

**AN ASSESSMENT OF TRAINING IN LOCAL GOVERNMENT IN
TANZANIA: A CASE OF KWIMBA DISTRICT COUNCIL**

By

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Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Public Administration of the University of Dodoma

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma, a dissertation entitled, *‘An assessment of training in Local Government in Tanzania: A Case of Kwimba District Council’* in partial fulfillment of the requirements for the Degree of Master of Public Administration of the University of Dodoma.

.....
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(SUPERVISOR)

Date

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

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DEDICATION

This work is dedicated to my entire family, especially to my lovely father Faustine Patrick Mkinga and my lovely mother Elizabeth Mashita. Also to my daughter Monica Nicholous Mkinga and my sister Felister Faustine Mkinga, and lastly is my brother Geoffrey Faustine Mkinga to their material support and their encouragement and tolerance during my study.

ABSTRACT

Recently employee training has become more important to organizations which seek higher performance since there is competition among organizations. The employee training has shown major significance in performance improvement. This study was conducted to assess the training in local government, specifically at Kwimba District Council in Mwanza Region.

The sampling techniques employed were simple random sampling and purposive sampling. Simple random sampling was used to obtain respondents from all groups while purposive sampling was used to obtain senior officials such as heads of department (HODs). A sample of 80 people was drawn from the study area. Primary and secondary data were collected followed by quantitative and qualitative analyses with findings being presented in tables, figures and text to simplify interpretation.

The study revealed that training has major impacts on performance improvement since it leads to job satisfaction and morale, punctuality and commitment. Also the study revealed that there is weak or no relationship between employee training and turnover since training is motivation for employee to prefer his/her organization and job.

Also, it was revealed that employers do prefer employee training but in most cases they do not allow their employees to attend trainings due to budget constraints and lack of training needs assessment. However, the employees maintained that the employers do not prefer employee training by also pointing budget constraints and lack of training needs assessment as .

The study recommends effective training needs assessment in order to remove the perception employee training is a means of enriching employee.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
LIST OF ABBREVIATIONS	xii
CHAPTER ONE.....	1
BACKGROUND INFORMATION.....	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	6
1.4 Objectives of the study	7
1.4.1 Main Objective	7
1.4.2 Specific objectives.....	7
1.5 Research Questions	7
1.6 Significance of the Study.....	7
1.7 Limitations of the Study	8
CHAPTER TWO.....	10
LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Definition of Key Concepts.....	10
2.3 Theoretical Literature Review	12
2.4 Theoretical Framework	36
2.4.1 Skills theories	36
2.4.2 Learning theories	38

2.4.3	Incentive theory of motivation	41
2.4.4	Reinforcement theory	42
2.5	Empirical Literature Reviews	43
2.6	Research Gap	51
2.7	Conceptual Framework	51
CHAPTER THREE		54
RESEARCH METHODOLOGY		54
3.1	Introduction	54
3.2	Area of the Study	54
3.2.1	Location and size	54
3.2.2	Administrative set up and population	54
3.3	Research Design	55
3.4	Research Approach	55
3.5	Case Study	56
3.6	Population of the Study	56
3.7	Sampling Procedures	57
3.8	Units of Inquiry	57
3.9	Sample Size and Sampling	58
3.9.1	Sampling technique	60
3.10	Sources of Data	61
3.10.1	Secondary sources of data	61
3.10.2	Primary sources of data	61
3.10.3	Data collection methods	61
3.11	Ethical Considerations	63
3.12	Data Analysis Procedures	63
3.13	Data Analysis	64
3.14	Validity and Reliability	64
CHAPTER FOUR		66
PRESENTATION, ANALYSIS AND DISCUSSIONS OF THE FINDINGS		66
4.1	Introduction	66
4.2	Distribution and Collection of Questionnaires	66

4.3	Demographic Characteristics of Respondents.....	67
4.3.1	Distribution of respondents by sex	67
4.3.2	Age of the respondents	68
4.3.3	Respondents' level of education.....	69
4.3.4	Working duration in the institution	70
4.4	Study Results	72
4.4.1	Research findings for objective one: Training budget in local government	72
4.4.2	Research findings for objective two: Training needs assessment	73
4.4.3	Research objective for objective three: Ways used in evaluating training effectiveness	74
4.5	Beneficiaries of Training in Local Government.....	75
4.6	The Relevance of Training in Local Government.....	76
4.7	Performance Improvement	77
4.8	Challenges Faced by Local Government in Providing Training	78
CHAPTER FIVE		80
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		80
5.1	Introduction	80
5.2	Summary of the Findings	80
5.3	Conclusions	83
5.4	Recommendations	85
5.5	Areas for Further Studies.....	88
REFERENCES.....		89
APPENDICES		94

LIST OF TABLES

Table 1: Composition of Employer/Management Category	59
Table 2: Composition of Employee Category	59
Table 3: Distribution and Collection of Questionnaires Departments	67
Table 4: Age of the Respondents.....	69
Table 5: Distribution of Respondents by Level of Education	70
Table 6: Participants Working Duration.....	70
Table 7: Training budget in Kwimba District Council.....	73
Table: 8 Responses on Whether Training Needs Assessment are Conducted at Local Government	74
Table 9 Ways used in evaluating training effectiveness	75
Table 10: Beneficiaries of Training in Kwimba District Council	76
Table 11: The relevance of training in local government.....	77
Table 11: Performance Improvement	78
Table 12: Challenges Faced by Local Government in Providing Training	79

LIST OF FIGURES

Figure 1: Conceptual Framework.....	52
Figure 2: Distribution of Respondents by Sex	68
Figure 3: Participants Work Experience.....	72

LIST OF APPENDICES

Appendix I: Questionnaire to the employer in the department/organization	95
Appendix II: Questionnaire to the employees in the departments/organization	98
Appendix III: Interview Guide	102

LIST OF ABBREVIATIONS

DED	-	District Executive Director
HOD	-	Head of Department
HRD	-	Human Resources Development
HRM	-	Human Resource Management
HRO	-	Human Resources Officer
KDC	-	Kwimba District Council
LGA	-	Local Government Authority
OPRAS	-	Open Performance and Review Appraisal System
PMO	-	RALGA-Prime Minister Office Regional Administration and Local Government Authorities
PSRP	-	Public Service Reform Programme
SIDO	-	Small Industries Development Organizations
TALGWU	-	Tanzania Local Government Workers Union
TPSC	-	Tanzania Public Service College
TUCTA	-	Trade Union Congress of Tanzania
UNCHS	-	United Nations Centre for Human Settlement
URT	-	United Republic of Tanzania

CHAPTER ONE

BACKGROUND INFORMATION

1.1 Introduction

This chapter introduces the study by providing an overview of the problem of the study. It is organized into sub-sections which are background to the problem, statement of the problem, objective of the study, research questions, and significance of the study and limitations of the study.

1.2 Background to the Problem

The concept of local governance is as old as the history of humanity, only recently has it received renewed attention with countries attempting to re-examine the roles of various levels of government, bringing in reforms which typically involve transfer of responsibilities to local governments with the objective of strengthening local governance. While local government refers to specific institutions or entities created to deliver a range of specified services to a relatively small geographically delineated area, local governance is a broader concept and would include formulation and implementation of collective action at the local level. Around the world, developing and developed countries alike have observed that decentralized service delivery can result in quicker gains than with centralized systems.

In a developing countries context, governments have experimented with different forms of decentralization to bring service delivery closer to the people. Local government in Tanzania has a long history, going back to pre-colonial era.

After the First World War in 1919, British ruled Tanganyika for just over four decades until 1961. In 1926 Native Authority Ordinance (Cap. 72) of 1926 recognized the role of traditional chiefs under the Township Authorities Ordinance of 1920, large urban areas were established. Municipalities Ordinance of 1946 and Local Government Act 1953 were also established by British colonial rule.

The aim of establishing these forms of local government during colonial era was to facilitate colonial exploitation by using local indigenous leadership. However, since independence, the government of Tanzania has been taking deliberate steps to improve the effectiveness, efficiency and democracy of the local authorities in Tanzania (John, 1964).

In 1961, local governance institutions were inherited by the post independence regime and come to be known as district councils. The council performed a variety of functions including the raising of revenue to finance delivery of basic service to the local people.

Central Government ministries kept the control over their sector manpower in the districts to undertake development work. This system of local government failed to function and was abolished with the decentralization Act of 1972. The reasons of its abolition were due to its failure to provide productive investments and basic social services to local people as expected.

The reintroduction of the local government occurred at the beginning of the 1980s, when the rural councils and rural authorities were re-established. Local government

election took place in 1983 and the establishment of functioning councils in 1984.

Despite the evolution of local government in Tanzania over a long time, there has been inadequate and insufficient service provision to the citizens of Tanzania. Nevertheless, the Government of Tanzania has been taking deliberate steps since independence to improve the effectiveness and efficiency of the local authorities. However, they are still weak in providing important basic services to the local people to their area of jurisdiction (ibid).

Tanzania's local authorities face many serious problems. The re-introduction in the early 1980's was accompanied by high expectations about improved performance, but it did not happen. The reasons and underlying problems are related to institutional and legal framework, roles and functions, structure, finance, human resources capacity, and management capacity of central government institutions.

Due to poor performance of local government in Tanzania, the Government of Tanzania set out to reform its public service in the early 1990s and develop a civil service reform programme (CSRP). With these reforms it is clear that local government as a segment of public service needed special attention to take forward reforms to the next level. The Government of Tanzania and its partners developed the Local Government Reform Agenda of 1996–2000, which was endorsed by the then steering committee for the CSRP (Rugumamu, 1998).

A decisive step towards the reform of the local government system was taken in June 1996, when the then Prime Minister of Tanzania announced, during the budget speech in June 1996, the government's decision to restructure and downsize regional

administration with the objective to make local governments more efficient and effective (Prime Minister's Circular, July 1, 1996).

In recent decades, national governments have increasingly shared the responsibility for service provision with the local governments, in a variety of intergovernmental public arrangements that aim to increase the accountability and responsiveness of service delivery (Pollit *et al.*, 1998). Local governments used to play very important roles in both political and economic perspectives. Through political aspect, local governments act as the levels of governments closest to the people of particular nation, so that they provide opportunities for democratic participation of citizens in matters that affect them politically. Also local governments facilitate closer interaction between citizens and elected representatives within a nation.

In the context of new public management or public sector reform, decentralization, and human resource management and development have been recognised as crucial strategic policy elements of concern in the implementation of reforms in both developed, transitional and developing countries (Hope, 2001). It has been argued by Hope (*ibid*) that 'decentralization' is seen as the means through which governments are able to provide high quality services that citizens value; for increasing managerial autonomy, particularly by reducing central administrative controls; for demanding, measuring and rewarding both organizational and individual performance. In a sense, decentralization is commonly accepted in both theory and practice as a means to ensuring good local governance and the delivery of effective public service by increasing 'locative' and 'productive' efficiency. However, this assumption of great promise is contingent on its design, and the institutional, technical and human

resource development (HRD) capacity arrangements governing its strategic implementation (Pollit *et al.* 1998; Kahkonen and Lynya, 2001; World Bank, 2003).

Good local governance is not only about delivery of services but also about preserving the life and liberty of residents, providing an environment for democratic participation and civic dialogue, supporting environmentally sustainable local development, and facilitating outcomes that enrich the quality of life of residents (Gibson, 2002). Furthermore, Chrislip and Larson (1994) advocate a fundamental orientation to public policy setting built on a collaborative relationship between citizens, elected public officials and public managers. These all together lead to good performance of local governments.

In most of African countries, various political decisions have been made to strengthen local administrative and fiscal systems, build human capacity and deepen the role of civil society. These decisions are consistent with the overarching government vision laid out through periodical strategies in order to ensure their implementation within the nation. For example, in Angola there are medium term government strategy (2009-13) and the Long-Term National Development Strategy, both of which identify decentralization and delivering basic services at the lowest administrative level as priorities, this done in order to facilitate the performance and accountability of local governmental system within the country (Yilmaz and Felicio, 2009).

In relation to the Local Government in mainland the main legislative texts are: Government (Urban Authorities) Act 1982, Local Government Finance Act 1982, Urban Authorities (Rating) Act 1983, Regional Administration Act 1997, Local

1.3 Statement of the Problem

Local authorities are very important if the people are truly in the control of their own destiny. The increasing trend of disvaluing and disbelieving of the functions of local administrative by the citizens of Tanzania threatened the performance of those local governments due to the poor performance and unresponsiveness of the concern. The local government system in Tanzania has been argued by several stakeholders such as the Civil Society Organizations (CSOs), Non-Governmental Organizations (NGOs) as well as political expertise to undergo reforming process in order to maintain their responsibilities to the intended citizens Binangwa (2005).

Although the Tanzanian government has taken measures to ensure that local authorities are efficient, democratic, accountable, transparent, and responsive to the needs of the people, as well as addressing their needs, but the performance of regional local authorities is still in question because most of local authorities have not undertaken well their responsibilities. All these have happened due to insufficiency of funds offered to them for service delivery.

The study conducted by Per Tiedemann *et al.*, (2003) on the issue of local government in Mainland Tanzania was mostly based on the history of local government, the study examined local government structures and local government reforming process. There was no any comprehensive study conducted concerning with assessing the performance and accountability of local governments. This current study intends to fill this gap of knowledge.

1.4 Objectives of the study

1.4.1 Main objective

The main objective of this research was to assess the impact of training in increasing performance in local government in Tanzania.

1.4.2 Specific objectives

In the light of the above main objective, the specific objectives of the study are the following:

- (i) To find out if the institution has training budget.
- (ii) To examine if Kwimba District Council do the training needs assessment.
- (iii) To find out ways used in evaluating training effectiveness.

1.5 Research Questions

This study intended to find answers for the following research questions:

- (i) Are there training budget in Kwimba District Council?
- (ii) Does Kwimba District Council conduct training needs assessment?
- (iii) What are the ways used in evaluating training effectiveness?

1.6 Significance of the Study

This study will draw attention to local government stakeholders, including top government officials, head of the departments and sections themselves to see the importance of conducting training towards promoting science, technology and innovations for development in the local government.

It also provide precaution for policy makers particular in the labour ministry to adhere to proper ways of conducting training to scientists, technologist and innovators and keeping the pace of scientific, technological and innovation development in the Country.

Moreover, the study may awaken the policy makers to make follow-up on the budgetary allocation of enough resources for assisting in implementation of training needs.

Further, the study may cause the intellectuals to pay attention to the problem that was found and engage in researching other issues which are related to training as far as promotion of science, technology and innovation is concerned in the local governments.

Lastly the study will help human resources officers in local governments to make use of training as a motivational instrument in developing morale for innovations among employees.

1.7 Limitations of the Study

The desire to achieve the objectives of the study to a certain extent was hampered by the following limitations.

- (i) Time limit for collecting data and processing information related to the study. However the researcher could overcome the challenge by devoting much of his time to the study.
- (ii) Basing on the source of fund, the researcher encountered financial constraints to cover the entire budget in data collection, data analysis, typing, printing and thesis write up. Despite the financial constraints, the results of the research remained valid.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides first a review of some basic concepts as applied in the present study and the relationship between these concepts. It reviews theoretical literature on training in general, to demonstrate the link with organizational performance and also it reviews theoretical framework. It also presents and discusses some of the empirical studies and shows existing knowledge gaps as a focus in the study. Finally, it lays out the conceptual framework to guide the study.

2.2 Definition of Key Concepts

Training

The term training 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). Some commentators use a similar term for workplace learning to improve performance: training and development. One can generally categorize such training as on-the-job or off-the-job. On-the-job training takes place in a normal working situation, using the actual tool, equipment, documents or materials that trainees use when fully trained. On-the-job training has a general reputation as most effective for vocational work. Off-the-job training takes place away from normal work situations, implying that the employee does not count as a directly productive

Training Needs Assessment

Dimmock and Atwood (1999) define Training Needs Assessment as gap between the required skills and knowledge inherent in the job and those possessed by the current holders. However, Training Needs Assessment is partially concerned with a gap between what is happening and what should happen.

Training Process

According to Armstrong (1988:489), training is the department of the knowledge, skills, and attitude required by an individual to perform adequately a given task or job. Also Kenny and Reid (1988; 3) 'Training is a planned process to modify attitude or skills behaviour through learning experience to achieve performance in an activity or range of activities'. According to Sigh and Chhabra (1991;115) Training is an organized activity for increasing the knowledge and skills of people for definite purpose. The purpose of Training is to achieve change in the behaviour of those trainees and enable them to do their jobs in a better way.

Effectiveness

The degrees to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing. It is the extent to which actual performance compares with targeted performance.

Employees

A person who is hired to provide services to a company on a regular basis in exchange for compensation and who does not provide these services as part of an independent business.

2.3 Theoretical Literature Review

Areas of Training

The broad areas in which training is usually imparted in organizations may be classified under the following headings;

Enhancing knowledge/building concepts

Basic principles or advanced inputs with regard to specific concepts or sometimes knowledge about company, culture, etc. form the major themes in the training programme. For example, in the ICICI Bank, the training programmes for the Branch Managers on sales and marketing impart the knowledge on neuro-linguistics and consumer psychology to improve their marketing skills.

Technical skills

Often training programmes impart specific skills in the areas of computers or operating machines. This is usually provided with the help of experts and on the job. For instance, in the area of networking and security, the trainers are trained on aspects such as network configuration, network security, intrusions detection system, ethical hacking, etc.

Interpersonal/behavioral skills

Here, individuals are exposed to self-awareness programmes to develop the right mental attitude towards their job, colleagues, and the company.

The main focus is on teaching the employee how to become a good team member and lead the company. The (T) group training/sensitivity training is an excellent programme for the purpose. The management trainees in the public sector banks are trained on behavioral aspects.

Purpose of Training

Training per se can be used by organization for multiple purposes, and a variety of factors can influence the organization's approach towards training. The objective of training can be multifarious and some of them are:

- Induction: Training can be used by organizations for inducting new recruits into organization. The initial period plays a predominant role in the assimilation/association of the organization. The induction training is used by organizations for acclimatization and also introducing to policies/procedures of the organization.
- Updating: Training can also be used for periodical updating of skills of the employee. This may become essential because of new policies and launch of new products. The refresher courses conducted by banks for their employees are an example.

- Preparing for future assignments: The organizations also use training as a tool to prepare employees for higher responsibilities in future. Organizations also conduct training in order to build loyalty among the employees. The public sector organizations, especially the banks, conduct an exclusive training programme for promote clerks/officers.
- Competency development and identification of training needs: It is a known fact that identification of training needs and competency development are increasingly recognized as imperative to stay alive in competition. The employees were selected through a written examination and an interview and the selected candidates were given extensive training in the training college and also the work places.
- Simulation and game play. In case of technical subjects and complicated projects, it would not be feasible for the employees to be trained on the job, and, in such cases, organizations create simulated work conditions to train the employees. In the aviation industry, pilots are trained in a simulated environment.
- In the armed forces, the recruitment is done through game-plays and the new recruits are also placed through game-plays to improve their decisions-making skills. Private sector organizations take their employees on trekking trips and expeditions to build rapport among them and also to improve their ability to adapt to new challenges or situations. The other innovative purposes for which training is being deployed by the organizations are organizational analysis, task analysis, man

and equipment analysis, HR clinics, incubators, etc.

Benefits of Training for the Organization

- There will be an increase in the intellectual capital of the organization
- Training helps in achieving higher standards of quality, building up a satisfactory organizational structure, delegating authority, and motivating employees to perform better.
- Employee turnover and absenteeism are reduced
- Wastage is minimized
- Job enlargement and job enrichment programmes can be implemented easily making training a continuous affair in the organization can strengthen employee loyalty (Jyothi, 2006).

Training Types

Induction or orientation training seeks to adjust newly appointed employees to the work environment. Every new employee needs to be made fully familiar with the job; his superiors and subordinates and with the rules and regulations of the organization. Induction training creates self-confidence in the employees. It is also known as pre-job training, it is brief and informative.

It refers to the training provided with a view to increase the knowledge and skills of an employee for improving performance on the job. Employees may be taught the correct methods of handling equipment and machines used in a job. Such training helps to reduce accidents, waste and inefficiency in the performance of the job.

Training provided to minimize accidents and damage to machinery is known as safety training. It involves instruction in the use of safety devices and in safety consciousness.

It involves training of existing employees to enable them to perform higher level jobs. Employees with potential are selected and they are given training before their promotion, so that they do not find it difficult to shoulder the higher responsibilities of the new positions to which they are promoted.

When existing techniques become obsolete due to the development of better techniques, employees have to be trained in the use of new methods and techniques. With the passage of time, employees may forget some of the methods of doing work. Refresher training is designed to revive and refresh the knowledge and to update the skills of the existing employees. Short-term refresher courses have become popular on account of rapid changes in technology and work methods.

Such training is arranged to overcome the shortcomings in the behaviour and performance of old employees. Some of the experienced employees might have picked up appropriate methods and styles of working. Such employees are identified and correct work methods and procedures are taught to them. Remedial training should be conducted by psychological experts.

Identifying Training Needs

Prasad (2010) identified three types of analysis which are required for identifying training needs. These are organization analysis, task analysis and person analysis.

Organizational Analysis

Organization analysis is the first factor for identifying training needs. It is a systematic effort to understand where training effort needs to be emphasized. It involves a study of the entire organization in terms of its objectives, its resources, resource allocation and utilization growth potential and its environment. Its purpose is to determine where training emphasis should be placed within the organization.

Task or Role Analysis

It is a systematic and detailed analysis to identify job contents, the knowledge, skills and aptitudes required and the work behaviour. On the other part of the job holder, particular attention should be paid to the tasks to be performed, the methods to be used, the way employees have learnt these methods and the performance standards required by employees. Its purpose is to decide what should be taught. Job analysis will provide job description and job specification. The organization will be able to know the kind of jobs that are to be performed and the type of people that are required to perform these jobs.

Person/Manpower Analysis

In this analysis, the persons to be trained and the changes required in the knowledge, skills and aptitudes of an employee are determined. First of all, it is necessary to decide whether performance of an individual is substandard and training is needed. Secondly, it is determined whether the employee is capable of being trained. Thirdly, the specific areas in which the individual requires training are determined. Lastly, whether training will improve the employees' performance or not is determined.

For undertaking the above analysis, information is collected from a number of sources which are as follows; organization's strategic plan document, performance and potential appraisal, tests for training and development, morale survey, suggestion systems, specifically designed questionnaires, interview and personal discussion, group discussion, recommendations of immediate and other superiors and requests from likely trainees.

Methods and Techniques of Training

On-the-job Training (OJT)

In this method, the trainee is placed on a regular job and taught the skills necessary to perform it. The trainee learns under the guidance and supervision of the superior or an instructor. The trainee learns by observing and handling the job. Companies with adequate jobs and employees can easily adopt this type of training. It is very convenient where the jobs are difficult to simulate or the skills can be learned quickly (Jyhoti, 2006).

Job instruction training

This method is also known as 'training through step by step learning' as it involves all necessary steps in the job, each in proper sequence as follows: preparation of the trainees for instruction, presentation of trainees for instruction, performance of the job by the trainee and motivating the trainee to follow up the job regularly. This method provides immediate feedback on results, quick correction of errors, and opportunity for additional practice when required.

In this method, a training center called vestibule is set up and actual job

conditions are duplicated or stimulated in it. Expert trainers are employed to provide with the help of equipment and machines which are identical with those in use at the workplace. It is very useful to train semi-skilled personnel. Particularly when, many employees have to be trained for the same kind of work at the same time (Jyothi, 2006).

Is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training. In this method theoretical instruction and practical learning are provided to trainees in training institutes. The main advantage of this method is that it combines theory and practice.

In this type of training is imparted on the job by the worker's immediate supervisors. Thus, it provides opportunities to the trainees to develop good rapport with their superiors and also by which the supervisors can assess the abilities of the trainees based on their performance. The supervisor guide the trainees on the skills required for the job and the skills include technical and behavioral skills.

It is a joint programme of training in which educational institutions and business firms cooperate. Selected candidates carry on regular studies for the prescribed period. They also work in some factory or office to acquire practical knowledge and skills. This method helps to provide a good balance between theory and practice.

In this method, experienced workers impart training to the trainees, especially when they need helpers. This type of training is more useful for departments in which the workmen advance through successive jobs to perform a series of operations. The apprenticeship is assigned to one of the senior workmen, who are assigned to

one of the senior workmen, who are assigned with the responsibility of training and coaching them (Jyothi, 2006).

Is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job (perhaps in a separate room or vestibule). Simulated training is necessary when its too costly or dangerous to train employees on the job (Dessler, 2008). It creates interests in the trainees and motivates them.

The trainer in this method uses several examples and demonstrates the job to the trainee by performing it himself or herself. These are often used with lectures, pictures, text materials, discussions etc. (Jyothi , 2006).

Employers make extensive use of Web-based learning many firms simply let their employees take online courses offered by online course providers. Others use their proprietary internal intranets to facilitate computer based training. Internet training can be cost effective (Dessler, 2008).

With teletraining, a trainer in a central location teaches groups of employees at remote locations via television hookups.

Allows people in one location to communicate live via a combination of audio and visual equipments with people in another city or country, or with groups in several cities. This may simply involve using PC-based video cameras and several remote trainees, or a dozen or more learners taking a class in a video-conference lecture room (Dessler, 2008).

It is a learning environment that uses special collaboration software to enable multiple remote learners, using their PCs or laptops, to participate in live audio and visual discussion, communicate via written text, and learn via content such as Power point slides.

Under this method, training is provided in company classrooms or in educational institutions. Lectures, case studies, group discussions and audio visual aids are used to explain knowledge and skills to the trainees.

When it comes to the teaching of facts, concepts, principles, attitudes, theories and problem-solving skills, lecturers impart knowledge in the form of organized formal talks. Induction training usually begins with lecture sessions, the aim being to impart theoretical knowledge on relevant subjects/aspects to the trainees. It is quick and simple way to present knowledge to large groups of trainees.

This method presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his or her findings and solutions with other trainees (Dessler, 2008).

The case study enhances an open-minded approach and thus serves as a means of integrating the knowledge obtained from different basic disciplines. Also this method is acceptable by everyone as it is based on the real life situations.

In this type of training, members belonging to a professional association receive training in new techniques and ideas pertaining to their own vocations. They

are kept informed of the latest developments in their particular field through a regular supply of professional journals and informal social contacts or gatherings. This method usually comprises association, audio-visual aids, and planned reading programmes.

Job rotation means moving management trainees from department to department to broaden their understanding of all parts of the business and to test their abilities. The trainee, often a recent college graduate, may spend several months in each department, fully involved in its operations. The trainee thus learns the department's business by actually doing it, while discovering what jobs he or she prefers.

Here the trainee works directly with a senior manager or with the person he or she is to replace, the latter is responsible for the trainee's coaching. Normally, the understudy relieves the executive of certain responsibilities, giving the trainee a chance to learn. It has been defined as a method of human interaction which involves realistic behaviour in the imaginary situations. In this method the trainees enact a given role while others observe their projections. The aim of role playing is to create a realistic situation and then have the trainees assume the parts (or roles) of specific persons in that situation. Role playing helps trainees to learn more effectively by doing and immediate results are known.

Learning via technology, e-learning is now a global and is central to many organizations. It offers the opportunity to provide standard message to a large number of widely geographically dispersed people with a minimum disruption to their working and private lives. And where large numbers of learners are involved, learning materials delivered on line can bring the cost per learner to negligible proportions. Thus,

learning becomes more accessible than before (Mullins, 2007).

It is necessary to evaluate the extent to which training programmes have achieved the aims for which they were designed. Such an evaluation would provide useful information about the effectiveness of training as well as about the design of future training programmes. In evaluating the effectiveness of any training programme whatever the method used, the following criteria should always be kept in mind: objective, cost-benefit analysis, flexibility, results obtained, staff required and improvement possible (Jyothi, 2006).

Methods of Training Evaluation

- Questionnaire (feedback forms) or ‘happiness sheets’ are a common way of eliciting trainee responses to courses and programmes.
- Test or examinations are common in formal course, which provide a certificate e.g., diploma in word processing skills although end of course test can be provided after short course to check the progress of trainees.
- Projects are initially seen as learning methods but they can also provide valuable information to instructors.
- Structured exercises and case studies are opportunities to apply learned skills and techniques under the observation of tutors and evaluators.
- The opinions of those who deliver the training are important. Tutor reports give a valuable assessment from a different perspective.
- Interviews of trainees are conducted after the course or instruction period to assess its effectiveness.

- These can be informal or formal, individual or group, and its effectiveness. These can be informal or formal, individual or group, and direct or telephonic.
- Observation of courses and training by those devising strategies in the training department is very useful and information from these observations can be compared with trainee responses.
- Participation and discussion during training requires people who are adept at interpreting responses, as this can be highly subjective.

For complicated training evaluations, it is recommended that a combination of these approaches be used. It is necessary to elicit the responses from the trainees and the tutors or trainers, and others involved in the assessment process, and then compare and contrast the responses for correlation.

According to Hambin (1971) and Kirkpatrick (1996) training effectiveness can be measured in terms of the following criteria:

Reactions

Reaction is defined as what the trainees thought of the particular programmes. A training programme can be evaluated in terms of the trainees' reactions to the objectives, materials, instructors, facilities, contents and methods of training. In case the trainees considered the programme worthwhile and like it, the training can be considered effective.

Learning

Here the trainer is concerned with measuring the learning of principles, facts, techniques, and attitudes that were specified as training objectives. The extent to which the trainees have learnt the desired knowledge and skills during the training period is a useful basis of evaluating training effectiveness. The measure must be objective and quantifiable indicators of learning that has taken place in the training programme.

Behaviour

The term behaviour is used in reference to the measurement of job performance. Just as favorable reaction does not necessarily mean that learning will occur in the training programme, superior training performance does not always result in similar behaviour in actual working conditions. Improvement in the job behaviour of the trainees reflects the manner and extent to which the learning has been applied to the job.

Results

Evaluations in this level are used to relate the results of the training programme to organizational objectives. The ultimate results in terms of productivity improvement, quality improvement, cost reduction, accident reduction, and reduction in labour turnover, grievances, morale, and absenteeism are the best criteria for evaluating training effectiveness.

In order to secure the full benefits of successful training there must, therefore, be a planned and systematic approach to the effective management of training (Mullins, 2007).

- There must be a clear commitment to training throughout all levels of the organization. This should include seeking the co-operation of line

managers and, where appropriate, trade unions or staff representatives. Top management should set the scene by giving active support and encouragement to the training process, and through the process vision of adequate finance, resources, time and skilled staff.

- There should be an objective assessment of training needs related to a vision of where the organization is going, the need to be responsive to changes in external environmental influences a comprehensive system of human resource planning; and a process of job analysis leading to the preparation of job descriptions and person specifications.
- It is important that staff themselves should also feel a sense of involvement and know how they can play their part in achieving the goals and objective of the organization. They should be given 'ownership and partnership' in the training process.
- There should be clear set of objectives and defined policy for training. This will enable the design of carefully planned programme of training. The programme should address such questions as: who is to be trained and why? What should they be taught? How and where should the training be undertaken, and by whom? How will the training be assessed and evaluated? The expected results of training should be understood clearly and realistically and be seen as reasonably attainable. Wherever possible, desired objectives should be stated in behavioural terms such as: exactly what, after training, is the trainee now able to do?
- People cannot absorb properly a large amount of information at one time. The

training programme should therefore be planned carefully and staggered over a reasonable period of time. Consideration should be given to the priority, loading and pacing of information; timing and sequence, common or related items; variety of subject matter and methods of presentation; review and consolidation.

- Consideration must be given to the choice of the most appropriate methods of training. These can include internal courses, external courses and distance learning. The methods must be selected carefully according to the particular needs of the organization and the employees. Guidance should be given on how to prepare for training and how to deal with various material or situations presented.
- Consideration should also be given to external courses and training opportunities linked to the educational system. These include programmes designed to provide improved employment opportunities and centered on standards of occupational competence; those that are essentially vocational in nature; and relevant professional, diploma and degree course.
- Full regard should be given to the training needs of those groups who are not currently active in the workforce, including married women, ethnic minorities, older members of staff, and people with disabilities. Special consideration should be given to the most appropriate methods of training for these groups of people and to observance of all relevant legislation.
- There should be effective system of review and evaluation including the ongoing

monitoring of progress, a supporting performance management system and the maintenance of suitable training records. Evaluation should involve assessment by the trainers, line managers and supervisors and the trainees. The review process should include identification of those areas to which greater attention given in future training programmes.

- Wherever possible evaluation should be related to objective, measurable factors, for example; increased output or sales; reduced scrap or wastage; fewer accidents at work; fewer errors or customers complaints. Other measurable factors may include reduced staff turnover, absenteeism or sickness. However, such measures are difficult to isolate in terms of a single cause and effect. The ultimate evaluation of training is of course, the extent to which it contributes to improved organizational performance and effectiveness, and to the quality, job satisfaction and prospects of employees.

Limitations of Training

According to Jyothi,(2006), limitations of training are as follows:

1. Training is a costly affair. The costs involved in training include the travel and halting expenses of the participants in the programme, cost of displacement or absence of participants from the job.
2. Training may result in dislocation of work and loss of output because regular office work is likely to be interrupted or delayed because of the time spent in training.
3. Sometimes it is difficult to obtain good trainers and instructors.

Emerging Issues in Training

- There is lack of corporate commitment as usually only the managers are nominated

for training programmes and the non-executive staff is by and large ignored.

- The aggregate organizational expenditure on training is inadequate
- There is a growing concern in the corporate world that the training provided by the universities and business schools does not exactly match the business requirements.
- Training has to be perceived as an investment for the betterment of the employees in organization. On the contrary, it is perceived as an expense as the outcomes are not highlighted or there are no immediate benefits for the organization.
- In today's economy, organizations are unable to allocate enough resources to employ the laid-off employees.

Need and Importance of Training

Training helps to improve the level of performance. Trained employees perform better by using better method of work. Usually, the first thing out the window during an economic downturn is training and development. In recent times as well most companies have cut back on sending people to conferences and looked hard at cutting other expenses. Leading edge companies are still continuing to invest in training and development and will come out far ahead of those other businesses whose only management strategy is to cut, slash and burn. Training, education and degree completion programs have become one of the most desired employee benefits available. Among younger job seekers, the opportunity to learn new skills is the number one benefit.

In a study of more than 3,100 U.S. workplaces, the National Center on the Educational Quality of the Workforce (EQW) found that on average, a 10 percent increase in

workforce education level led to an 8.6 percent gain in total productivity. But a 10 percent increase in the value of equipment increased productivity just 3.4 percent. (Blanchard, 2009).

Another study by ASTD (2009) showed that “leading-edge” companies trained 86 percent of employees while “average” companies trained only 74 percent. Leading edge companies also spent twice as much per employee.

The study showed that companies that invest the most in workplace learning, yielded higher net sales per employee, higher gross profits per employee, and a higher ratio in market-to-book values. Improvements in manpower productivity in developed nations can be attributed in no small measure to their educational and industrial training programmes. In addition to better productivity, organizations that emphasize employee development make a lasting impression and earn lasting loyalty

Well trained employees tend to be self reliant and motivated. They need less guidance and control. The hands-off approach gives you freedom to do your work with minimal supervision. If one is comfortable with such expectations and has the skills to work independently, this approach works well. But the hands-off approach does not work for everyone or for every job. You may need more of your boss input and close supervision to do your best. Whenever there is a mismatch between the amount of supervision you want and the amount you get, you'll feel stressed. A solution may be found by talking to your supervisor to determine if he or she is open to adjusting the level of supervision you receive. Therefore, supervisory burden is reduced and the span of supervision can be enlarged. (Robinson,1989).

Trained personnel adopt the right work methods and make use of the prescribed safety devices. Therefore, the frequency of accidents is reduced. For example Gemaire Group's accident costs have been reduced from \$957,767 in 2006 to just \$184,536 in 2007. Tim attributes the bulk of the \$773,231 in savings to increased employee safety awareness and improved training through Pure Safety. Gemaire Group is self-insured for workers' compensation, so all of these savings go straight to the bottom line. Gemaire Group is also part of a captive (Affinity Group) for workers' compensation, auto and general liability claims. The company had a hard time qualifying for the program in 2006 due to its high accident rates. That has changed drastically due to the reductions they have seen in 2007 and 2008 (Copper,1994). Health and safety of employees can be improved. Proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to rise in the earnings and job security of employees. High morale is the goal of any workplace (Berkley, 2008).

Leaders work to create an energetic and high-quality work environment, where high morale is present on a daily basis. Team members with high morale display these traits:

- a) Dedication to the organization,
- b) Enthusiasm about their work responsibilities,
- c) Confidence in their performance,
- d) Willingness to do more than required,
- e) Desire to associate with co workers outside the office setting.

Following are the top five ways for one to discover the level of morale in the workplace, Mood surveys are the trusted method for many organizations'.

Generally, studying production trends will also give a good gauge of overall morale. Here you can see how production trends will also give a good gauge of overall morale. Here you can see how productive the team is and see how much they are accomplishing currently versus what has happened in the past. Morale in the workplace is critical to the success of any organization (Kotler, 2008). By recognizing the signs of high, medium and low morale, an organization can work to create a more positive and productive work environment, so that everyone wins including the customers. Training reduces employee grievances because opportunities for internal promotion are available to well trained personnel.

Training enlarges the knowledge and skills of the participants. Therefore, well trained employees can grow faster in their career. Training prevents obsolescence of knowledge and skills, trained employees are a more valuable asset to any organization. Training helps to develop people for promotion to higher posts and to develop future managers (Kamuff, 2009). Employees gain a lot by training and development programmes. Management development programmes seem to give participants a wider awareness, improved skills and enlightened artistic philosophy and make enhanced personal growth possible (Jyothi,2006).

A sound training programme helps to improve the climate of an organization. Industrial relations and discipline are improved. Therefore, decentralization of authority and participative management can be introduced. Resistance to change is reduced. Organizations having regular training programmes can fulfill their future needs for personnel from internal sources (Dessler, 2002).

Refresher courses may be organized intermittently for all employees in the rank of and file category to relieve job fatigue and monotony of everyday work life.

Benefits of Training to Employees

Self confidence

Training helps to improve the self confidence of an employee. Self-confidence is a belief or feeling in your own abilities and talents.

The way one feels or believes in oneself will impact ones reactions that is to make one either confident or not.

There are two ways in which you can believe in yourself:

- a) Underestimating yourself: In spite of your excellent abilities, you might fall short of exploiting your full potential if you underestimate your abilities or talents. This will make you lack confidence.
- b) Overestimating yourself: On the other hand, confidence not backed by real ability is just arrogance and can create resentment.

Self confidence can be achieved through balancing your beliefs or feelings according to your abilities or talents. Therefore, a realistic assessment of your abilities is the key to achieve self confidence. Improving one's self-confidence levels seems to be hard to achieve, but in reality if you follow the above tips with some degree of determination, you can achieve it easily. The root cause of a lack of self-confidence is negative thinking which can be solved by changing the way one thinks. One should think positively so that he conquers his weakness and converts it to strength. Thus, by the power of his thoughts, one can improve his self-confidence and enables him to approach and perform his job enthusiasm Robinson (1998).

Higher earnings

As you weigh the pros and cons of going to training, here's some compelling information on how education pays: training can help you earn more money over your lifetime, and also be less likely to become unemployed. Trained employees can perform better and feel comfortable with job as they earn more (Heneman, 2008).

Safety

Training helps an employee to use various safety devices. Everyone has heard that safety starts at the top. Successful safety training efforts have the support of managers and supervisors (Stevenson, 2008). The training program is created from investments of both money and time.

Managers provide the training budget used to obtain audio video equipment, software and hardware, contracts with outside training providers and other supplies. Supervisors adjust work schedules so employees can attend training sessions. Employee can handle the machines safely and becomes less prone to accidents.

Adaptability

Training enables an employee to adapt to changes at work to follow the new procedures and methods. Cope with new changes in technology whether is software or other things concerning the daily routines. Trained staffs adopt very quickly and can help when there is a need for adjustment (Paynes, 2009).

Promotion

A promoted employee has more control over the job responsibilities, there are additional things you can do to get positive attention. These extra efforts also can help you get promotions and performance increases, but of course your work will have to be good as well. Through training, employee can develop himself and earn quick promotions (Johnson, 2006).

New skills

Training develops new knowledge and skills among employees. The new skills are a valuable asset of an employee and remain permanently. When employees are knowledgeable and catch up with new things will help the organization to go with the same pace as other worldwide. If you have lost your job and you are having trouble finding a new one it could be that you are lacking in the skills department. Either your old skills have gotten rusty or you need new skills. But acquiring skills can take money and time. If you have been out of work for months, you may be fresh out of both. Fortunately the internet provides a wealth of skills training for free-if you know how to find it (Hunsacker, 2001).

2.4 Theoretical Framework

Some theories prove that training has impacts on performance of employees. The study was guided by four theories which are skills theory, learning theory, reinforcement theory and motivation theory.

2.4.1 Skills theories

Skills of employees are broken down into two main headings, hard (technical) that allow them to perform the tasks that make up the role, and soft skills that encourage interactions, with colleagues, peers and customers. This paper has concluded

that both skills need to be present to gain the most from the customer relationship; although soft skills will increase the benefit of hard skills, they allow the communication of technical skills. Soft skills are the interaction between individuals, which includes communication and empowerment, autonomy and decision making. Soft skills are discussed as the last competitive edge organisations can possess that add value.

These skills are difficult to assess, many are already present in employees, but not nurtured. The theorist during the early 1990's discussed soft skills from a management perspective; it was discussed as the hidden value (or skill) that organisations could offer. This perspective has now changed, to one of marketing theory, discussed in areas such as relationship marketing and customer value. The opinion by marketers is that by encouraging soft skills in employees it will add value to the product. Marketing Theory discusses that customer loyalty can offer the organisation repeat business; this is valuable as it utilizes economies of scale, lowering marketing and production costs. This is a cost effective method to maintain and increase business, leading to a higher level of revenue, but it requires the organisation understanding what the customer requires from this relationship.

Laurie Bassi measured how well employees are trained and developed (Delahoussaye, et al. 2002). She writes that organizations that make large investments in people typically have lower employee turnover, which is associated with higher customer satisfaction, which in turn is a driver of profitability. A second driver is manager proficiency, good managers' determine if people stay or go, and this is also influenced by training and development. She further writes that the education and training variable is the

most significant predictor of an organization's success as compared to price-to-earnings ratios, price-to-book statistics, and measures of risk and volatility. Bassi put her theories to the test, she and a fellow partner launched an investment firm that buys stocks in companies, such as CDW, that invest heavily in employee training. It has returned 24 percent a year over the past two years, topping the S&P by four percentage points. Companies that fail to invest in employees jeopardize their own success and even survival. In part, this practice has lingered for lack of alternatives. Until recently, there simply were not robust methods for measuring the bottom-line contributions of investments in human capital management (HCM) - things like leadership development, job design, and knowledge sharing, that's changed, Bassi and McMurrer (2007).

In the Human Equation, Jeffery Pfeffer writes that "virtually all descriptions of high performance management practices emphasize training, and the amount of training provided by commitment as opposed to control-orientated management is substantial" (p85). Yet companies seem to be very short-sighted as on the next page he writes that in times of economic stringency, many U.S. organizations reduce training to make profit goals.

2.4.2 Learning theories

Organizations have an economic need for all employees to be flexible within the workplace. The culture should encourage them to use their own initiative and apply the knowledge to undertake a variety of tasks. Cognitive learning lets the workforce learn strategies, and then transfer the learning to be able to solve problems. Lewin (1958) broke the learning down into three key stages. The first stage is the disposal of the old level (unfreezing), second stage is to implement the new structures and

processes (moving) and the final stage involves stabilizing the company with its new structure (refreezing). This technique was used so the organisation and the employees would be able to understand and implement improvements to their methods of working. Problems that arise from organisational change, which it is not flexible and cannot adapt swiftly to situations such as economic recession Lewin (1958) cited in Buchanan D, and Huczynski, 1991).

Wilson (1999) summarized three main adult learning theories. Behaviourist theories of learning recognise learning as a response to external stimuli. Maintenance of the new behaviorist enforced by positive and negative reinforcement, a system of punishment and reward. Cognitivist theories of learning emphasise the proactive nature of development This school of thought perceives human beings as seekers of knowledge in an attempt to understand our own identities and positionality. Humanist theories believe that learning occurs as a result of our natural inclination towards it. People learn because in an environment of “warmth, care and understanding” (Wilson, 1999:197) we cannot help it. In this sense education is learner-centred; the student initiates the development environment and needs assessment. People continue to learn throughout their life, whether this is formally taught or just experienced.

The process of lifelong learning requires continuous adaptation. This is gained from increased knowledge and improved skills, which aid the individual to adapt to or change the environment. This allows for new possibilities and outcomes from situations that they face. These changes can raise the individuals self esteem and confidence. Therefore, the learning can generate far reaching changes in both the individual and the environment (Beardwell et al 2004). Reinforcing learning within in an

organisations, requires what Hawkins (1994) called "a change at the heart" this change is in "the understanding of learning, a shift from viewing learning as being abrupt facts to learning as a more multi-faceted and dynamic process". As Hawkins suggests, it is not that we are learning any differently than before but "our understanding of how we learn has begun to catch up with what happens in practice" (ibid).

The learning process has been challenged to create a culture that allows continual learning throughout the organisation. As knowledge is what matters, organisations and individuals alike must become continuous learners. Unlike most traditional methods of instruction, role-playing has proven effective in many training settings. With the traditional methods of training, the tacit belief is that trainees are made to learn too much by cramming and too little by understanding. In most cases, concepts learned are soon forgotten because they are often taught in isolation of direct practice. This is so, especially with such traditional or conventional training methods as lectures, reading, writing, and workshops. In contrast, role-playing accelerates acquisition of knowledge, skills (both hard and soft), and attitudes, and offers educators, trainers, and learners the opportunity to observe growth and progress in both teaching and learning transactions in a more practical way (Sogunro, 2004).

Many programs for leaders, administrators, managers, supervisors, teachers, counselors, and social workers among others, often lack the rationale of actively engaging learners in the process. Rather, they are predisposed to too much theory and less practical application. Evidence suggests that participate actively in a learning activity are more likely to demonstrate greater cognitive and skill understanding of concepts learned than many traditional educational forms of instruction. Role-playing encourages

practice and direct experience in specific activities similar to real-life situations. With direct experience through role-playing, much is learned by understanding and comprehension of the learning activity (Sogunro, O 2004).

2.4.3 Incentive theory of motivation

According to the Incentive Theory of motivation which suggests that people are motivated to do things because of external rewards. For example, you might be motivated to go to work each day for the monetary reward of being paid. Therefore, it is assumed that training is one among other incentive rather than money which may motivate employee to work hard, confident and yield high productivity to organization.

Drive Theory of Motivation

According to the Drive Theory of Motivation, people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs. For example, one might be motivated to drink a glass of water in order to reduce the internal state of thirst. Therefore, as far as employees is concerned is to ensure that they perform their duty efficiently and effectively so as to get reputation to employer, hence it is through training which may lead to the improvement of employee performance.

Arousal Theory of Motivation

The Arousal Theory of Motivation suggests that people take certain actions to either decrease or increase levels of arousal. When arousal levels get too low, for example, an employee might perform poor hence yield low productivity. Therefore, the only way to increase employee morale is through workshop, seminars and other kinds of training. When arousal levels get too high, on the other hand, an employee would probably look for ways to relax such as changing the environment or job type; therefore, it is training that may maintain the employee's arousal. Generally the theories stipulate that one cannot motivate people, but rather they should provide an environment where people motivate themselves. By applying what they know to strengthen their individual performance.

2.4.4 Reinforcement theory

The most important principle of Reinforcement Theory is, of course, reinforcement. There are two types of reinforcement: positive and negative. Basing on the two types of reinforcement employee's training is a positive reinforcement which may lead to high performance of employee since it will result to high commitment and punctuality. The administration of the positive rein forcer should make employee to continue to exert the necessary effort currently and in the future.

Also the Theory requires the organization to make critical needs assessment before the training programmes where it poses the following assumptions

- Specifying the desired behaviour as objectively as possible.
- Measuring the current incidence of desired behaviour.

- Providing behavioural consequences that reinforce desired behaviour.
- Determining the effectiveness of the program by systematically assessing behavioural change.

Reinforcement theory is an important explanation of how people learn behaviour. It is often applied to organizational settings in the context of a behavioural modification program. Reinforcement theory principles are important insights into individual learning, which is training.

2.5 Empirical Literature Reviews

Local governance has been glorified as a panacea for development, with a number of authors highlighting its positive attributes in development. It is embedded in the decentralization debates, policies and programmes which have been sweeping across the African continent.

Conceptually, there is a belief that decentralization will improve not only the relationship between citizens and the state in Africa, but also the mobilization and distribution of wealth and ultimately, the quality of democracy (Mitullah 2004). While this position may be viable, the reality on the ground is quite different. Many citizens are dissatisfied with the performance of local governments, and to a large extent are disengaged from local processes put in place to address local development.

An overview of Africa reveals that most countries are experimenting with new forms of regional and local governance irrespective of their political system, geographical

location, history, level of economic development, and cultural traditions. This ,notwithstanding, citizens who are supposed to be the pillars for local governance, remain skeptical about its performance. Since 1999, the Kenya Government has been implementing local government reform programmes focusing on rationalization of central-local financial relations, as well as specific measures aimed at restructuring the local government administration system for improved financial management, revenue mobilization and service delivery.

The reforms have witnessed the devolution of some resources from the central government to local authorities, constituencies and district authorities. Accompanying these reforms are participatory approaches to development, which include citizen participation in the development of Local Authority Service Development Action Plans (LASDAPs); citizen representation in the management of devolved funds; and public budget days in local authorities, among others.

Findings of the Kenya Round 4 Afrobarometer survey reveal that citizens remain discontented with the performance of local governments due to poor service provision and inability to follow procedures. This is intensified by ordinary citizens feeling unable to improve the local government situation, poor qualification of councilors to perform their jobs, and lack of provision to allow citizens to elect their mayors. Further, citizens do not trust their councillors and are disillusioned with the modern governance system. They prefer greater inclusion of traditional leaders in local government. Local governments in Kenya have a mandate to provide and manage services for residents within their jurisdictions. However, this has been a major challenge, and since the beginning of their reform programmes participatory approaches to service

provision, including Public, Private Partnerships (PPPs), have been encouraged.

To assess local government performance in service provisions, respondents were asked how well or badly their local government was handling: maintenance of roads, local markets, health standards in public restaurants and food stalls; keeping the community clean (e.g. refuse removal); collecting license fees on bicycles, carts and barrows; and collecting rates on privately owned houses. Among these services, slightly favourable responses were obtained only for the collection of license fees on bicycles, carts and burrows (50 percent “fairly” or “very well”) and collecting rates on privately owned houses (46 percent). All of the rest scored favourable responses of below 40 percent, while responses of “fairly” or “very badly” reached 60 percent and above.

Like performance measurement itself, the existence of such perverse Neffects (he is here discussing perversity in public sector performance measurement) is uncontroversial and seems to be an accepted part of organisation life. However, these perverse and dysfunctional effects do have costs; some direct and some indirect. These are often ignored when planning a measurement system; presumably in the belief that the system will not produce them. This probably rests on a fondly optimistic conviction that only other people make mistakes”It is nice to know that we are not alone

Pidds (2005) research paper discussed why performance measurement systems in public services sometimes lead to dysfunctional consequences even when people who work in the system operate with the best of intentions. The research approach taken was to draw together literature from the UK public sector, from writers in performance measurement and from cultural insights in anthropology to understand why some of

these perverse effects occur. The findings indicate that control aspects dominate all other reasons as the cause of this dysfunctionality.

This UK experience of public sector reforms does not seem all that different from New Zealand despite there being considerable differences between the two models of local government. Local government in the UK is more politicized than in New Zealand, and receives a larger percentage of its funding from Central Government. It also delivers a much wider range of community services than its New Zealand counterpart, which probably explains the increased funding support from central government. However, while this may change the quantum of audiences that local government is accountable to in the UK it does not change the fact that the public sector everywhere, including local government, represents a multiplicity of audiences.

This is, in fact, the very essence of the public sector – “Public agencies exist precisely because there are conflicting goals amongst the stakeholders they represent” (Propper and Wilson 2003). Their empirical study in both the UK and the US education and health sectors was designed to ascertain the usefulness of performance measures and the complexity of these within an environment of multiple principles and multiple tasks. While clear evidence of responses to measures was found – some did improve efficiency – others did not and fell into the category of ‘gaming’ (Pidd 2005).

“The goals of public sector organisations are rarely one-dimensional and this means that any measurement must embody multiple criteria. The representation of performance using approaches such as league tables, star ratings or traffic lights requires the reduction of multiple measures to a one-dimensional summary measure. When establishing such a summary indicator, the important questions are: who

determines these weights and what values should they take?”

Dixit (2002), also observes some fundamental differences between the public and private sectors. “The first is that bureaucrats often serve several masters; these may include the users of the service, payers for the service, politicians at different levels of government, professional organizations. The second, a consequence of the first, is that the agency, and so the bureaucrats who work in it, often have several ends to achieve. For example, they are often expected to increase both efficiency and equity in the delivery of public services. These features are termed multiple principals and multiple tasks (or goals) respectively”.

Propper and Wilson (2003) comment on Dixit's observations that the standard agency problem assumes a risk neutral position. However, at least one group of public sector principals – elected politicians – cannot diversify the effects of bad outcomes. This may make them very risk averse, which again means that the results from the Standard Theory will not apply. The features of multiple principals and multiple tasks mean that the goals of a public agency may be in conflict.

Consequently, the performance measures used to evaluate often complex public sector organizations may also be in conflict. The multiple and sometimes vague goals of the public sector mean that performance relative to these goals is difficult to measure. Because the public sector has so many dimensions of performance there is always a tendency to develop multiple targets e.g. social aspects, financial aspects, environmental aspects etc. So, it is quite possible that one organisation could have hundreds of performance targets.

Which ones are given priority is, in itself, another variable because, as Dixit(2005) observes, it is very difficult to pre-determine all of the motivations of the people involved. For instance, some may be chosen because they are the easiest to achieve, some because there may be a personal benefit (promotion or pay rise), others because they are in the public eye and yet others because they could have a positive impact on where the person lives (or works, or playssport/music) etc.

According to Moosa and Gordhan (1998), among the challenges on South Africa local governments' performance to the society were the need to rebuild relations between municipalities and the local communities they serve, substantial variations in capacity from which some municipalities having little or no pre-existing institutional foundations to build on, inability to leverage private sector resources for development due to a breakdown in the relationship between capital markets and municipalities; so these cause low revenues to the municipalities, huge backlogs in service infrastructure in historically underdeveloped areas, requiring municipal expenditure far in excess of the revenue currently available within the local government system.

Lacy, Dougherty and Gibson (2002) denotes that one of the most important challenges to the local governments in the new millennium will be to find successful ways to engage the public in shaping the communities of the future as many indicators suggest that levels of civic engagement, civic participation, and civic trust declined during the last two decades of the 20th century. The decline in participation and trust revolve, in part, around the issues of programmatic and individual performance as well as the

accountability of decision makers and individuals for outcomes and actions (Lacy, Dougherty and Gibson, 2002).

Lack of fiscal link between local governments and citizens (governed) is another challenge that weakens the government performance as well as accountability to the governed people (Gibson and Hoffman, 2006; Fearon and Laitin, 2004). Moreover, Yilmaz and Felicio (2009) denote that, although within Angola local governments the citizen participation has increased in recent years, downward accountability is very limited since the Municipal Administrator is appointed, not elected. According to Binagwa (2005), one major administrative problem today for many local authorities/councils is their inability to collect fully the revenues due to poor administrative capacity to assess the revenue base, poor administrative capacity to enforce the taxes, explicit and intentional tax evasion and resistance from taxpayers, corruption, including embezzlement of revenues, external pressure on the local finance department to provide optimistic projections, and political pressure on the local tax administration to relax on revenue collection.

Furthermore, Yilmaz and Felicio (2009) explain that the serious challenges in Angola local governments are weakness in financial management at provisional level so that the process for approving a plan is bureaucratic and is further hampered by the weak capacity of those managing the process at the local level, and the Municipal Administrations have poor technical and professional skills in management of its activities.

Tanzania

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) argue that the performance of accountability mechanisms remains problematic. Several reasons are usually cited to explain the poor accountability and governance that takes place in LGAs. These include: poor access to information which is in turn caused by unfavourable 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 councillors in the decision making processes and the lack of participation in these processes contribute to further undermine accountability. As regards to administrative capacity, most councils are still operating with limited human resource capacity, both in terms of numbers and expertise (ibid).

REPOA (2008) denotes that among challenges face the local governments in Tanzania are lack of guidelines and clear instructions from the centre to LGAs on the issue of transparency, especially financial transparency. Most councils lack internal policy on transparency and the use of the notice board which are keys in enhancing transparency, there is no formal management structure in place to address the issue of transparency, lack of infrastructure to support transparency to enhance accountability.

2.6 Research Gap

Various researchers such as, Patrick, (2006) in his study of training and organisation outcomes and Rose,(2009), in her study of overall impact of training, found that trained employees had more favourable attitude toward job. Despite that these findings pointed out the impact of training on employee performance, more research need to be conducted to see if organization train their employees since some employer/management do claim that training has no impact on employee performance and organization rather than misuse of resources.

It is from this observation that this study make an assessment of the impact of training in improving performance particularly in Kwimba District Council where no recent research had been conducted to determine the current perception/status of employer or management toward employee training, which previous studies did not touch.

The research was different from the previous studies as it focused on the assessment of training at Kwimba District Council. The previous studies were inadequate and disconnected.

2.7 Conceptual Framework

Conceptual framework can be defined as a set of broad ideas and principles taken from relevant field of inquiry and used to guide subsequent presentation (Reinchel and Ramey,1987). Also, conceptual framework is also about research tools intended to assist a researcher to develop awareness and understand of the situation. Conceptual framework has potential usefulness as a tool to assist a researcher to make meaning of the research phenomenon (Guba and Lincoln, 1989).

Productivity, Commitment and Punctuality

Trained	High	High	High	Low	Low	Low
Semi-trained	Medium	Medium	Medium	Medium	Medium	Medium
Untrained	Low	Low	Low	High	High	High
				Absenteeism		Resources

use

Figure 1: Conceptual Framework

Source: Smith, 2010.

The figure above shows how training may have impact to the development of an organization. The left side of the figure shows how training may have impact on employees performance.

It has three types of employees as regards training is concerned. These are trained, semi-trained and untrained. The highly trained employees have high productivity, commitment and punctuality and job satisfaction and morale. Generally, as

employees attend more and more training, their performance becomes higher.

Conversely, the right side indicates that untrained employees have poorer management of resources and higher absenteeism. Semi-trained employees fall between the continuums of the two extremes. Training thus, is associated with good management of resources and low cost incursion since they are self motivated, committed and innovative. Further, trained employees unlike untrained ones need lesser supervision because they know what to do, how and when to do it. Generally, the figure shows the impacts training has on employee performance. (Smith,2010)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter provides the methodology which was employed in data collection and analysis, research design, area of the study, targeted population, sample and sampling procedures. The chapter includes data collection methods, validation of the instruments, administration of questionnaire and the methods were used to analyze the data. The chapter ends up by validity and reliability.

3.2 Area of the Study

3.2.1 Location and size

Kwimba District is one of the seven Districts of Mwanza Region; it lies between longitude 330 and 33.300' East and latitude 2045' and 3053 south of the Equator with an area of 3,472 km².

3.2.2 Administrative set up and population

Kwimba District has 5 divisions, 30 wards and 115 villages. According to the 2002 Population Census, Kwimba District is projected to 367,307 people; of these 176,998 are males and 190,309 are females. The annual population growth is 3.2% with a population density of 106 persons per km². There are 58,302 households with an average of 6.3 persons per household. At present, Kwimba District Council has a total population of 412,416, where 216,596 are females and 186,400 males; it has 60,466 Households (2011 Annual District Report).

3.3 Research Design

In this research a case study design was adopted because data from case studies was greatly comprehensive and reliable, and because of their ability to explore instances in-depth and enables the researcher to get information which will be purposive and relevant.

In this study, a case study was used to study in depth, the characteristics of Human Resources Officers in training matters, ways used to identify training in local government, approval channels for use of training and impact thereto.

3.4 Research Approach

Qualitative research was mainly employed during the data collection although quantitative approach also was used where it was necessary to do so especially for numerical data.

The rationale for selecting qualitative approach was of three folds: Firstly, data gathering instruments in qualitative approach are through contact by interviewing people in their natural settings. Using qualitative approach, the researcher, was able to capture in depth information about how training is provided in local government. Thus, characteristics and the ways that are used in providing training were discussed and views were given by respondents. In this regard, the use of in-depth interviews, which are incorporated in qualitative approach, enabled the researcher to collect data that were not possible if one uses quantitative research approach.

Secondly, qualitative approach was flexible in data collection in such a way

that the researcher was able to use different methods of data collection such as interviews, documentary review and observation in order to meet the objectives of the study.

Thirdly, the approach made it possible to enter into respondents' personal world and thus, for this particular study the researcher gained deeper understanding of respondent's views, experiences, feelings, opinions, perceptions and assumptions on training as far as their organization is concerned. However, the researcher was very keen to ensure that interpretations were genuinely done, given the nature of this study in which the researcher intends to gather deeper information from the respondents.

3.5 Case Study

The study of the subject matter in question was in Kwimba District Council located in Mwanza Region. Kothari (2002) points out that a case study is fairly exhaustive method, which enables the researcher to study deeply, and thoroughly, different aspects of the phenomenon. It has flexibility with regards to data collection methods, and it saves both time and cost. The researcher selected Kwimba District Council since, It is the oldest council of all district in Mwanza region hence the researcher acquired a lot of accumulated experience particularly employee training, thus it was a good area to get relevant data for the study.

3.6 Population of the Study

The target population for the present study included employees of Kwimba District Council. These are the people who provided information about the impact of training in improving performance in local government in Tanzania, a case of

Kwimba District Council. A population is a group of individuals, objects or items from which samples are taken for measurement. A population refers to an entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). The total population of this study was 800 people obtained from different groups from which the sample was taken.

3.7 Sampling Procedures

In most cases, sampling in a qualitative study is non probabilistic (purposeful) rather than probabilistic sampling (random) (Patton 2000): and it is done with the aim of gaining deeper understanding of the problem (Maykut and Morehouse, 2004).

Since the present study involved qualitative methods, purposive sampling was used to select individuals for qualitative data. In purposive sampling the research handpicks the cases to be included in the sample on the basis of his judgment of their typicality (Cohen et al, 2000). The importance of purposive sampling is that it ensures the individuals selected are information rich cases.

3.8 Units of Inquiry

Units of inquiry can simply be understood as selected units of individual or objects from a larger one (Kombo and Tromp, 2006). In this study the units of inquiry included employer/management and employees from Kwimba District Council particularly experienced employees. It was from these units of inquiry data was collected.

3.9 Sample Size and Sampling

Sample size, this refers to number of items to be selected from the universe to construct a sample.

The size of the sample should neither be excessive large, nor too small it should be optimum. An optimum sample is one which fulfils the requirements of efficiency, representativeness, reliability and flexibility Kothari (2004). The sample size used in this study was optimum sample size composed (80) respondents.

A total number of eighty (80) respondents were selected to participate in the study and these respondents were from Kwimba District Councils drawn from various departments, such as human resources, education and health.

A sample is the selection of population size according to some rules of studying some characteristics of the population. The group consisting of these units is known as sample (Kothari, 2004). In other words Wilson (2002) defines a sample as a representation of a large whole. A sample is a finite part of a statistical population whose properties are studied to gain insight about the whole. Using simple random sampling, the sample size consisted of 80 respondents. The sample size focused on employer/management and employees of the Kwimba District Council. The employee included those with more than three years who have at least attended any training program. Ministry of workers affairs it allow employees with more than two years in working place to attend any training and development thus we consider those with more than two years working experience.

Respondents from employer/management included three

sections. The sections/departments are human resources, education and health. Each section involved the head of department and other officers together with other supporting staffs in the following proportion: 30, 30, 10 and 10 from education, health, and human resources respectively.

Table 1: Composition of Employer/Management Category

Respondents categories	Population	Sample size
Education department	72	30
Health department	77	30
Human resources department	86	20
Total	235	80

Source: Field Survey, 2013.

Respondent from employees also based on the fore-mentioned sections. Each section involved respondents such as follows: 30 education, 20 health, and 30 human resources. The respondents from employee's category can be presented as follows in table 2.

Table 2: Composition of Employee Category

Respondents categories	Population	Sample size
Education department	510	30
Health department	214	30
Human resources department	76	20
Total	800	70

Source: Field Survey, 2013.

3.9.1 Sampling technique

The sampling technique for this study, was both purposive and random sampling. According to Wilson, (2002), in purposive sampling subjects are selected under special criteria expected to give some useful knowledge to the study.

Purposive sampling was used basing on the idea that it is important to choose those respondents who would give the researcher the necessary information. Respondents are therefore, chosen with specific criteria; experience and other personality views to give useful information about the study. In this study, purposive sampling was applied to employer/management particular heads of departments.

After sorting of relevant respondents then random sampling was used to get the sample from the population which the study was undertaken. In simple random sampling, every member has equal chance to be selected. This category of respondents was expected to give out their experience, knowledge, feelings and perceptions about the study. In this random sampling, simple random sampling was applied whereby the sample was taken from a list of employee's category and employer/management

category. Three departments were involved which were education, health and human resources departments.

3.10 Sources of Data

3.10.1 Secondary sources of data

According to Kothari (2005) secondary sources of data are those items that are already available, this includes data which have been collected and analysed by someone else. In this study, secondary sources of data involved the use of both published and unpublished materials like research reports and journal papers which provided significant information. Usefulness of documents as pointed out by Fetterman (1989) lies on implicit accuracy or lack of bias but it is based on their stability; thus, they can be reviewed repeatedly.

3.10.2 Primary sources of data

These are original sources from which the researcher directly collects data that have not been previously collected (Krishnaswami and Ranganathan, 2007). Primary data are first-hand information collected through various methods such as interviews. Primary sources in this study are raw data obtained from the field of study through interviews and self administered questionnaires.

3.10.3 Data collection methods

In this study interviews, documentary reviews and questionnaire were used as methods of data collection.

Questionnaires

Saunders (2007) recommends this method because it accommodates a large sample and its findings are dependable and reliable. Questionnaires are also cheaper to administer than other means and give respondents adequate time to think through the questions/answers. This method was more practicable to this study because the findings were generalized for use by different scientists. The questionnaire contained both closed and open-ended questions which the researcher administered, both to employers and employees.

Interview Guide

An interview guide was used in collecting data for the study, supplementing the questionnaire. The importance of using interviews essentially lies on the fact that it gives the researcher the opportunity to enter into the respondent's world, (both employees and employers). It also enables the researcher to understand the interviewees' inner perspectives and the meaning they make from those perspectives through the opportunity provided by clarification in the course of exchanging ideas. It gives the researcher an opportunity to tactfully control the behaviour and responses, and address the issue at hand through use of language appropriate to the situation.

The interview as a method of data collection especially in qualitative research ranges from the use of interview schedules, that is, structured interview by using themes which the researcher wants to cover. Such interviews would involve the use of a set of predetermined questions and standardized techniques of recording. Interview schedules have advantages over questionnaires because they produce fewer incomplete/partially answered questions. The study adopted this as one of the methods because the

researcher was interested in understanding the perception of interviewees with regard to training and performance of work in local government. Interviews were conducted to hundred staffs all from Kwimba District Council.

Documentary Review

Documents and reports were also useful. The most recently published and unpublished documents were used including research reports, institutional training policy, previous research reports and paper journals.

3.11 Ethical Considerations

The research sought permission from the University of Dodoma which provided the researcher with a research introduction letter to introduce him to the Kwimba District Council. Before data collection, the researcher informed the respondents about the study, and what is to be done with the information they provided. Any decision which was made by respondents whether to participate or not to participate was respected by the researcher. Besides asking for respondents' consent, the researcher assured them on the anonymity and confidentiality for the information they provided.

3.12 Data Analysis Procedures

Since this study was to a large extent a qualitative research, but it has borrowed SPSS as a quantitative tool in analyzing data and the data were analyzed descriptively. The data collected from interview and documentary review were subjected to content analysis. The collected information was arranged according to research objectives and questions. Also, MS excel was used to analyze data, similar information from different respondents was categorized under the similar objectives. The findings were

analyzed in a systematic way in order to come up with a conclusion, recommendations and the way forward.

3.13 Data Analysis

In analyzing the collected data, the questionnaires were divided into the demographic profiles of the respondents and their ideas. The researcher used both qualitative and quantitative methods in analyzing data. Qualitative procedures involved factual and logical interpretation of the study findings. This involved the use of content analysis which included written documents or transcriptions of recorded verbal communication such as interviews. These were transformed into free-flowing summaries in order to condense the information for special characteristics of messages relating to the subject matter in question. Quantitative data used SPSS and descriptive statistics such as percentages and average. The study used tables in presentation of data as it simplifies and makes presentation and analysis easier.

3.14 Validity and Reliability

Validity is the extent to which a test measures what it claims to measure. It is vital for the results to be accurately applied and interpreted (Kendra, 2009). Joppe (2000) defined reliability as the extent to which results are consistent over time. Results are referred to as reliable if the same results will be produced under a similar methodology in which the research tools will be considered to be reliable. To achieve reliability and validity the following was done.

1. The selection of the respondents based on the established sampling procedures for the quantitative and qualitative data.
2. The interviewer was flexible depending on consent of respondents

and the general circumstances of the individuals or firms.

3. The data collected were computerized in order to avoid unnecessary loss of data.
4. The questionnaires were tested in order to eliminate ambiguities.
5. Data were collected using multiple methods.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSIONS OF THE FINDINGS

4.1 Introduction

The primary purposes of this study were to assess the impact of training in improving performance in Local government a case of Kwimba District Council. The chapter presents the analysis of data and findings of the study basing on following research objectives:

- (i) To find out if the institution has training budget.
- (ii) To examine the Training Needs Assessment.
- (iii) Ways used in evaluating training effectiveness.

The chapter starts by presenting the status of responses from the respondents as well as descriptive characteristics of the studied population focusing on age, sex and level of education of the respondents. Frequency distribution was used to organize data, to give meaning to the response rates and facilitate insights. Table were drawn using Statistical Package for Social Scientists (SPSS).

4.2 Distribution and Collection of Questionnaires

A total of 80 (100%) respondents were included in the study and they were from three departments that is education, health and human resources. This is illustrated in Table 4.1 below.

Table 3: Distribution and Collection of Questionnaires Departments

Variables	Frequency	Percentage
Human Resources	20	25
Education	20	25
Health	40	50
Total	80	100

Source: Research, 2013.

Table 3 above shows that questionnaires were distributed to different departments as follows:- Human Resource, 20 (25%), education 20 (25%) and health 40 (50%) were distributed to Kwimba District Council. Those questionnaires which were distributed to all three departments were collected.

4.3 Demographic Characteristics of Respondents

4.3.1 Distribution of respondents by sex

The respondents were drawn from top management, administration, clerical staffs and other normal staffs from these three departments. Out of 80 respondents 44 (55%) were males and 36 (45%) of respondents were females. See Figure 4.1 below shows demographic characteristics of respondents by sex. The aim was to trace the ratio of experts with regards to sex. The intention of the researcher was to have a balanced representation of both sex, but due to unequal representation of the sexes in jobs recruitments, the number of men exceeded that of women at Kwimba District Council.

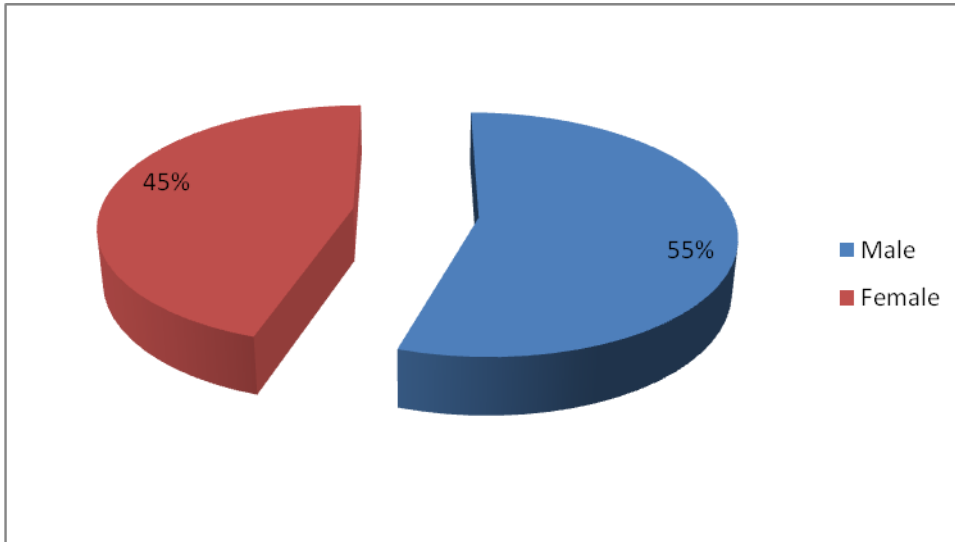


Figure 2: Distribution of Respondents by Sex

Source: Research, 2013.

4.3.2 Age of the respondents

Data was collected with regard to the age of respondents in this study was grouped into four categories; a group of 31-40 was the leading one with 40% (32) followed by 25% (20) of 21-30 groups and then above 50 years which was 20% (16) and the last group was 41-50 which was 15% (12). The data reveal that there is still a huge opportunity for the local government staffs to attend training as the highest percentage is of staff who can attend training. The questionnaires were distributed according to age of respondents in order to determine the available stock of knowledge and skills in the field of training.

Table 4: Age of the Respondents

Variables	Age	
	Frequency	Percent
21-30	20	25
31-40	32	40
41-50	12	15
Above 50	16	20
Total	80	100

Source: Research, 2013.

4.3.3 Respondents' level of education

The distribution of respondents by level of education was in five levels as indicated in Table 5 below. Out of 80 respondents, 42 (52.5%) were certificates holders, 11 (13.75%) were diploma holders, 24 (30%) were degree holders and 2 (2.5%) were masters holders and the remaining 1 (1.25%) was a PhD. With regards to the research findings, the researcher noted that most of staff in these institutions were skilled and knowledgeable.

Table 5: Distribution of Respondents by Level of Education

Variables	Frequency	Percent
Certificates	42	52.5
Diploma	11	13.75
Degree	24	30
Masters	2	2.5
PhD	1	1.25
Total	80	100

Source: Researcher, 2013.

4.3.4 Working duration in the institution

In order to identify the clarity of information during the study, the researcher's interest was to know the years staff have been serving in these institutions so that they can help to understand employees' perception on training in local government in relation to time served by employees. Table 6 below shows the frequency and percentage accordingly.

Table 6: Participants Working Duration

Variables	Frequency	Percent
21-30	32	40
31-40	28	35
41-50	4	5
Above 50	16	20
Total	80	100

Source: Research, 2013.

Based on the above data as presented in table 4.4 it has been noted that the

participants have served for many years. This could be linked with future projections and long range objectives like incentives and training.

During the interviews with some respondents, it was revealed that incentives play a major role in motivating employees and encouraging them to achieve higher goals. This was because employees are becoming goal-driven and push themselves to achieve their targets. One must understand that each employee has his or her own desires, aspirations and expectations hence; each employee has different motivational needs that require to be incorporated into institutional goals and strategies.

Another factor which made them stay in these institutions for long time were that the training programs were designed to enhance knowledge and skills in an effort to increase productivity, and ensure a secured work environment and develop leadership qualities. Training also serves as an integral factor in local governments endeavor to foster cultural growth. The quality and level of professionalism and exhibit during the training provides a lasting impression of management's commitment to safety and training. However, the study found out that 75% (60) of respondents had never worked to another local government before compare to only 25% (20) who had that opportunity (See the figure: 3).

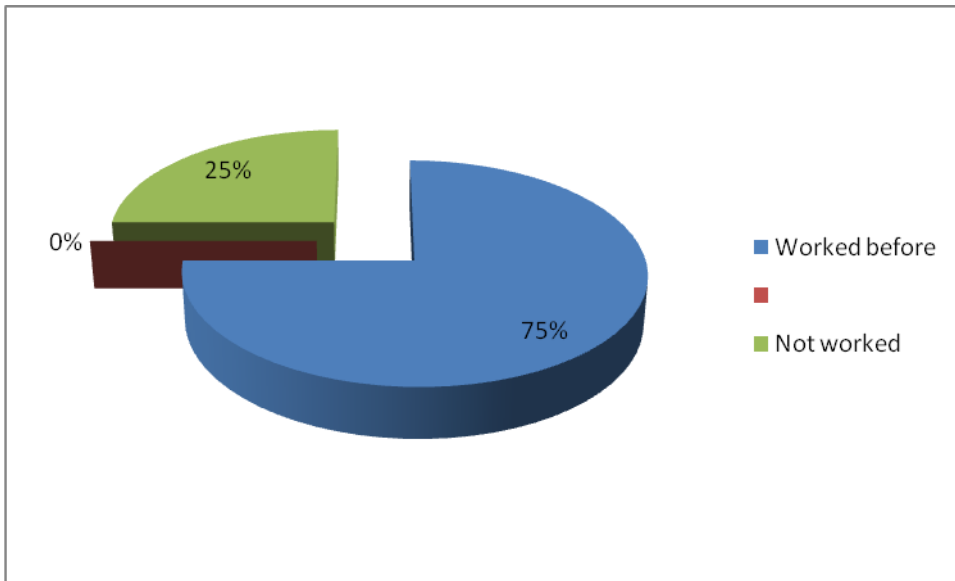


Figure 3: Participants Work Experience

Source: Researcher, (2013)

4.4 Study Results

As it was explained earlier the findings this study are presented according to the objectives of the study.

4.4.1 Research findings for objective one: Training budget in local government

The researcher wanted to find out how these local governments were funding their training. The results as presented in Table 7 revealed that 50 respondents which is 62.5% which is a leading percentage was from individual initiatives, followed by 20 respondents which is almost 25% which is generated from local government own source and central government and 10 respondents argued that 12.5% comes from sponsors. This indicates that government plays a minor role in training staff from its local government and fund from other donors are essential narrow as they play the same part as government. Sponsorship and individual initiatives can enable institution to

share a common administrative platform with a larger organization, thus increasing efficiency.

Table 7: Training budget in Kwimba District Council

Variables	Frequency	Percent	Valid Percent
Individual Efforts	50	62.5%	62.5%
Local Government and Central Government			
Government	20	25	25
Sponsorship	10	12.5%	12.5%
Total	80	100%	100%

Source: Researcher Data, 2013.

4.4.2 Research findings for objective two: Training needs assessment

The Training Needs Assessment is a critical activity for the training and development function. In that context, the researcher was interested to know if each department has the culture of conducting Training Needs Assessment. As presented in Table 8 below it is evidenced that 75% of respondents agreed the Training Needs Assessment were conducted in these institutions where as 25% respondents did not agree that their institutions conduct training need assessment, however it seems to be a small percent which needs more education on what their institutions were doing.

The experience shows that in recent years Training Need Assessment conducted enabled the institutions to identify organizational needs, individual needs and job requirements and proposed sustainable training to be undertaken by considering the financial status of the institutions. The purpose of training needs assessment is to

identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services.

The (25%) respondents who said that the training need assessment was not done commented that the ways of identifying trainees are not fair as it is done on supervisor's interests, favoritism which has no any base. They argued the institutions to carry out the training need assessment so as to identify areas of weakness that needs improvement

Table: 8 Responses on Whether Training Needs Assessment are Conducted at Local Government

Variables	Frequency	Percent
Yes	60	75
No	20	25
Total	80	100

Source: Researcher, 2013.

4.4.3 Research objective for objective three: Ways used in evaluating training effectiveness

The variables in Table 9 below aimed at identifying the effective way of evaluating training effectiveness in local government. According to the responses, Training sessions were found to be the most used way compared to others as indicated by 36(45%) followed by Personnel Training Process (12) 15% as well Trainees

Performance which indicated by 12 (15%) respondents. Training Programme and On the Job Performance follows with 8 respondents with 10% all. And lastly is Customer Satisfaction 4 (5%).

Although these institutions tend to evaluate their training effectiveness through training sessions, this does not suffice to measure training effectiveness. The appropriate way is to apply both ways together in order to have proper evaluation.

Table 9 Ways used in evaluating training effectiveness

Variable	Frequency	Percent
Personnel Training Process	12	15%
Training Programme	8	10%
Training sessions	36	45%
Trainees performance	12	15%
Customer satisfaction	4	5%
On the job performance	8	10%
Total	80	100%

Source: Researcher Field Data, 2013.

4.5 Beneficiaries of Training in Local Government

It was revealed that the direct beneficiaries of training in local government are all officers because are the ones who perform their duties in the core functions of these institutions. Although other employees (supporting staffs) in the operational service can get opportunity of attending training, but the most favoured group is that of officers. Table 10 below indicates that out of 80 respondents, 60 (75%) respondents argued the

same that training beneficiaries are only Officers and the remaining 20 (25%) replied that it is utilized by the supporting staff.

Table 10: Beneficiaries of Training in Kwimba District Council

Respondents	Frequency	Percent
Officers	68	85%
Supporting staff (Operational service)	12	15%
Total	80	100%

Source: Research Data, 2013.

4.6 The Relevance of Training in Local Government

For the purpose of improving performance of their work force every institution need to establish training programs, its relevance lies on the fact that there are knowledge obsolete and this lead employee to work on previous experience. In this regard the respondents were asked to show whether training was relevant in their day to day activities. The respondents pointed out that training were relevant since

- i. It increases employee morale
- ii. In most organization the employees are promoted on basis of training
- iii. It improves performance of an employee
- iv. help to retain employee in a work place
- v. Prevent skills obsolescence
- vi. Cost reduction
- vii. Training reduces supervision

Therefore, according to the respondents' views, training is the only way that can

equip the employee with new skills to help them to work effectively and be engaged in their work place.

Table 11: The relevance of training in local government

Variables	Frequency	Percent
Relevant	50	62.5
Irrelevant	30	37.5
Total	80	100

Source: Research Data, 2013.

4.7 Performance Improvement

Training is one of the criteria that are used to measure one's performance, in most cases organizations expect good performance from employees after attending certain training. Thus some organizations use training as a means of appraisal to employees. These variables intend to know whether training makes impact to the trainee at their work environment after completion of training. Therefore, respondents were asked to prove whether training has any influence on their performance. It was found that those who have these views counted 60 (75%) respondents out of 80 respondents and had direct benefits from training they have attended; on the other hand, the remaining 25% of respondents argued that training should be accompanied with other factors in order to improve performance. One respondent among 20 for example, confessed that, training does not change their work performance, but it is just increases rewards. These factors are as follows:

- (i) Good incentives
- (ii) Conducive working environment
- (iii) Good leadership

- (iv) Effective teamwork
- (v) Good relationship with supervisors and fellow employees
- (vi) Work itself

Table 11: Performance Improvement

Variables	Frequency	Percent
Yes	60	75%
No	20	25%
Total	80	100%

Source: Researcher Data, 2013.

4.8 Challenges Faced by Local Government in Providing Training

Although training is very essential aspect to develop employees, most organizations would like to implement it as effectively as they can but it is also the most challenging area. The respondents were asked to point out some of the challenges they were experiencing in the field of training, responding to this variable respondents provided the following concerns

- (i) Budget constraints
- (ii) Lack of expertise
- (iii) Poor science and technology
- (iv) Lack of support
- (v) Poor planning of training programmes
- (vi) Employee turnover
- (vii) Incompatible interests between employees and employers

Consequently, respondents were required to suggest ways of getting rid of, to the challenges they were facing. The suggested measures that can help was as follows,

1. To invest more in the area of training
2. Proposal writing
3. Government involvement
4. Scholarship

Table 12: Challenges Faced by Local Government in Providing Training

Variables	Frequency	Percentage
Budget constraints	32	40
Lack of expertise	6	7.5
Poor science and technology	3	3.75
Lack of support	5	6.25
Poor planning of training programmes	6	7.5
Employee turnover	2	2.5
Incompatible interests between employees and employers	26	32.5
Total	80	100

Source: Researcher Field Data, 2013.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter provides a summary of the research findings, conclusions, recommendations and suggestion of further research study.

Training keeps employees current in the modern world, and in turn motivates the workers to do well their activities on daily basis and improve the organizational goal. It also demonstrates that employees are valuable enough for the employer to invest in them and their development. Training can be used to create positive attitudes through clarifying the behaviours and attitudes that are expected from the employee.

5.2 Summary of the Findings

The purpose of the study was to assess the impact of training in improving performance in Tanzania. The study was conducted at Kwimba District Council.

The finding shows that there is no connection between management and employees when it comes to training. Also the organization that offers training, do not provide the necessary quality or quantity of it.

Findings reveal that most of the employees are aware of the training programmes, its function and benefits to their respective institutions. Also, the majority of the respondents indicated that, although training is significant but training programmes were not very effective to bring the desired goals. According to the

respondents the ineffectiveness of the programs is due to the fact that there no proper strategies to carry out training needs assessment. Therefore, councils failed to identify the appropriate work force which needs to be trained. The organization also failed to determine where training emphasis should be placed within the organization. Thus the organization incurs unnecessary costs to training employees who do not require training. It was also noted that the evaluation process was focused on evaluating training session only whereas other evaluation tools like customer satisfaction, productivity level, on job performance, personal training process and training programme are left behind.

Moreover, many findings also indicated that there were inconsistency and non compliance of the procedures of conducting training assessment at their institutions as the training cycle was not followed. This included non setting of annual individual performance targets, which are the key to success of the organization. Also, there was no midyear performance review which could assess and get solution to the problems that employees could face in the mid of implementing their targets. This was also evidenced by Tangen, (2004) that most of the public sector dont allow effective participation of the both employers, employees and other stakeholders in equal basis in planning, designing, bargaining of what to be done and to what extent, hence it makes setting of unrealistic objectives and performance to be achieved and now the process becomes invalid to measure employees performance.

Late feedback of the performance appraisal results from the previous year was also the challenge that was observed from this study, as effective performance appraisal requires employee feedback. There must be an ongoing formal and informal

performance feedback, without feedback, an employees is unable to make adjustments or reinforcement in job performance.

Also, limited training opportunities was a major problem mentioned. The normal employees as well as the management indicated that there was no enough training opportunities to both employees and supervisor. This has contributed much failure in implementation of the system as many of them take it as a procedure only and not as it is required by the public service management. Therefore, need for training is required to be provided at the institutions before the appraisal process starts and it should be a continuous process. This is supported by Lekoko, (2002) who argues that performance appraisal system can be improved by training supervisors in order to minimize errors and by providing frame of reference, as common deficiency is that the evaluators rarely receive training on how to conduct effective evaluations.

It was revealed that good training programmes benefited both the employer and employees as it was improving performance of individuals and the organization at large. However, it had its problems such that it could not motivate some of the employees due to lack of incentives, poor working environment, poor methods used in selection of employee to attend in training, lack of participative measures in providing feedback to employees and there was resistance or refusal of employees in filling evaluation forms with the reason that, they could not see the benefits out of it.

For every organization, it is important to treat their staff properly because without them the organization could not operate. According to the study these institutions seems not to care about their reputation. The high turnover is a major issue and it should be

decreased because it might be aligned with absence of training applicants looking for a job in the future would not want to apply, because of its bad reputation and image by the already employed employees if they are not been given training opportunities.

Employees therefore, will opt to go to other institutions for better working environment. Lack of proper training incentives for these institutions will have not only an impact on staff turnover but also on the image and the future.

Training should be continuously to help them develop their skills at their jobs, since it is from major concern to address the reasons of the high turnover, which are the fact that the employer have to pay for training.

5.3 Conclusions

In the light of the preceding analysis and discussion, this study conclude that in order for the system to work properly training is inevitable to improve employee's performance and it should be a continuous process. Management should embark on involving their employees to create a more comprehensive training program and policies to introduce sense of ownership, this will help to minimize conflicting of interest between the management on one hand as well as employees on the other.

Nevertheless institutions should bear in mind that an haphazard training is one way of creating losses in the organization. Training has positive impact if at all is an outcome of a Training Needs Assessment, where proper beneficiaries are identified, proper areas of weaknesses are recognized and proper placement of employees are attained.

In researcher's view, it is true that an effective training policy needs to be developed by top management in collaboration with employees. Failure to do this may lead to ineffective implementation of training programmes. However, most of the top management people in these local governments do not expose these policies to employees as it has cost implication.

The practice of stealing trained employees discourages organization to offer in-depth training. Employee raiding has been going on for years and there is very little resource for businesses that have spent huge amount of money to developing the organizational talent level. This trend has discouraged employers to sink money into employees who may not be as loyal as desired.

If the employer/management really want to see productivity, it is high time for them to engage in employee training so as to improve employee performance. The employer should not consider short term cost of training programs but long term benefit of training programs. Also, since employer/management denies training programs because of lack of training needs assessment, it is therefore high time for employer/management to engage in training needs assessment so as to identify the gaps and prepare training programs for his/her employees.

Generally, from employers point of view, training programs were very essential for employee performance, but problems comes because of lack of money and training needs assessment. Therefore, these setbacks should be checked out so as to improve employee's performance. Also, there should be committees which involve members from employees and employers should see how they solve the challenges of

employee training (performance problems).

Both employer/management and employee agreed that training programs have impacts such as job satisfaction and morale, commitment and punctuality on employees performance. Therefore a focused organization with long term strategies (missions and vision) should embark on employee training so as to have sustainable development of employee performance and organization. Also enabled the employee to cope with dynamic nature of business which is faced a lot of challenges such as change in technology, competition as well as business culture.

Among the areas which have proved problems in this study was the matter/issues of training needs assessment. Generally, poor assessment of employee training prior and after training programs, hence it became difficult the employer/management to identify the impact of employees training or to determine training needs. Therefore it is high time to have concrete training needs assessment of employees before and after so as to have the intended objectives of the training programs.

5.4 Recommendations

Reflecting from the research findings, the researcher wishes to recommend that:

- i. The training programmes and policies should be well established, publically known to all staff, reviewed from time to time and be adhered too.
- ii. Training should be conducted based on the appraisal systems in place in which employees who score low grades in OPRAS have to be trained according to their weaknesses in order to improve performance, rather than selecting employees randomly without any base. Procedures should be abide to the standing order and the training guideline on how to implement training programme at the work place.
- iii. Fair selection of trainees depends upon proper application of training needs assessment procedures. The HR department should be integrated to uphold training and development function to minimize inconsistency
- iv. Training evaluation is not carried out properly within these institutions, what they do is just to send employees to the training and they do not care about what is gained from the training. Therefore, employees should be evaluated in four levels that is reaction, learning, behavior and results.
- v. The Central Government should make sure that there is provision of incentives in the local government is very essential as training is not the only reasons in improving performance, training should be aligned with the

provision of incentives in order to ensure better performance. The Central Government of Tanzania should make sure that enough fund is available by providing grants in order to implement training effectively in the public sector. This could ensure the effective and efficient implementation of training and bring transparency in it and also encourage the employees in provision of public services in qualitative way.

- vi. The Local Government Authority (LGA) through Prime Minister's Office-Regional Administration and Local Government (PMO-RALG) should make sure that the training exercise is conducted in a transparent and systematic manner following the ethical principles for the effective implementation of training.
- vii. Training efforts should be linked to career advancement to ensure that training is an integral part for career development and orderly succession in the public service provision. However, this does not mean that training for qualification attainment agenda will continue to dictate the training resource allocation at LGAs.
- viii. For Kwimba District Council, the council should propose the strategies to be used to ensure effective implementation of training regarding that there are many higher learning institutions in the region. This could be the point of excellence in the training practice.
- ix. Workers in the Kwimba District and public sector at large should

make sure that they perform their duties properly so that they can compete well in training to enhance the possibility of getting the opportunity.

- x. Agencies such as Tanzania Local Government Workers Union (TALGWU), TUCTA should make sure that workers get their rights by supporting them in legal aspects and advises from leaders. They should make follow-up to their members of the union to know what is going on in their work places including during the process of conducting training.
- xi. The local governments are reminded that, training programme and policy for employees is an essential aspect for all organizations as it provides employees with the opportunities and procedures on how to acquire knowledge and skills that they need to perform their job without entering into conflict with their employers.

5.5 Areas for Further Studies

The following topics are suggested for further research:

This study could not go deep to study the training among the employers and employees. Therefore, there is a need to conduct research to come up with suggestions on how to have effective training in order to improve skills and performance of the work in Kwimba District Council.

Likewise, the study did not compare between training in the public sector and the private sector. Therefore, there is a need for a study to be conducted to find out which

methods could be used effectively to implement training. Specifically, the following areas need to be touched;

- i. The impact of training on employee retention
- ii. An investigation of the impact of training programmes and policies
- iii. Impact of training programmes in Local government comparison between training in public sector and private sector in Tanzania.
- iv. Assessment of the awareness of training among the employers and employees in LGAs
- v. Assessment of training to workers of small industries development organization (SIDO) in order to improve their skills for the business improvement performance.

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APPENDINCES

Appendix I: Questionnaire to the employer in the department/organization

To be responded by the management and head of department in the organization.

Dear respondent.

Provided is a set of Questions to that require your response. The questions are designed to meet the academic objectives. Your cooperation is highly appreciated to help the researcher meet those objectives

Name of the Local Government

Address/Telephone Number

Occupation

Date.....

General questions:

I. Sex of respondent (tick where appropriate)

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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II. Age of respondent (Choose one)

Below 20	<input type="checkbox"/>	21 – 30	<input type="checkbox"/>	31 – 40	<input type="checkbox"/>	41 – 50	<input type="checkbox"/>	Above 50	<input type="checkbox"/>
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III. Highest level of education attained (Choose one)

Certificate	<input type="checkbox"/>	Degree	<input type="checkbox"/>	Masters	<input type="checkbox"/>	Phd	<input type="checkbox"/>
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IV. For how long have you been serving at this institution?

- a. 1-5 years
- b. 6-10 years
- c. 11-15 years
- d. More than 15

V. Did you serve any other local government before being employed here

- a. Yes
- b. No

Specific questions:

1. (a) Are there comprehensive and clear training programmes and policies?

Yes

No ()

(b) If Yes are they adhered to

(c) If No what guides you in training.....

2. Does existing programme and policies being used effectively?

3. Does institution has training budget?

4. What are targeted group as beneficiaries of training in your local government?

5 (a) Does your organization conduct Training Needs Assessment?

Yes

No ()

(b) If no what criterion is being used to identify trainees who should attend

-
6. (a) Is training provided in local government relevant? Yes/No
- (b) If "No" what are the reasons behind the irrelevance
- (c) What can be done to ensure relevance of the training provided?
7. (a) Does training improve workers performance?
- Yes ()
- No ()
- (b) If yes what measurement do you use
-

- 8 (a) Is there any mechanism of monitoring employee performance before and after training
- (b) What should be done to ensure improvement in employee performance as a result of the training given to them?
9. Among the following, which ways does your organization use in evaluating training effectiveness?
- i. Personnel Training process (does the process work?)
- ii Training Programme (are the programmes well established?)
- iii. Training sessions (did the trainees value training?-attitudes)
- iv Trainees performance (did the trainees master the training objectives?-Knowledge and skills)
- v. Customer satisfaction (what impact did training have on the organization?)
- vi. On the job performance (do the trainees use on the job what they learned?)

10. (a) Are there any challenges facing the whole process of providing training for improving performance?

.....

(b) How can the above challenges be addressed?

.....

Appendix II: Questionnaire to the employees in the departments/organization

To be responded by employees in the organization.

Dear respondent.

Provided is a set of Questions to that require your response. The questions are designed to meet the academic objectives. Your cooperation is highly appreciated to help the researcher meet those objectives

Name of the Local Government

Address/Telephone Number

Occupation

Date.....

General questions:

I. Sex of respondent (tick where appropriate)

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

II. Age of respondent (Choose one)

Below 20	<input type="checkbox"/>	21 – 30	<input type="checkbox"/>	31 – 40	<input type="checkbox"/>	41 – 50	<input type="checkbox"/>	Above 50	<input type="checkbox"/>
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III. Highest level of education attained (Choose one)

Certificate	<input type="checkbox"/>	Degree	<input type="checkbox"/>	Masters	<input type="checkbox"/>	Phd	<input type="checkbox"/>
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IV. For how long have you been serving at this institution?

- a. 1-5 years
- b. 6-10 years
- c. 11-15 years
- d. More than 15

V. Did you serve any other local government before being employed here

a. Yes

b. No

Specific questions:

1. (a) Are there comprehensive and clear training programmes and policies?

Yes

No ()

(b) If Yes are they adhered to

.....

(c) If No what guides you in training.....

.....

2. Does existing programme and policies being used effectively?

3. Does institution has training budget?

4. What are targeted group as beneficiaries of training in your local government?

5 (a) Does your organization conduct Training Needs Assessment?

Yes

No ()

(b) If no what criterion is being used to identify trainees who should attend training

or not

.....

6 (a) Is training provided in local government relevant? Yes/No

(b) If "No" what are the reasons behind the irrelevance

(c) What can be done to ensure relevance of the training provided?

7. (a) Does training improve workers performance?

Yes ()

No ()

(b) If yes what measurement do you use

.....

8 (a) Is there any mechanism of monitoring employee performance before and after training

(b) What should be done to ensure improvement in employee performance as a result of the training given to them?

9. Among the following, which ways does your organization use in evaluating training effectiveness?

i. Personnel Training process (does the process work?)

ii Training Programme (are the programmes well established?)

iii. Training sessions (did the trainees value training?-attitudes)

iv Trainees performance (did the trainees master the training objectives?-Knowledge and skills)

v. Customer satisfaction (what impact did training have on the organization?)

vi. On the job performance (do the trainees use on the job what they learned?)

10. (a) Are there any challenges facing the whole process of providing training for improving performance?

.....

(b) How can the above challenges be addressed?

.....

Appendix III: Interview Guide

To be filled by Head of Departments in Local government

1. How are you involved in training setting in your organization?
2. From your opinion, to what extent do the training are accepted and used as a tool of promoting performance in this organization?
3. Does local government have training department? Yes..... No.....If yes in which department? Does stands as a separate department?
4. Do you conduct training needs assessment? How many times do you do so annually?
5. What are the standards of training facilities being used to train employees?
6. Do training increases workers' morale for better performance? Give brief explanation.

Appendix IV: Interview Guide

To be answered by Employees in Local government

1. How are you involved in training setting in your organization?
2. From your opinion, to what extent do the training are accepted and used as a tool of promoting performance in this organization?
3. Does local government have training department? Yes..... No.....If yes in which department? Does stands as a separate department?
4. Do you conduct training needs assessment? How many times do you do so annually?
5. What are the standards of training facilities being used to train employees?
6. Do training increases workers' morale for better performance? Give brief explanation