’s experience. In the case of Local governments authorities, this theory suggests that each member of an organization has to be trained according to his/her occupation within an organization so as to stimulate the already knowledge and skills of an individual experiences. Training programs of an employee depend on his responsibilities within the organization. By depending on his responsibilities within an organization, an employee can acquire useful knowledge and skills that will support him or her in performing duties in efficiently and effective manner hence raise the performance of an organization (Baker, 2002).

Furthermore, trainees approach the tasks of gasping experience and transforming experience from different points within a continuum of approaches. However, it is important that they also resolve the discomfort with the opposite approach on the continuum in order for effective learning to occur. Thus, if a learner is more comfortable perceiving new information in a concrete manner and actively experimenting during the
process of the experience, the learner must also undergo some abstract conceptualization and reflective observation in order to complete the cycle and lead to effective learning (Baker, 2002).

A trainee who does experiments with models and manipulates them in the process of learning must also be able to conceptualize and form observation based on what s/experience (Mwagisa, 2014). Baker (2002) argues that this situation must occur even if learners do not consider themselves strong in positions they work. This is at the heart of the ELT model and Kolb (1983), view of the adult learner. Therefore, training and development of staff takes a model of this theory, whereby trainees involved in the process are adult who seek to add knowledge and skills to the existing one (experienced), for quality work performance. Adult learners (trainees) need to be given opportunities to improve their existing knowledge and skills, and also created a conducive environment for them to acquire useful skill and knowledge, for an effective service delivery. Training should be conducted theoretically but practices should be done at larger extent (Kolb 1983).

**Application of the Experiential Learning theory**

There are currently many applications of Experiential Learning Theory within training systems for organization acceptable results, especially off jobs trainings. These examples include field courses, study abroad, and mentor-based internships (Millenbah, Campa, & Winterstein, 2004). Additional examples of well-established experiential learning applications include cooperative trainings, internships and service learning. There are also numerous examples of computer-based interventions based on experience (Mwagisa, 2014).
Cooperative training (co-op) is a structured training strategy integrating trainings with work-based learning, related to workers activities. It is expected that the trained employee will raise his/her working capability and increase effectiveness and efficiency in performing his/her responsibilities. Cooperative training provides field-based experiences that integrate theory and practice. Co-operative is a partnership among workers, institutions, and work sites which include business, government and non-profit community organizations. Trainees typically earn credit and grade for their co-operative experience, while working in paid or unpaid capacity. The national Commission for Cooperative Education should support the development of quality work-integrated learning programs (Mwagisa, 2014).

The idea behind this model was to include the observation of the trainees own subjective reality as a starting point of experience. Then, a disruptive experience occurs, which challenges the ability patterns of the trainees. Once the experience has been encountered trainee enter a stage of watching, analyzing what important skills and knowledge is relevant to his/her field in which they become cognizant of his/her performance in reaction to the experience. These abilities then play a role in the next step, which is a stage of reflective observation similar to that outlined by Kolb in his model. There after employees is able to do in practice identified knowledge and skills relevant to him during training process, which therefore will be applied in an actual work in an organization and deliver quality organizational services (Mwagisa, 2014).

**Strengths of the Experiential Learning Theory**

With all of the criticisms of the Experiential Learning Theory, it may be too easy to overlook its merit in the field of adult education through training. Each adult has his/her own unique set of experiences and set of learning abilities that h/she feels comfortable utilizing (Mwagisa, 2014). Kolb’s theory accounts for this fact and shows how the
learner/trainee can utilize his/her experiences and learning strengths in the process of constructing knowledge. Kolb also did a good job of integrating the two dialectical entities into the model to create a complete learning cycle in which the entire learning process can be traced. In addition, Kolb did a great job of showing how the learner can be effective utilizing his/her learning strengths, while at the same time using skills that are underdeveloped to complete the learning cycle and perform its responsibilities effectively and efficiently (Mwagisa, 2014).

Weakness of the Experiential Learning Theory

Apart from the strength of Kolb’s theory (Experiential Learning Theory and accompanying learning model), his theory has been characterized with a lot of criticism about its efficient and effectiveness. Among of the criticism is that, the concrete experience part of the learning cycle is not appropriately explained in the theory, and remains largely unexplored. Herron (as cited in Yorks, Kasl, 2002) believes that “the notion of feeling is nowhere defined or elaborated, thus concrete experience is not properly explored. The model is really about reflective observation, abstract conceptualization, and active experimentation”. Another common criticism of the theory that exposes a weaknesses is that, the idea of immediate and concrete experience is problematic and unrealistic (Miettinen, 2000). Despite the weaknesses of this theory it is still being used even today in adult training.

2.4 Empirical Literature Review

2.4.1 Influence of Training Design on Employee Performance

In the development of Local Government Authorities (LGA), training plays a vital role; improving performance as well as increasing productivity and eventually putting organizations in the best position to face competition and stay at the top. This means that there is a significant difference between the LGA that train their employees and LGA that
do not (April, 2010). Training is a type of activity which is planned, systematic and results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992).

There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (April, 2010). LGA that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (Flippo, 1976). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training. Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to ensure successful learning is acquired (Leslie, 1990).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual’s
performance (Cooke, 2000). Kenney in 1992 noted that employee’s performance is measured against the performance standards set by the organization. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed to be good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees’ tasks which reflect the quality desired by the organization can also be termed as performance. While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. Intentionally, training and development are provided for the employees with best of the career opportunities in different industry and encourages their individual growth and achievement (Kruger, 2008). Job characteristics and firm background were found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earnings differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Ying Chu Ng, 2004). There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta & Appiah, 2010). It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant
difference between the organizations that train their employees and those organizations that do not (Benedicta & Appiah, 2010).

According to McKenna and Beech (2002) in their book “Human Resource Management-A Concise Analysis”, it is stated that “It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with training and development”. What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation. One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program, it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved.

There is also the need for the organization and the employees to know the motive for which they undergo training. It can, therefore be concluded that training programs will not be more effective unless the purpose for which it was administered is known. Therefore in planning training, it should go through these stages; develop a training plan, designing a training lesson, selecting the trainer and prepare the trainee. (Zaccarelli, 1997) Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. The training plan will serve as the guidelines for both the trainer and the trainee to follow in order to successfully
implement the program. It covers the individuals involved in the training, the person that will administer the program, the required resources and the content to be followed. Once the plan for the program has been outlined then the training lesson is designed.

The training lesson is developed to help the participants focus on the segments developed and also set out the time frame for each segment. After this, a competent trainer is hired to undertake the training. The trainer should be able to communicate and transfer knowledge effectively.

2.4.2 Experiences in Developed Countries

The need for training can be traced back to World War II where the war Manpower Commission of the US Government developed training programs to help industry cope with the flood of new unskilled workers which were guided by representatives of the new professional body of personnel management and assisted by University scientists based on the organization development innovation method of industrial training that drew on both scientific Management and the new human relation approach fostered by Hawthorn experiments. After World War II Training with industry (TWI) was exported around the World to help nations to rebuild their industries. It was participatory well received in Japan where it became a national policy under the Ministry of Labor and has been continued until present. Toyota adopted Training with industry over the years; it has become the foundation of standard work of continuous improvement and employee involvement.

According to Oloniniyan (2008) staff needs to be trained so as to improve their performance regarding the existing competition brought by technological advancement. Absence of these programs often manifests tripartite problems of incompetent, inefficiency and ineffectiveness. Gerbel et al (1987) argue that training and development are the
responsibility of enterprises, if it wants to ensure that employees are competent and motivated.

Furthermore, the world is changing rapidly in everyday life. In order to be able to catch up paces, making the best use of the personnel’s abilities became of tremendous significance in the businesses, therefore human resource capabilities need to be carefully considered and implemented. Human resource should be able to deal with the effects of the changing world of work, which means that people who work in the human resources department have to be aware of the implications of globalization, technology changes, workforce diversity, labor shortages, and changing skills requirements, the contingent workforce, decentralized work sites, and employment involvement etc. Because when either one aspect of the above changes in the working process, it could change the whole business operation, therefore, it is important for the human resource department to be prepared and to take control (Pomoni, 2009).

Training has great significance to the organizations and institutions globally, seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the effect that training has on both employee and organizational goals. One school of thoughts argues that training leads to increase in turnover while the other states that training lead to higher level of employee retention (Corallel & Montei, 1996; Becker, 1993).

The training industry as a whole has shown significant growth through the years. Statistics indicate that investment in training is continuing to grow as more and more companies realize its importance. In 1995, $7.7 billion was spent on the wages and salaries of in-house company trainers and $2.8 billion was spent on tuition reimbursement (Frazis, Gittleman, Horrigan, Joyce, 1998). The American Society for Training and development
found out that in 2004, the average annual training expenditure per employee was $955, which is an increase of $135 per employee from the previous year. Hill and Stewart (2000) argued that the trained employee in most developed countries like United States of America, Japan, and China among others have played a significant role in the economic development.

In Hungary Training Programme to employees is provided by individual ministries, agencies and county governments, based on annual institutional training plans, which in turn are based on a four-year national training programme (Richard, 2003). All the problems related to the development of qualifications of civil servants are divided into state and institutional. The government continues to demonstrate low capacity to implement Training and Development Programme. This situation affects the employees to cope with new technological development challenges and service delivery to the citizens. Richard, (2003) argued that, there is no system of permanent training in Hungary, which could provide for methods and ways of the implementation of the ideas of upgrading qualification of civil servants which has been created in the state. Priorities of training civil servants by different kinds of training are not formulated. It is not assured that the possibility (funds) for training would be given to preferential groups of civil servants. There is insufficient potential of the personnel services to implement training objectives (to determine training needs, to plan and to asses training, to assure training knowledge implementations into practice. The part of the law obligating institutions to prepare training programs does not function (ibid.). Therefore, with these kinds of weaknesses in the government, the quality service delivery and performances will remain inevitable to the citizens.
2.4.3 Experience in Africa on Training Employees and Work Performance in Local Government

Mohammed, (2001) stated that as a major instrument for implementing government policies, the civil service in Nigeria should be professionally competent, loyal and efficient. However, it is denounced, as elsewhere in Africa, for being corrupt, poorly trained nepotism and poorly attuned to the needs of the poor. He further maintained that the Nigerian Local Government scenery was littered with evidence of terrible service to the local people. Plagued by debilitating skills shortage and defined by a culture of non-performance. Similarly, the author stated that there were the issue of poor assessment of manpower needs and the use of wrong criteria to appraise staff performance. These two had led to poor inadequate training and ineffective supervision. There were tendencies of lack qualified technical support staff as opposed to the abundance of general staff. The failure of to carry out periodic assessment of manpower needs of the various departments leads not only to uneconomic systems of compensation but also inadequate job description and poor physical working conditions (ibid.). Still, there were some civil servants in the country who, while genuine interested in acquiring vocational training, are unable to do so for lack of political support at the local level. In many cases, it is a case of superiors seeking to eliminate the competition that would arise if more of their staff were trained and hence liable to promotion (Mohammed, 2001). In this situation Training in Nigeria remain unresolved problem like in Shinyanga Municipal Council where a researcher intended to fill a gap of knowledge by investigating the role of training towards performance of the local government authority.

2.4.4 Challenges facing Training Programs in Developing Countries

Most developing countries fail to effectively initiate and implement training programs, to most of their employees so as to improve employees’ working performance. There is no
deny that appropriate training programs, assures employees to have tools needed to succeed in their job for the improvement of organizations profits. The issue is that every organization experience unique training processes and challenges. Some difficulties facing organizational training programs have been identified in various documents and studies including; employees’ incompetence, time constraints, management bias inadequate of funds (Mwagisa, 2014).

Sommerville (2007) postulates that some of employees in firms are not competent in their field, they work and once given posts for training become reluctant to accept that opportunity as they fear attend trainings. This situation affects organization productivity because some training is enormously demanding and in-depth, therefore the failure to attend such training results to incapacity employees, hence delivery of substandard products and service.

The study done by Cayer (1993) on the impact of staff training and development projects in organizations discovered that some organization offer a few opportunities for staff trainings due to management bias. Most managers doubt in offering training opportunities to employees due to the reason that, when employees will be trained and become educated, they will be submissive and challenge the management as a result the institution will experience conflicts, and high rate of turnover. High rate of turnover here is expected because when then employer trains workers and become skillful and knowledgeable, may move on to another working institutions or area.

2.4.5 Training of Employee in Local Government Authorities in Tanzania

The Government of Tanzania embarked on Decentralization by Devolution (D by D) in the late 1990s to empower the Local Government Authorities (LGAs) and ultimately to
improve public service delivery in the country. With this national vision, the Local Government Reform Programme (LGRP) has been underway since 2000.

While substantial progresses have been attained, upon completion of the first phase of LGRP (LGRP I), it was also recognized that challenges still remain, in particular, in the area of capacity development training for local government staff. Consequently, the current phase of LGRP (LGRP II) emphasizes the importance of further efforts and engagements. Given this background, the Prime Minister’s Office - Regional Administration and Local Government (PMO-RALG) developed “Training Strategy for Local Government Authorities” in 2009/10 to strategize the ways to ensure effective training and equal training opportunities for the local government staff nationwide. Based on the major issues and challenges identified, the Training Strategy has advocated the establishment of a new Training Provision Framework and accordingly redefined roles and responsibilities of key stakeholders involved in LGA training. The implementation of the Training Strategy started in 2010 and concerted endeavors are to be coordinated to operationalize the new training framework.

There are five main goals for which are geared towards the effective implementation of the training policy in the local governments. They are as follows: (i) to provide clear guidance, standards and priorities for the efficient and effective training and development of human resources and their subsequent utilization in the LGAs, with a view to enhance job performance of their personnel and service delivery; (ii) to ensure that staff training is an integral part of efforts for career advancement and orderly succession in the LGAs and that all staff will have equitable opportunities to access necessary training to ensure desired levels of job performance; (iii) to create a more effective, stream-lined institutional arrangement for training service provision, including clear division of roles for PMO-RALG, LTI and training service providers; (iv) to establish an appropriate mechanism for
quality assurance of training, through monitoring and evaluation of training interventions, training service providers and the resulting impact on job performance of training beneficiaries; and (v) to create an enabling environment for LGAs to proactively develop and implement their own staff training plans, including ensuring available financial resources for such purposes.

2.4.6 Challenges facing Local Government Training in Tanzania

URT (2004) reports that, due to economic and budgetary constraints, the sponsored trainings were inadequate. The Tanzanian government also initiated programs which did not address themselves concretely, to a specific training need of public enterprises. This indicates that there is no comprehensive policy to guide and design appropriate training programme. Consequently, there has been uncoordinated fragmented and ad-hoc approach to training and utilization of human and financial resources resulting in poor service delivery to the public. Furthermore, the study done by (Braathen, 2005) on local governance, finance and service delivery in Tanzania shows that there was weak team-working among managers, which has largely caused lack of understanding of the requirements and the pressures, to maintain momentum in their own activities.

A study done by Rugumyamheto (2004) on the effectiveness of the training and development function, showed that generally most problems appear in training implementations include, inadequate training budget (57%), guidelines for trainee selection not followed were (56%), poor methods of training were (35%), poorly training institutes financed and managed were (30%), competent trainers are rare were (17%), and training treated as an unnecessary event were (17%) of total responses. The study findings shows that, poor budgeting in training is the most hindering factors in the implementation of training programs, to most organizations in developing countries.
Kilugwe, (2007) in her study to Morogoro Municipal Council revealed that some of the factors limiting implementation of training program are age limits, lower level of education and limited budget. In fact training is a responsibility for every manager and supervisor. Training activity in some organizations has further suffered from financial constraints and lack of well-qualified personnel to coordinate it because many organizations disregard it.

According to the Tanzania Ministry of Finance and Economic Affairs of (URT (2009), the challenges that face LGAs in Tanzania are attracting and retaining qualified personnel in underserved areas, harmonizing and rationalizing funding modalities to LGAs, creating capacity to comply with the requirements of the Public, Procurement Act and Regulations, attracting qualified contractors in some areas, accessing committed foreign funds for timely implementation of development projects; instilling budgetary discipline, capturing funds flowing to some LGAs through Non State Actors (NSAs), and coordinating NSAs and organizations dealing with community activities.

Binagwa (2005) argues that the performance of accountability mechanisms remains problematic. Several reasons are usually cited to explain poor accountability and governance that take place in LGAs. These include: poor access to information which is turn caused by unfavorable attitude of the council staff, poor working tools and infrastructure, technocratic procedures and formats for releasing information and lack of a culture of transparency. Poor representation of the citizens by their councilors in decision making processes and lack of participation in these processes contribute to further undermining accountability. As regards to administrative capacity, most council is still operating with limited human resource capacity, both in terms of numbers and expertise.
2.4.7 Studies Related to Employee Training and Work Performance

A study conducted by Salum, (2000) at Tanzania Posts Corporation (TPC) identified the criteria used in selecting staff for training to be: - Introduction of new product or service, Introduction of new facilities or technology, Gap between performances of employees against required output, Enhancement of manpower skills according to manpower planning, Employee’s individual initiative and lastly Self-sponsorship. According to the study, 88% of employees underwent training as a result of their respective heads of departments recommendations. Nevertheless the training at the TPC was discovered not to be transparent enough such that some staff complained and wondered which criteria were applicable in selecting staff for training. The researcher discovered that TPC had no official assessment mechanism specified to measure training success as well as performance degree on the activities of the corporation (Salum, 2000).

Owens, P. L. (2006) suggests that training is major activity of human resources development for employees’ development. In this competitive world, training is the key strategy to achieve the organizational objectives. Training benefits employees’ performance and organizational effectiveness. Niazi (2011) said in his study that training is beneficial for both employee and organization. Trained employees can face the current and future challenges of organization and achieve the competitive advantages (Niazi, 2011).

According to Hawthorne studies, and many other research work on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007). The employee could be only
satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs (Kinicki and Kreitner, 2007).

A study done by Daniels, (2003) claimed that a lot of organizations’ investments in training failed to return and suggested that this was probably due to the organizations’ failure to connect training efforts with their goals and strategies. Mistakes such as this could have been minimized if training practitioners were aware of the importance of training needs assessment. Training needs assessment, if done properly, will force practitioners to determine the potential contribution of every training program to the achievement of organizational objectives (Daniels, 2003).

Another study undertaken by Hamis, (2000) at Tanzania’s Ministry of Health (MoH) found that the training at the Ministry was not effective because the Government did not allocate sufficient funds for the training purpose. Moreover the training programmes were not implemented and worse still there was no training evaluation conducted to measure training acquired and actual translation of such training into actual work performance. However the training function has been affected by several factors some being that, the concept has not been understood in organizations (Hamis, 2000).

Kilugwe, (2007) in her study to Morogoro Municipal Council revealed that some of the factors limiting implementation of training program are age limits, lower level of education and limited budget. A study by Seleman, (2009) revealed that one of the factors limiting implementation of training program at Mzumbe University was shortage of funds.

The literature above appreciates the importance of training in organizations, for example, Torrington and Chapman (1983) argue that after completion of employment process, the next stage of a contract for work is training and developing the employees to perform. Studies made have cited the gaps that they found to be hindrances of implementation of
trainings in various organizations and have indicated that training is run in organizations without proper identification of training needs as highlighted by Nyamocha (1996), Hamis (2000), Mchanakutwa (1999) and Khamisi (2007). Retention scheme and trainability of staff make some of the trained staff quit organizations leaving behind untrainable ones. Mkawe (1999). Training also has suffered of not being transparent to all employees resulting into complaints from staff, (Salum, 2000). Salum (2000) recommended for the Organizations to ensure training needs analysis is continuously done and employees involvement on the process; ensure more funds are allocated for training and where possible funds are solicited from other sources to finance training programmes and make sure there is after training evaluation to establish levels of achievements from the conducted training (Salum,2000).

Kirkpatrick's (1975) evaluation model measures: reaction of student - what they thought and felt about the training, learning - the resulting increase in knowledge or capability, behaviour - extent of behaviour and capability improvement and implementation /application and results - the effects on the business or environment resulting from the trainee's performance. All these measures are recommended for full and meaningful evaluation of learning in organizations (Kirkpatrick's 1975).

Mazenod’s (2014) study on engaging employers in workforce training found that, a lack of employer engagement in workplace training continues to be reported in England. There seems to be a mismatch between national policy level expectations of how employers should be engaging in workplace training and the practicalities of employer engagement at the local level. The study presents findings from insider research on employer engagement in Train to Gain, the recent UK government flagship workplace training programme. The study draws on interviews with training providers and government contract managers in one local area to examine the impact of programme structures and funding arrangements
on employer engagement and to identify lessons to be learnt. It was found further that, training providers identified rigidity and instability in government funding and management system structures as having constrained employer engagement in Train to Gain at the local level. The findings had implications for workplace training policy by suggesting that programs with stable funding and local flexibility enable more effective employer engagement (Mazenod, 2014).

In the study made by Cagri Bulut and Osman Culha (2010) investigated the impact of organizational training on employee commitment focusing on employees' emotional and affective responses towards their organization. Field research was conducted through surveys with 298 participants of four- and five-star hotels operating in Izmir, Turkey in 21 November 2010. Confirmatory factor analyses were used to analyze the quality of the training scales and multiple regression analyses were conducted to test the hypotheses of the study. The results revealed that all dimensions of training positively affected employee commitment. Implications have been presented for both researchers and human resource practitioners as to how to utilize organizational training factors to increase employee commitment Cagri Bulut and Osman Culha (2010).

2.5 Research Gap

None of the studies such as those done by Bakati Iddi(2018), Hamis, (2000) , Kirkpatrick's (1975), Mazenod,( 2014), and Kilugwe, (2007) provides an adequate picture of the changes over the last few years or forecasts the trends in influence of employee of training functions in Tanzania. Moreover not enough has been written about the adequacy of policies and strategies, systematic procedural for managing training functions in the Local Government Authorities in Tanzania. Different environment brings about difference in training infrastructure and learning methodologies. In addition to that, it remains a matter of serious concern that there is no research-based model designed to evaluate challenges
faced by public service organizations in managing training functions. It is upon this premises that this study is designed to fill these gaps and provide the foundation for further research studies.

### 2.6 Conceptual Framework

In this study there are 3 variables namely independent variable, intervening variable and dependent variable which constitute conceptual framework. Employee Training is an Independent variable and it influences employee performance as an intervening variable and lead to Local Government performance as a dependent variable. Theoretical framework can also be seen from the diagram below and it shows the relationships between variables;

**Figure 2.1: Conceptual Framework of the study**

![Conceptual Framework Diagram](image)

**Source:** Mwapira (2015) *Conceptual framework based on literature review.*
2.7 Chapter Summary

This chapter started by defining the key terms in the study, then a theoretical framework of the study as discussed followed by a close examination of the local government office as well as various studies related to employee training and performance in local governments. This was followed by the conceptual framework of the study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that which was used in conducting this research, that focus on the contribution of employee training to performance of local government authorities, Whereby Shinyanga Municipal council was used as a case study. It shows the methodological approach that was used to explore the research findings. Data was collected from the employees of Shinyanga Municipal council. Hence this part included the study area; research approach; research design; sampling procedures; research methods; data analysis, presentation techniques and ethical considerations. This part ended with statements that ensured reliability and validity of the study findings.

3.2 The Research Design

This study based on two basic approaches: the ethno methodology and the mixed method approach. The ethno methodological approach which allows the researcher to let people express their views/ opinions, and is a method for understanding the social order people use to make sense of the world through analyzing their jobs and day to day experiences. Ethno methodology is a descriptive discipline and does not engage in the explanation or evaluation of the particular social order undertaken as a topic of study. As a method, it is used in ethnographic studies to describe people’s method that they use in everyday situation.

Through this ethno methodological approach this study makes the use of a case study in order to study the contribution of training employee and work performance in local governments. The mixed methods approach makes the use of the qualitative and quantitative techniques in data collection and analysis (Madey, 1982). This makes use of the compatibility of the quantitative and qualitative methods, rather than polarizing them,
for complementary and triangulation purposes (Bamberger, 2000). Thus, the science-based “objectivity” of quantitative methods (Chung, 2000) is complemented with the science-based quality of things (Dabbs, 1982)

3.3 Study Area
This study was conducted at Shinyanga Municipal council, in Shinyanga region. The selection of Shinyanga Municipal Council was due to the reason that it is an area where agricultural products such as cotton and rice are grown as well as having minerals (diamonds) also it reflects and represent other local government authorities in Tanzania in provision of services to the public. The researcher used Shinyanga Municipal Council to determine the role of employees training in ensuring performance of an organization because employees in Shinyanga Municipal Council are eligible to attend trainings so that their working skills and knowledge was improved to effectively and efficiently, and lead to delivery of quality public services.

3.4 Population of the study
Neelkamal (2004) cited in Kombo and Tromp defines population as any complete group of entities or people sharing some characteristics. The targeted population will comprise of the heads of departments and some staff in the department, this will help to get reliable information concerning with the role of employees training in local government performance with a case study of Shinyanga Municipal Council. The population is about 1562 people, whereby 74 people were selected for the sample size.

3.5 Sampling and Sampling techniques
The population of the study included all employee of Shinyanga Municipal Council, by considering Shinyanga Municipal council has a total of 1562 employees. It was difficult for the researcher to meet the whole population during the research. Saunders, (2007)
contends that sampling provides a valid alternative to a census when: it would be impracticable to survey the entire population; you have budget and time constraints or have collected all the data but need the results quickly. Henry (1990) as sited by Saunders, (2007) argues that using sampling makes possible a higher overall accuracy than a census. Due to this fact hence a researcher will use simple random sampling technique and purposive sampling techniques. This method was applied because it comprises with a lot of advantages for this study. This sample has enough data, knowledge and experience that can simplify the research in Shinyanga Municipal Council

3.5.1 Simple Random Sampling

The study employed simple random sampling which is technique of probability sampling; it is referred as simple random sampling as no complexities involved (Kombo&Tromp, 2013). The researcher wrote names of all the names of all personal in each department on a piece of papers then the piece of papers was placed in various containers for each department and mixed thoroughly. Lastly, researcher draws 6 pieces of paper from each container as lottery. A total number of 48 respondents were chosen for questionnaires. These respondents were ordinary employees at the Municipal council.

3.5.2 Purposive Sampling

Purposive sampling refers to a non- probability sampling in which the researcher selected the respondents to be interviewed on the basis of the researcher’s own judgment about which respondents were most useful representatives. The respondents were selected by virtue of their positions and responsibilities (Babbie, 1992). The respondents selected for purposive sampling were the heads for all eight departments, two employees from each department, the council for the area and the executive director of the municipal council so a total number of 26 respondents were chosen.
3.5.3 Sampling Size

The sample size was obtained from the total number of employees of Shinyanga Municipal council which is 1562 employees; whereby representatives was obtained in targeted departments. Table 3.1 below show sample size of the population in which the study was carried.

Table 3. 1: Sample Size in Shinyanga Municipal Council

<table>
<thead>
<tr>
<th>S/N</th>
<th>Shinyanga Municipal Council</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Councilor</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>executive director</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Administration Department</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>Community Development Department</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>Education Department</td>
<td>9</td>
</tr>
<tr>
<td>6.</td>
<td>Health Department</td>
<td>9</td>
</tr>
<tr>
<td>7.</td>
<td>Agriculture Animal husbandry and Cooperative</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>Natural resources</td>
<td>9</td>
</tr>
<tr>
<td>9.</td>
<td>Planning Department</td>
<td>9</td>
</tr>
<tr>
<td>10.</td>
<td>Finance, business and marketing</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total number of respondents**  
74

Statistically the following formula was used to determine the study sample size;

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

Whereby

n= Represent the sample size to be used during the study

N= is the total number of the population (1562) on a selected area of a study.

e= Level of significance given that it is 0.1

\[ n = \frac{1562}{1} + 1562(0.1)^2 \]

\[ n = 1 + 1562 (0.1 \times 0.1) \]
\[ n = 1 + (1562 \times 0.01) \]
\[ n = 1 + 15.62 \]
\[ n = 1562/16.62 \]
\[ n = 74 \]

3.6 Data collection methods

Creswell (2005) refers to data collection as the process of gathering and measuring information on variables interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis and evaluate outcomes. Therefore, a researcher will use both primary data and secondary data. Kombo (2006) argue that, primary data refers to the information obtained first hand by the researcher on variable of interest from specific purpose of study. Hence on this study a researcher will apply primary data by using interviews, questionnaires and the survey method. As (Kombo, 2006) points out, the primary data must be relevant, accurate, correct and unbiased; hence application of primary data enables a researcher to maintain a status of the study.

This study will also include secondary data, According to Kothari (2004), secondary data refers to the information gathered from sources already existing, and it can be reviews of relevant literatures, policies or report. In this study secondary data will be collected from heads of departments in form of documented reports. Therefore by mixing both methods will enable a researcher to get real data which can fulfill objectives of the study.

3.6.1 Research Tools

These are the instruments that were used by the researcher in collection of data in a field area. The researcher applied questionnaires, interview and Documentary analysis.
3.6.1.1 Questionnaire

Kothari, (2004) stated that Questionnaires is a tool employed to reduce bias and it gives the respondents convenient time. Questionnaires can also be defines as a well formulated set of questions to probe and obtain responses from respondents. Therefore this study applied both closed ended and open ended questions in collecting data. This simplified the gathering of data and it gave real data from the respondents. Closed ended are more important because they provide greater uniformity of responses and are very simple in processing, in other hand open ended questionnaires allow an interviewee to provide more elaboration. 74 respondents were given questionnaires depending on their rank. The reason for giving all the respondents questionnaires is that the questions are answered according to the experience and profession of the respondent so from this each respondent would have a different answer to the same question especially for those open ended question which required more clarification about the reason for a certain response.

3.6.1.2 Interviews

Interview method was another tool that was used by the researcher during his research. Kothari (2004) states that; it is a useful data collection method especially during the exploratory stage of research, which help for the researcher to get a real data from the respondents. Mugenda (2003) argued that the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses (face-to-face encounters). Interview can be structured or non-structured interview. In this research both structured and unstructured interview were applied. The respondents who were interviewed were the heads of all eight departments form each department

3.6.1.3 Documentary analysis

Documentary analysis refer to a source of information which is contained in the published and unpublished documents, reports, statistics, manuscripts, letters or diaries possessed by
individuals, institutions and organizations (Mtwale, 2014). In this study documentary analysis was application of different sources and materials such as magazines, books, newspaper and contents of other materials. Secondary data was also obtained by reviewing relevant materials which are related with a topic.

3.7 Data Analysis

For reaching the objective of this study, data collected was analyzed by using both descriptive and statistical methods. According to Stemer (2001), content analysis is systematic, replicable technique of compressing many words into fewer content categories, based on explicit rules of coding. Basing on descriptive and statistical methods, raw data will be used to generate tables, charts and percentages. Data was analyzed by a computer package; statistical package for science (SPSS) version 16 was applied to assist analysis of data. Data was processed to get frequencies and percentages that was used for inferences. A descriptive method is based on the measurement of quantity. It is applicable to phenomena that can be expressed in terms of quantity. Statistical method also is concerned with qualitative phenomenon i.e., phenomena relating to quality or kind (Kothari, 2004). Therefore data analyzed was presented in form of tables and figures.

3.8 Ethical Considerations

According to Stake (2005), research studies often deal with matters that are of public interests, but for which there is neither public nor scholarly right to know. Stake further observed that a qualitative researcher must remember that he/she is a guest in the private spaces of the study participants, and proceeds with strict ethical care. Merriam (1998) cautioned, “Interviewing whether it is highly structured with predetermined questions or semi structured and open-ended, carries with it both risks and benefits to the informants”. Participants may reveal things they never intended and feel that their privacy has been invaded.
This ensured confidentiality for respondents and his or her data and would not be abused in any way. In order to consider ethics matters to the participants, a researcher was used informed consent such as the participant consent will be given a freedom of providing information and data. This study did not give names of respondents and protected their identity.

3.9 Validity

According to Tabachnick and Fidel (2007:6-10) validity refers to the degree to which study accurately reflects or assesses the specific concept, the researcher is attempting to measure. In collecting data several mechanisms were used such as questionnaires were be self-administered, participants did not write their names and identification was avoided.

3.10 Reliability

Reliability refers to the consistency with which repeated measures produce the same results across time and observers (Tabachnik and Fidell, 2007:6-10). Reliability will be ensured by use of multiple methods and tools during data collection such as survey (questionnaires as tools), interviews and review of secondary data. Random and purposive sampling techniques also will be used to ensure reliability in this study.

3.11 Chapter Summary

Chapter three was based on the methodology used in the study as well as the data collecting tools used to collect and analyze the data
CHAPTER FOUR
RESEARCH FINDINGS AND ANALYSIS

4.1 Introduction

This chapter focuses on data presentation of the findings. Data were analyzed both quantitatively and qualitatively. Quantitative data were summarized in tables and figures. The analysis meant to show correlations among various research variables. The interpretation of results is based on the questionnaires which were administered to the respondents. These questionnaires were administered and collected on the spot and some direct interviews were made which gave the researcher immediate feedback. The personal characteristics of study include attributes such as; age, gender, status, longevity and academic qualification.

4.2 Demographic Analysis

The main respondents included in this study were employees at Shinyanga Municipal council. This section will look discuss the age, gender material status as well as the education qualification of the respondents.

4.2.1 Gender of the Respondents

The gender of the respondents was considered as an important area as the gender of the respondents may influence the respondent’s outlook of the research. According the table 4.1 the gender of the respondent was a follows 38(51.4%) of the respondents were male while 36(48.6%) of the respondents were female.
Table 4.1 Gender of the respondents

<table>
<thead>
<tr>
<th>S/N</th>
<th>category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>38</td>
<td>51.4</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>36</td>
<td>48.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Field findings, 2018

From the above results the majority of the respondents were male amounting to 51.4% of the total number of respondents in the study.

4.2.2 Age of the respondents

The respondents were asked about their age and their responses were as follows, those aged between 18-25 were 5(6.8%), between 26-35 were 15(20.2%), between 36-45 were 30(40.5%), 46-55 were 17(23%) and those between the age of 56-59 were 7(9.5%). From the above results the majority of the respondents were those aged between 36-45 years.

Table 4.2 show the results

Table 4.2: Age of the respondents

<table>
<thead>
<tr>
<th>S/N</th>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>18-25 years</td>
<td>5</td>
<td>6.8</td>
</tr>
<tr>
<td>2.</td>
<td>26-35 years</td>
<td>15</td>
<td>20.2</td>
</tr>
<tr>
<td>3.</td>
<td>36-45 years</td>
<td>30</td>
<td>40.5</td>
</tr>
<tr>
<td>4.</td>
<td>46-55 years</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>5.</td>
<td>56-59 years</td>
<td>7</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Field findings, 2018

4.2.3 Marital Status of the respondents

The marital status of the respondents was a follows 20(27%) were single, 41(55.4%) were married, 9(12.2%) were either divorced or separated while 4(5.4%) of the respondents were widowed. The results can clearly be seen in figure 4.1 below
From the above results the majority of the respondents are those who are married with families they constitute more than half of the respondents at the Municipality.

4.2.4 Educational Status of the Respondents

The educational level of the respondents can be seen below in table 4.3 as follows 9(12.2%) of the respondents have masters in various fields, 35(47.3%) of the respondents have degree, 20(27%) of the respondents have diplomas while 10(13.5%) of the respondents have certificates.

Table 4. 3: Educational Status of the Respondents

<table>
<thead>
<tr>
<th>S/N</th>
<th>Educational Status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Masters</td>
<td>9</td>
<td>12.2</td>
</tr>
<tr>
<td>2.</td>
<td>Degree</td>
<td>35</td>
<td>47.3</td>
</tr>
<tr>
<td>3.</td>
<td>Diploma</td>
<td>20</td>
<td>27.0</td>
</tr>
<tr>
<td>4.</td>
<td>Certificate</td>
<td>10</td>
<td>13.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018
The results in table 4.3 suggest that the majority of the respondents are those with degrees at the municipal while at the same time a number of the respondents have certificates which means a lot of the respondents at the municipality need to go for further academic education.

### 4.3 Work Duration at Shinyanga Municipal council

The respondents were asked by their work. Figure 4.2 show the results as follows: 1-5 years 8(10.8%), 6–10 years 32(43.2%), 11–15 years 20(27.0%), 16–20 years and above 14(19.0%).

**Figure 4.2: Work duration of the respondents**

![Bar chart showing work duration of respondents]

**Source:** Field findings, 2018

The above results show that the majority of the respondents have been at the municipal council for more that 6-10 years. This means that they have been at the municipal council for a long time and are able to answer effectively the question found in this study. During the interview one of the respondents said
“I have been working here for so long that I know every about the place so ask me about anything and I will tell you”.

4.4 Training of Employees at Shinyanga Municipal Council

Human resources are the main asset at modern organizations, which makes the skills mastered by employees an important factor in determining the current situation as well as the future of an organization, which are impacted by the performance of the human resources. The way an organization train's its stuff can influence its efficiency (Iqbal, 2014).

Cole (2002), mentioned in his book Personnel Human Resource Management, that training is more of a learning activity to acquire better skills and knowledge needed to perform a task. The idea of training is the need for a greater productivity and safety in the operation of specific equipment or the need for an effective sales force, to mention a few. In the study all the respondents were in agreement that training is very important for any institution and especially local government authorities. Employees of local governments require proper training programs that may likewise have an impact on employee motivation and commitment. Employees can either build or break their council’s reputation as well as profitability. Moreover, they oversee most of the activities which can influence customer fulfillment, the nature of the product and event (Cole, 2002).

4.4.1 Training since joining the Municipal council

The respondents were asked if they had ever undergone any form of training whether academic or professional since they had joined the institution. Table 4.4 shows that 58 (78.4%) of the respondents said yes they had undergone training while 16(21.6%) of the respondents said no they have never undergone any form of training.
### Table 4. 4: Training of the respondents since joining the Municipal council

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>58</td>
<td>78.4</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>16</td>
<td>21.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source:** Field findings, 2018

From the above results 78.4% of the respondents have undergone some form of training while being employed at the Municipal council. When asked during the interview the reason as to why some of the respondent would answer that they have never received any training the answer came that training of the staff at the Municipal council is conducted after an employee has complete two years of employment at the council. Those who answered not had not fulfilled the requirements needed to attend training.

One of the respondents had this to say during the interview

“*I have gone to several training since joining this council I took my degree course while I was here also I have gone for workshops in Arusha and Dar es salaam*”.

#### 4.4.2 Selection for Training

The respondents were asked how employees are chosen for training. According to figure 4.3 the results are as follows 4(5.4%) of the respondents said that they are trained on joining the council, 12(16.2%) said supervisor’s recommendation, 15(20.3%) said compulsory for all employees, 20(27.1%) of the respondents said upon the employees request and 23(31.0%) of the respondents said that it was done upon satisfactory performance appraisal.
Figure 4.3: Selection for training

![Selection for Training](image)

Source: Field findings, 2018

4.4.3 Training schedule

The respondents were asked how often does and employee go for training. The responses to the question are seen on table 4.5 which show that 12(16.2%) of the respondents said once, 0(0.0%) of the respondents said every six month, 8(10.8%) of the respondents said once a year, 13(17.6%) said every two years and 41(55.4%) said that there is no specific schedule for going for training.

Table 4.5 Training schedule

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Only once</td>
<td>12</td>
<td>16.2</td>
</tr>
<tr>
<td>2.</td>
<td>Every six month</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>3.</td>
<td>Once a year</td>
<td>8</td>
<td>10.8</td>
</tr>
<tr>
<td>4.</td>
<td>Every two years</td>
<td>13</td>
<td>17.6</td>
</tr>
<tr>
<td>5.</td>
<td>No specific Schedule</td>
<td>41</td>
<td>55.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018
From the responses of the respondents there is no specific schedule for employees to go for training at the municipal council. When asked how it is that training is undergone only once the respondents answered that depends on the training being conducted as well as the budget of the municipal council in hiring trainers to train the employees.

According to the human resource officer during the interview he said

“there is a training schedule the only problem is the lack of funds for conducting or allowing people to go for further training”

4.4.4 Facilitation of training

What are the main methods used to facilitate the trainings attended. According to the responses from the respondents as seen in table 4.6; lecture 34(45.9%), Demonstrations 5(6.7%), Discussions 2(2.7%), Presentation 4(5.4%) and seminar

Table 4.5: Facilitation of training

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lecturers</td>
<td>34</td>
<td>45.9</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrations</td>
<td>5</td>
<td>6.7</td>
</tr>
<tr>
<td>3.</td>
<td>Discussions</td>
<td>2</td>
<td>2.7</td>
</tr>
<tr>
<td>4.</td>
<td>Presentations</td>
<td>4</td>
<td>5.4</td>
</tr>
<tr>
<td>5.</td>
<td>Seminars</td>
<td>29</td>
<td>39.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018

From the above finding the lecture methods seems to be the most used method of facilitating trainings attended by the employees at the municipal council. However it was expressed during the interview that the method used to facilitate the training depends on the job being performed by the employee.
4.5.5 Impact of the method used during training on skill acquisition

The way in which training is facilitated, does it help in skill acquisition, the responses were as follows as seen in figure 4.4 which shows that 69(93.2%) of the respondents said yes while 5(6.8%) of the respondents said no.

**Figure 4.4: Impact of the method used during training on skill acquisition**

![Pie chart showing 93% yes and 7% no](image)

*Source:* Field findings, 2018

The results show that the majority of the respondents answered yes that the methods used in the training has had an impact on skill acquisition in their work, those who answered no said that according to the work that they do attending lecturers without demonstrations or physical training was not helpful to them.

4.4.6 Quality of the training program taken

The respondents were asked to rate the quality of the training received he results are as follows average 20(27.1%) rated the training as average, 26(55%) rated the training as good, 24(32.5%) rated the training as very good while 4(5.4%) said that the training was excellent. The results are shown clearly in table 4.7 below.
Table 4. 6: Quality of the training program taken

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent</td>
<td>4</td>
<td>5.4</td>
</tr>
<tr>
<td>2.</td>
<td>Very good</td>
<td>24</td>
<td>32.5</td>
</tr>
<tr>
<td>3.</td>
<td>Good</td>
<td>26</td>
<td>35.0</td>
</tr>
<tr>
<td>4.</td>
<td>Average</td>
<td>20</td>
<td>27.1</td>
</tr>
<tr>
<td>5.</td>
<td>Poor</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018

The results show that 35.0% of the respondents rate the training programs attended as average in quality while only 5.4% of the respondents rate the training received as excellent. During the interviews the respondents were asked to explain why the performance was excellent and the majority of them said that the excellent quality in training is that which has been taken out of the country. Those training conducted in the country usually lack the some materials.

4.4.7 Relevance of the training to work performance

The relevance of the training received should have an impact on the performance of the work being done. The responses to this question are as follows not relevant 8(10.5%), not sure 10(13.5%), relevant 16(21.6%), very relevant 40(54.1%) the results are seen on table 4.8 below.

Table 4. 7: Relevance of training in work the job

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not relevant</td>
<td>8</td>
<td>10.5</td>
</tr>
<tr>
<td>2.</td>
<td>Not sure</td>
<td>10</td>
<td>13.5</td>
</tr>
<tr>
<td>3.</td>
<td>Relevant</td>
<td>16</td>
<td>21.6</td>
</tr>
<tr>
<td>4.</td>
<td>Very relevant</td>
<td>40</td>
<td>54.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018
Most of the respondents said that the training was relevant to their work. Those who said that the training they have undertaken was not relevant to the work was because the training they did had no bearing on their work. During the interviews the respondents said that

"sometimes people go for training in fields which are not related to their work in the hope that when they return to work they may change their jobs if a chance a rises, the problem comes if a chance does not arrive then the person will have gone for further training which is not related to the work they are currently doing. This means that the work performance will not improve after attending the training".

This a problem faced by many local governments as there is no mechanism to make sure that employees attending training attend courses which are related to the field that they are currently working in.

4.4.7 Training attended related to educational back ground

The respondents were asked if the training attended was related to their education back ground.

Table 4.9 show that 45(60.8%) of the respondents said yes the training was related to their educational background while 29(39.2%) said no the training they has undergone was not related to their educational back ground.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>45</td>
<td>60.8</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>29</td>
<td>39.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018
The majority of the respondents have answered that the training attended was related to their educational background. While the 239.2% who said that they undertook training which was not related to their educational backgrounds means that the employees of the municipal council academic qualifications which allow them to follow various fields at the same time for instance a person with degree in education may go for further studies related to development studies, International relations or even take a post graduate in law.

4.4.8 Training and Work Performance

Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. However, its benefits may extend throughout a person’s career and help develop that person for future responsibilities. Current educational systems do not necessarily impart specific knowledge for specific job positions in organizations. As a result of this the labour force comprises few people with the right skills, knowledge and competencies needed for positions in the job market. There is therefore the need for extensive external training for human resources to be able to improve and also contribute to the productivity of organizations (Gomez-Mejia, 2007).

4.4.9 Has the training helped in improving your job Performance?

The respondents were asked if the training they have received has helped in improving their work performance. The results are as follow yes was said by 39 (52.7%), while 35(47.3%) said no that the training they have received has not helped in improving their work performance.
Table 4.9 Has Training helped in improving job performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>39</td>
<td>52.7</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>35</td>
<td>47.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018

From the above results 52.2% of the respondents said that the training they have received has helped in improving their work performance. During the interview one of the respondents said that a reason for some of the respondents saying that

“the training they received had no impact on their work performance was because the training that they go to do is not related to their jobs so when they come back they have nothing new to add to their job performance”.

4.4.10 Further training to improve work performance

Table 4.10 shows the results for when the respondents were asked if further training is required to increase their work performance. The results are that 69(93.2%) of the respondents said yes they would require further training to improve their work performance while only 5(6.8%) of the respondents said no they did not require further training to improve their work performance.

Table 4.10: Further training to improve work performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>45</td>
<td>60.8</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>29</td>
<td>39.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018

The above results on table 4.11 show that the majority of the respondents require further training to improve their work performance. However they suggested during the interview
that the municipal council should monitor closely those employees going for further training so as to make sure that they are going for training which is related to their current work station and not for future uses.

According to G.P. Nunvi (2006), training programs are directed towards maintaining and improving current job performance while development seeks to improve skills for future jobs. Considering the progress in the technology, certain jobs become redundant with the replacement of machines in present days. Further education and competence becomes necessary for those in current positions and those wishing to be promoted in the future.

Results from the study showed that 40.5% of the respondents sighted that policies and strategies guiding the management of training function in the Local Government Authorities are inadequate, 33.8% were of the opinion that policies and strategies are adequate, while 25.7% of the respondents did not know the available policies and strategies in the study area.

When the study probed in detail to know whether the policies and strategies are known to the employees, it was found that the majority of LGA staff do not know the content and type of policies and strategies available to the municipal council as compared to the heads of departments which seems that the policies and strategies are vested to them only. This is due to the fact that most of the policies are kept to the shelves for departmental heads and not the general staff this contributes to the lack of awareness and knowledge to the general staff about the training policies and strategies guiding the management of training functions in the study area.

It is thus suggested that policies and strategies to guide management of training functions to be accessed by all employees this will aid performance improvement. might lead to recognition and advancement (Cheng, E.W.L., & Ho, D.C.K. 2001).
4.5 Challenges Facing Local Government Authorities in Training its Employees

Training is important in any institution however some problem do arise in the course of facilitating this to its employees.

The respondents were asked to mention some of the problems they face with regard to their training in the work place. The results are seen in Table 4.12 which show that 60(81.0%) of the respondents said budget constraints was a challenge, 42(56.7%) said a lack a clear schedule for training, 20(27.0%) not having enough employees to allow others to go for training, 56(57.7%) said that the environment is not conducive for going for further studies and 45(60.8%) of the respondents said not having a clear training policy is also a problem.

Table 4.11: Challenges facing training in Local government authorities

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Budget constraints</td>
<td>60</td>
<td>81.0</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of a clear schedule for training</td>
<td>42</td>
<td>56.7</td>
</tr>
<tr>
<td>3.</td>
<td>Not enough employees to allow others to go for further training</td>
<td>20</td>
<td>27.0</td>
</tr>
<tr>
<td>4.</td>
<td>Environment is not conducive for going for further studies</td>
<td>56</td>
<td>57.7</td>
</tr>
<tr>
<td>5.</td>
<td>Lack of a clear training policy</td>
<td>45</td>
<td>60.8</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018

Most of the respondents said that the main challenge facing the local governments in implementing effective training for its employees was budget constraints. This means that when people want to go for training they are told that there is a lack of funds and that they should wait.

Training is one of the most significant and dependable human resource techniques to improve organizational and employee efficiency (Elnaga & Imran, 2013). It directly influences the local government and employee performance (Cooney, Terzivoski &
Samson, 2002). It also assures that training has significant impact on employee commitment which in turn influences their performance (Anwari & Amin, 2011).

The respondents listed a number of challenges including budget constraints, lack of a clear schedule for training, not enough employees to allow others to go for further training and a lack of clear training policy.

The study also found that approaches to training were often conducted informally and unsystematically with most LGAs relying heavily on top management judgments to make training decisions such as types of training to invest in and which employees to receive training. Similarly; The study conducted by Amos Wilson, 1996 evidence that training conducted in United Kingdom organizations were often not strategic similar to those in Tanzania, as the training needs were not properly assessed to determine how such needs contributed to the overall strategic objectives of the organizations.

Also the study done by Daniels, 2003 claimed that a lot of organizations’ investments in training failed to return and suggested that this was probably due to the organizations’ failure to connect training efforts with their goals and strategies, this shows similar environment with Tanzania whereby such as these mistakes could have been minimized if training practitioners were aware of the importance of assessing the needs of the employee before allowing an employee to go for training.

The study found that there is a lack of training programmes prepared, structured and delivered systematically this is due to lack systematic training needs which are geared at preparing public servants to occupy higher positions in the LGA.

Currently, the management of the training function in the Local Government Authorities faces the challenge of limited appreciation of the importance of training by employers leading to lower priority in planning, budgeting and implementation. Similarly, (Koontz,
1993) argues that training programmes facilitates the learning process and in most cases it is run on short term in order to help people to do their jobs better. Organizations use training to develop the necessary technical and task skills that the employee is in need for better achievement of the job’s task. Therefore training programmes facilitate socialization of new model behaviors

4.6 Adequate training policies in Tanzania

The respondents were asked whether there was adequate training policy in Tanzania the responses were as follows as shown in figure 4.5: those who said that the training policy was adequate were 25(33.8%), inadequate were 30(40.5%) and those who said that they did not know were 19(25.7%) of the respondents.

Table 4.12: Adequate training policy in Tanzania

<table>
<thead>
<tr>
<th></th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>25(33.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate</td>
<td></td>
<td>30(40.5)</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
<td></td>
<td>19(25.7)</td>
</tr>
</tbody>
</table>

Source: Field Findings, 2018

From the above results 40.5% of the respondents who were the majority said that the training policy in Tanzania was inadequate. This means that the government should try and improve this training policy for all the local government authorities to use so as to maximize the potential of the staff available.
There are various human resource functions that give an organization a competitive edge but most scholars argue that human resource functions becomes only operational when training has run through them all. This places training and development as an essential function in the survival of any local government authority. Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Chris Amisano, 2010).

The study found that there are policies and instruments regarding management of training functions in the Public Service of Tanzania (Such as the Public Service Standing Orders of 2009, Public Service Management standards 2008, Education Training Policy 2014, and the Public Service Management and Employment Policy 2013). The available policies and instruments are too general and not specific for LGAs rather for all public service servants of all professionals and cadres. All policies, instruments and guidelines are centralized from the central Government through the President’s Office Public Service Management; it is a result of the public service reforms.

Also the study revealed that there are no legal provisions to support training in the public service including Local Government Authorities (LGAs). The Public Service Act, No.8 of 2002 has no provision for training in the public service. Training in the public service has until now been guided by staff circulars, standing orders, management standards and various guidelines issued to the Service from time to time. This makes the training functions in the LGAs not mandatory to the Public Service Employers including the LGAs.

4.7. Training plans and strategy at municipal level

The respondent were asked whether the municipality had a training plans and strategies; the results are that 69(93.2%) of the respondents said yes there was training policy while 5(6.8%) said no there was no training policy.
Table 4. 13: Training policy and Strategy at Municipal level

<table>
<thead>
<tr>
<th>S/N</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>69</td>
<td>93.2</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>5</td>
<td>6.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>74</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field findings, 2018

The findings show that the majority of the respondents said yes there are various strategies and plans at the municipality. When further asked during the interview if they had seen it none were sure if they had ever seen it they were just assuming that it was there.

The strategic context of training was underscored by Dressler who said that training had to be closely linked with an organization’s strategic goals (G.Dessler, 2005). The importance of training policies in the management of a training function in the public service was also underscored by Haywood (Haywood, K.M, 1992) as these policies would normally prescribe the very purpose behind the design of programs namely, learning, skill development and behavioral change. Furthermore, training policies would determine a clear link between training and an organization’s career development and reward system in which training

4.7.1 Why was the training program introduced in local governments authorities?

The respondents were asked why they thought the training program was introduced in the local governments. The respondents were asked to name various reasons as to why training programs were introduced.. According to figure 4.6 the responses are as follows 74(100%) said it was the policy of the municipality, 62(83.7%) said it was pressure groups (donors and other interested parties), 60(81.1%) said development of employee’s capacity, 56(75.7%) said performance deficiencies. From the results the majority of the respondents
answered that the main reason was that it was a policy of the municipal for all employees to attend further training.

**Figure 4.5 why were training programs introduced in local government**

(authorizes)

![Figure 4.5 why were training programs introduced in local government](image)](image)

**Source:** Field findings, 2018

### 4.7.2 Is training of employees important for local governments authorities

The respondents were asked if the reasons for introducing training to staff members at local government level been effective is the training important. All the respondents replied that the training was important to the local governments as it helped to improve the performance of the staff member who work in order to serve the people in the local area.

### 4.8 Chapter Summary

This chapter concentrated on the analysis of the research findings. The analysis was done using tables and charts.
CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter is divided into three parts: The first part is the conclusion the second part is the recommendation and the third part is areas for further studies.

5.2 Summary of the Study
This research was about the contribution of employee training to performance of local government authorities in Tanzania, A study of Shinyanga municipal council. The specific objectives of the study were to examine existing practices for training employees at Shinyanga municipal council, to determine the effectiveness of employee training towards work performance in Shinyanga municipal council, to determine the benefits of employee training on work performance in Shinyanga municipal council and finally to examine challenges that encounter employees training and its effects on individual employee performance.

In order to get acquainted with the problem stated, the researcher reviewed both theoretical and empirical literatures with the regards to the contribution of employee training to performance in local government authorities. Through theoretical review, different concepts in relation to training and performance were defined. The review also examined various theories related to the study.

The empirical literature review was done by exploring a number of other different researches conducted. The empirical part of the study aimed at providing insights of information about what actually contribution of employee training on performance. The review was used to make inter linkage between the theories and actual findings of the
previously conducted studies. The inter linkage developed was used to construct the conceptual framework.

The researcher adopted case study design through which a total of 74 respondents were selected. Data collection tools included (1) questionnaires, (2) interview and (3) documentary review. The data collected were analyzed quantitatively and qualitatively and they were presented using tables and charts of summary of frequencies and percentages. Hence, Statistical analysis for descriptive data provided the mean score.

Generally, it was found that the result of this study provide some knowledge to the fact that trainings are therefore essential to engage in capacity building to the public servants and private sector in general as a component of development.

5.3 Conclusion

Local government authorities should ensure that all guidelines are effectively followed and training that is urgently needed provided. In addition to that, there is still a need to change the methods of training that are not effective and provide more methods of practical nature. This means that by changing the ways in which training is conducted it could raise the performance of employees in the local governments.

It was found that the majority of LGA staff do not know the content and type of the available plans and strategies to the District as compared to the heads of departments which seems that the policies and strategies are vested to them only. This is due to the fact that most of the policies are kept to the shelves for departmental heads and not the general staff this contributes to the lack of awareness and knowledge to the general staff about the training policies and strategies guiding the management of training functions in the study area. If employees know and understand the plans and strategies then they can better
understand when to apply for further training as it is very important in improving the
performance of worker in local government institutions.

Training in the public service has until now been guided by staff circulars, standing orders
and various guidelines issued to the Service from time to time. The study found that the
LGAs do not adhere to the systematic application of training, Training Needs Assessment
is not done as per the policy requirements, LGAs view training as something to be
implemented when time and budgets allows.

It is important for the organization to ensure that employees are adequately trained as
planned and that there is a reasonable return on investment that is put into training.
Particular attention must be paid to the characteristics of ideal training programs during the
design and implementation stage.

5.4 Recommendations

From research observations, the researcher would like to recommend to local government
authorities that it should be aware of the fact that adequate training policy should be in
place if there is to be any improvement in the performance of its workers.

Thus, a well-managed training function leads to improved productivity, improves the
morale of the workforce, council image and improves the relationship between the
employee and the employer. Also it reduces the council’s dependence on outside
consulting one the workers feel comfortable in the work place they do their jobs better and
all this is done through training of the employees in the workplace as training leads to
better performance.

Training employees in the local government authorizes can be for the betterment of their
LGA in order to realize the profits from the investments they committed when training the
workers. However, they should also adopt retention strategies of key staff members who
have undergone a number of training and have become very potential in their particular field of profession.

Therefore, the required department which is responsible for conducting training assessments across the council, employees should participate thoroughly in determining the kind of training workers need. The whole process should be transparent and feedback should be given and training should be frequently evaluated and improved concerning training’s contribution to the organizational objectives.

5.5 Areas for further studies

The following are areas for further studies

- To examine the relationship between motivation and workers performance in the local governments.
- To assess the effectiveness of policies related to training of employees in the local governments
- To analyze the relationship between work and work environment in the local governments
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APPENDICES

Appendix 1: Questionnaires for heads of departments and employees of Shinyanga Municipal Council.


Instruction

This questionnaire is for academic purpose only; feel free to bring about required information. Your information will be confidential. Please select appropriate answer in your opinion and make a tick mark (✓) in the space provided for questions that have listed the possible answers.

Please, tick the appropriate answer

1. Sex
   a) Female ( )
   b) Male ( )

2. Age
   a) 18 – 25 ( )
   b) 26 – 35 ( )
   c) 36 – 45 ( )
   d) 46 – 55 ( )
   e) 56 – 59 ( )

3. Marital status
   a) Single ( )
   b) Married ( )
   c) Divorced ( )
   d) Widowed ( )
   e) Separated ( )

4. Qualification of staff
   a) Postgraduate degree ( )
   b) Bachelor degree ( )
   c) Diploma ( )
   d) Certificate ( )

7. How long have you worked for the Municipal council? …… Years

8. Have you had any form of training since you joined the municipal council?
   a) Yes ( )
   b) No ( )
9. **How were you selected for training?** Tick
   a) On joining the municipal council (  )
   b) Supervisors recommendation (  )
   c) Compulsory for all employees (  )
   d) Upon employee request (  )
   e) Performance appraisal (  )
   f) Don’t know (  )

10. **How often have you undergone training?**
   a) Only once (  )
   b) Every six months (  )
   c) Once a year (  )
   d) Every two years (  )
   e) No specific schedule (  )

11. **What are the methods of facilitation at the training you have attended?**
   a) Lecture
   b) Demonstrations
   c) Discussions
   d) Presentation
   e) Seminar

12. **Do the methods used during training have any impact on your skill?**
   a) Yes (  )
   b) No (  )

13. **How will you rate the quality of training programme taken?**
   a) Very poor (  )
   b) Poor (  )
   c) Average (  )
d) Good ( )
e) Very good ( )
f) Excellent ( )

14. How relevant were the trainings you received to your work?
   a) Not relevant at all
   b) Not relevant
   c) Not sure
   d) Effective
   e) Very effective

15. Was the program related to your job?
   a) Yes ( )
   b) No ( )

16. Was the program related to your education background?
   a) Yes ( )
   b) No ( )

17. In your opinion, do you think training has helped improve your job performance?
   a) Yes ( )
   b) No ( )

18. Provide the reasons below

..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

19. Would you require further training for motivation towards performance improvement to enable you contribute to increased productivity?
   a) Yes ( )
   b) No ( )
20. **Provide reasons as to why below**

........................................................................................................................................

21. **What problems do you face with regard to training and development within the municipal council?**

........................................................................................................................................

22. Please specify any ways you think training and development at the municipality can be improved.

........................................................................................................................................

23. In your view do we in Tanzania have adequate legal provisions to guide the management of training in LGAs

   a) Adequate
   
   b) Inadequate
   
   c) I don’t’ Know

24. In your view does your District Council have adequate policies and regulations to guide the management of training activities in the LGAs?

   a) Strongly agree ( )
   
   b) Agree ( )
   
   c) Disagree ( )
   
   d) Strongly disagree

25. In your view does your District Council have adequate training strategies to guide the management of training activities?

   a) Excellent
   
   b) Good
   
   c) Average
   
   d) Poor
26. Does your District Council have a training policy?
   a) Yes
   b) No

27. Does your District Council have a training strategy
   a) Yes
   b) No

28. Why do you think staff training programme was introduced in LGA?
   a) It is a Company Policy ( )
   b) Pressure group (donor, interested parties) ( )
   c) Development of employee’s capability. ( )
   d) Performance deficiencies (gaps).

29. What are the factors that limit/hinder the effective implementation of LGA training programmes?
   a) Over aged staff
   b) Low level of staff basic education
   c) Family responsibilities
   d) Office responsibilities

30. What do you think is the aim of conducting training in your municipal council
   a) For Managements decisions i.e. knowledge development, promotion, salary, increase, transfer etc ( )
   b) To improve employee/ organizational performance ( )
   c) It is one of your responsibilities ( )
Appendix 2: Interview questions for Councilor, Executive Director, Heads of Department

1. Does the municipal council have yearly training programmes for its staff?
2. Are you involved in planning department objectives and targets?
3. Why do you think staff training programme was introduced in LGA’s?
4. In your opinion does training contribute to improve employee performance?
5. Do you think training is beneficial to individual employees?
6. Are Municipal Councils’s Annual Training Programmes supported by a viable/sufficient budget?
7. How does the municipal council employee perceive the existing training practice?
8. What are the factors that limit/hinder the effective implementation of LGA’s training programmes?
9. Mention two most critical weaknesses of implementation of training program in your council, if any?
10. What suggestions do you have for ensuring such Programme works well?
11. What do you think is the aim of conducting training in your department?
12. What has been the performance of your department since the introduction of employees training program?
13. Mention at least two most important weaknesses encountered in the implementations of training program in your Municipal Council?