STAFF TRAINING AND DEVELOPMENT IN LOCAL GOVERNMENT PERFORMANCE IN TANZANIA:
THE CASE OF ILALA MUNICIPALITY
STAFF TRAINING AND DEVELOPMENT IN LOCAL GOVERNMENT PERFORMANCE IN TANZANIA: THE CASE OF ILALA MUNICIPALITY

By
Daniel Nyawala

A Research Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Business Administration in Corporate Management (MBA-CM) of Mzumbe University

2013
CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled *Staff Training and Development in Local Government Performance in Tanzania: The Case of Ilala Municipal Council*, in partial fulfillment of the requirements for the award of the degree of masters of Business Management in corporate Management of Mzumbe University.

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Accepted for the Board of MUDCC

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CHAIRPERSON, FACULTY/DIRECTORATE BOARD
DECLARATION

I, Daniel Nyawala, declare that this thesis 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 whatsoever.

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ACKNOWLEDGEMENT

Conducting a research is neither a one day activity nor an ordinary simple assignment. Indeed it requires commitment, inspiration, guidance, patience and above all determination and absolute trust in God. Equally, it is very hard to undertake such a study independently without the assistance and support from different people. On that matter, I find duly obliged to extend intimate thanks and acknowledge the support given to me by some people, though I find it difficult to mention all of them but their contribution will always remain at heart.

At the outset, I thank the God the most high for guiding me throughout the process of my studies and for granting me wisdom, strength and health and indeed to him everything is possible.

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Further, I also thank Mr Robert Muna training officer of Ilala Municipal for spending much of his time especially during the process of data collection and all his efforts stand as immeasurable inputs in this study. Lastly, I extend thanks to all those who have assisted me in one way or the other and I affirmatively pray for them that may the good Lord reward them abundantly.
DEDICATION

This Study is affirmatively dedicated to my beloved Mother Agnes Nyasafari who has always remained a mother, a best friend, a role model and a source of inspiration and to all people who care about me Mike and his s family in particular. Equally, I wish to dedicate this study to the following family members who passed away during my studies at Mzumbe University:

**Augostino M.Mnata** (My father)

**Heran Augustino Mnata** (My brother our first born)

**Iddi Rafael Mabusi** (My nephew)

Indeed, “may their souls rest in peace”
## ABBREVIATIONS AND ACRONYMS

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<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
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<tr>
<td>CSRP</td>
<td>Civil Service Reform Program</td>
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<td>IMC</td>
<td>Ilala Municipal Council</td>
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<td>LGS</td>
<td>Local Government system</td>
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<td>PSRP</td>
<td>Public Service Reform Program</td>
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<tr>
<td>PO-RELG</td>
<td>President Office- Regional Administration and Local Government</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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<tr>
<td>TNA</td>
<td>Training Needs Assessments</td>
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<td>TSH</td>
<td>Tanzania shillings</td>
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ABSTRACT

The effective utilization of employees in local government sector in relation to performance has been questionable and as a result, there is a lot of complain behind performance in local government sectors for instance in Ilala Municipality. The trend of poor performance within local government municipalities has raised a concern on the significance of staff training and development towards bringing the intended performance. The literature of McGhee and Thayer (1961) on training in organizations suggests a three-fold approach to determine the types of training and development experiences that should be implemented. This includes organizational analyses, task analyses, and person analyses.

The methodology used in the study involves the use of both qualitative and quantitative for data collected from primary and secondary sources. The population from which the sample size was drawn were from employees of Ilala Municipality Council and from Training Needs assessment consultancy agency. This is where a total number of 65 respondents were obtained. In the course of the study, interviews questionnaires and documentary were used as data collection methods and questionnaires and interview guide as data collection instruments. The qualitative data collected was mainly analyzed through editing, coding and drawing interpretations from findings in relation to research objectives and the quantitative data was mainly analyzed by the statistical package for social sciences (SPSS).

The findings indicated that there is a policy that guides staff training and development in the Local government although it is only effective at 46 percent. Further, the Ilala Municipal Council complies with the TNA procedures at 62 percent. Financial resources influence staff training and development towards performance at 77 percent and staff training and development evaluation program is done at 54 percent.

Therefore, the study recommends that the organization trains and develops their staff to the fullest advantage in order to enhance their effectiveness and achieve high performance. Likewise, it is imperative that the IMC policy on training and development be reviewed by all trainees. Most importantly policy review should include a plan outlining how the trainee will integrate the training results into their job performance.
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Staff training and development is one of the human resource managerial approaches in increasing job performance (Peteraf, 1993). Indeed, this is the reflection of the challenges associated with changing nature of work which has been brought by rapid changes in science and technology, life style, growth of private sectors which pose a great challenge to the public sectors in serving its folks. In fact, brisk changes require skills and knowledgeable workforce which are adaptive, flexible and focused on fostering performance (Stavrour et al, 2004).

The literature shows Industrial development especially with regard to information technology, which has generated a knowledge base that has spread at a tremendous speed but has also become quickly obsolete. Likewise, in the year between 1900 and 1950 the amount of human knowledge doubled and since then it is doubled in every 5 to 8 years. Knowledge is becoming obsolescent so quickly that all of us need to double our knowledge in every two three years in order to keep up with changes. On the other hand, the increasing complexity, turbulence and uncertainty of the environment require different and greater knowledge. Throughout the centuries, societies have changed and have become more complex.

Furthermore, the period of mass production is over and the customers are very selective on the services and goods they purchase. Moreover, the kinds of work to be done, the skills needed, and the tools used to do the work have also changed. Therefore, in order to manage these changes in the complexity, volume, and content of work, staff training and development has been necessary (Hall and Jones, 1999). Traditionally, Staff training has a long history. This goes back to when humans created artifacts, the need for teaching others how to use those artifacts became necessary as well. Teaching others to use a tool to perform a task was one of the first goals of training (Steinmetz, 1976). In fact, there are different practices that were developed at different times depending on the needs and demand, and some of them
changed through the years, and some have prevailed until today as we call it staff training and development (Brethower and Smalley, 1992).

In 1935, the Ontario government established training programs in the institutions so that front-line staff would receive appropriate training in order to take care of the residents left behind. For instance, doctors and nurses were taught several courses such as employee responsibilities regarding relationships with residents and other staffs, standards of behavior like personal habits, cleanliness, loyalty and professionalism, protecting and safeguarding equipments and daily routines on the wards just to mention few. New concepts and technological advances led to a deeper understanding of the needs for staff training and development thereafter (McCord, 1976).

Tanzania attained its independence in 1961. The political leadership committed itself to wage and win the war against three enemies namely poverty, diseases and ignorance in order to bring about prosperity to all Tanzanians. However, by late 1990’s it was realized that it will take many years for the government to combat and eradicate the three mentioned enemies if deliberate efforts are not put into place to transform the public service into an institution of excellence and capable enough to play a significant role in achieving sustained Nation Economic growth, prosperity and eradication of poverty in the 21st century (World Bank, 2008).

As a result, a number of reform initiatives in the public sector were taken for the purpose of accomplishing the government goals and objectives. Several reforms like Civil Service Reform Programme (CSRP) was formed and launched in 1991 which ran up to 1999. This was succeeded by Public Service Reform Programme (PSRP) which adapted the theme of Instituting Performance Management and that was between 2000-2007. PSRP was specifically aimed at building an integrated system for creating a National shared Vision understanding the agreement about the results to be achieved and the operational framework for continuous performance improvement in standard and quality public service in Tanzania. This was followed by another reform to enhance performance which was initiated in 2007 expected to
run until June 2012. Performance in public sector in Tanzania is geared at improving the efficiency and effectiveness by linking and aligning individual, team and the public service objectives and results. All these reforms were meant to be applied in both central and in Local government sector (Bana, 2009).

For the last few years, the local government in Tanzania has taken several initiative in fostering performance and efficiency in local government sector as part of response of the national goal in improving performance. Among other initiatives, the focus was to improve performance through staff training and development. Staff training and development in Local government sector addresses several variables such as training and development policy, TNA, Financial resources and staff training and development evaluation (Bana, 2009).

On that matter, in the last decade, local government sectors in Tanzania has invested considerable resources for staff training and development. For example, Ilala Municipality council invest about Tsh 69,000,000 annually for staff training and development. This is a considerable amount of money which could have doubled productivity if it was well invested. However, in the absence of a proper staff training and development program with a clear focus on increasing performance in Ilala Municipal, there has been a poor return in terms of increased productivity, compared to the huge resources invested in local government sector such as labour, money, machines and other facilities (Das, 2003).

Moreover, until to date, the factors have not been known which have caused staff training and development not to be effective. Likewise, the country faced a challenge among its servants with commitment, accountability and efficiency. This is why poor performance, low productivity, lack of competitive advantage, low morale among employees and award of dirt certificates have been common issues in several municipalities across the country. This study therefore seeks to evaluate the significance of staff training and development in local government performance in Tanzania and aims to identify areas where improvement can be made.
1.2 **Statement of the Problem**

The utilization of employees in local government sector in relation to performance has been questionable (Sumra, 2004). As a result, there is much complaint about the performance and operation in local government sectors to the extent that some municipalities have been awarded dirty certificates because of poor performance and mismanagement of public funds. In the last ten years, Ilala Municipality council (IMC) has been allocating considerable amount of funds in its budget on yearly basis for staff training and development with the aim of building the capacity of staff to perform their job effectively and efficiently. However, IMC still faces the challenge of poor performance.

This study has focused on finding out the significance of staff training and development by looking at staff training policy, financial budget provided for staff training, the way staff Training Need Assessment is done and finally how staff evaluation program is conducted.

1.3 **Research Question**

1.3.1 **General Research Question**

The main research question was what is the significance of staff training and development in the performance of the local government sector in Tanzania?

1.3.2 **Specific Research Questions**

This study was conducted in reflection of the following research questions:

(i). What is the policy that guides staff training and development in local government sector in Tanzania?

(ii). What are the Training Need Assessment procedures used for staff training and development processes in increasing performance in the local government sector?

(iii). How do financial resources influence staff training and development in obtaining good performance in the local government sector?

(iv). How is staff training and development evaluated to ensure performance in local government sector?
1.4 **Objective of the study**

1.4.1 **General Research Objective**

The general objective of the study is to find out the significance of staff training and development in the performance of the local government sector in Tanzania.

1.4.2 **Specific Research Objectives**

(i). To examine the policy that guides staff training and development in the local government sector.

(ii). To examine the Training Needs Assessment and procedures used for staff training and development in the local government sector.

(iii). To investigate the influence of financial resources on staff training and development in local government performance.

(iv). To assess staff training and development evaluation program in insuring good performance in local government sector.

1.5 **Research Hypothesis**

H1: There is a significant relationship between staff training and development and performance in local government sector in Ilala municipality.

1.6 **Significance of the Study**

First and foremost the study has been an opportunity for the researcher to integrate classroom knowledge and wide experience on the field. On the other hand, the study will help IMC to understand the importance of staff training and development programs in leading the municipality to the higher efficiency and performance. Moreover, it will also enable the municipality to restructure their training programs in order to make them more effective in terms of helping to improve the efficiency of the workforce and lead to better performance.

The study will enable Ilala Municipality to review its training methodologies with special regard to the policy, TNA, Finance and Evaluation that would be relevant for improving performance in public sector especially municipalities across the country.
Moreover, the study has also unveiled the barriers against staff training and development as far as local government sector performance is concern. Therefore, the recommendations of the study will be the optimal alternative in leading local government to better performance.

Likewise, the results of the study would add a distinctive and important input to the existing literatures and can be used to enhance staff training and development processes and procedures in public and private institutions. Above all, the study has posed several alternatives for policy makers in the public institutions to formulate and reviewing existing policies on staff training and development not only in local government sectors but also in central government as well. Significantly, the study appeals to policy makers to go deep and review the education policy of Tanzania which has been there for many years and has been outmoded by the technological change and demands of modern life style. Having reviewed education policy then staff training and development can be deployed more meaningfully to foster job performance.

1.7 Limitations of the Study
The study focused on the significance of staff training and development in local government performance in Tanzania. The major limitation of the study was that some respondents failed to make their appointment with the researcher as they promised. Others who were given questionnaires misplaced their copy adding additional costs for the researcher.

Similarly, time and financial constraints have also limited the researcher from drawing on a large sample from other municipalities across the country. For this reason the researcher has drawn his sample size from Ilala Municipal in Dar es Salaam Region. This is based on the ground that Dar es salaam is the region where the need for improved performance is greatest because it is one of the busiest municipalities in the country with a large number of customers to serve and meet other national agendas especially 2025 vision. The sample size was purposefully drawn from Ilala Municipality and the significance of staff training and development
in local government performance has been explored through 65 respondents. Nevertheless, the researcher believes that the findings from the sample can be used to generalize the situation in other municipals of the country and this is justified by the existing relationships between staff training and development in local government sector across the country.

1.8 Delimitation of the Study
Through financial support from benefactor, family and friends the researcher was able collect data as it was targeted. Further, researcher commitment, vigorous, patience and soft skills in negotiation and other research techniques were the key weapons which helped the researcher to overcome all constraints and bring this study to this point. The scope and method of the study had a beneficial impact on training officers at Ilala municipality and on other respondents who were involved in this study by raising their awareness of factors involved in evaluating staff development and posing areas for reflection they had not previously considered.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
This chapter presents thoughts from scholars and studies made by several researchers with similar regard to the topic under discussion. Definition of key terms, theories, policies, nature of the study and background and global views on specific objectives and other variables among others will be discussed.

2.2 Definition of Key Terms

**Staffs**: This refers to all people employed for a particular organization. In other words, staffs are the entire group of employees who work at a company (Oxford English Dictionary)

**Staff training**: Is an attempt to improve employee’s current or future performance by increasing an employee’s ability through learning usually by changing the employee’s attitude or increasing his / her skills and knowledge (Randall, 1989). Likewise, training is a subsystem of an organization. This means it ensures that uncertainty is reduced and learning or behavioural change takes place in structured format (Dessler et al 2004).

**Staff development**: This refers to the acquisition of skills and knowledge both for personal development and for career advancement. Professional development encompasses all types that facilitate learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice (Armstrong, 2008).

**A training need**: is a gap between what is and what ought to be regarding training and development activities. Training needs is used for identifying gaps and to provide information for a decision on whether the gaps could be addressed through training. The root of the TNA is the gap analysis. This is an assessment of the gap
between the knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization’s objectives (Bartram et al, 1997).

**Training and development**: is the field concern with organization activity aimed at bettering the performance of individuals and groups in organization settings (Harrison, 2005). Training and development are often closely connected. Training is a proactive means for developing skills and expertise to prevent problems from rising and also be an effective tool in addressing any skills or performance gaps among staffs. Development is used to create solutions to workplace issues before they become a concern or after they become identifiable problem (Kim, 1997).

Further, Training program has very specific goals, like operating a particular piece of machinery, understanding a specific process or performing a certain procedures with great precision. On the other hand, Development program concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills and goal setting and in most case staff development take a long time to accomplish (Jacob and Ronal, 2003).

**Local government**: this is the unity within the unitary democratic system whose officials are subordinate members of the government vested with prescribed, controlled governmental powers and sources of income to render specific local services and to develop control and regulate the geographical, social and economic development of defined local areas (Fox and Meyer, 1995).

### 2.3 Types of Training

There are two major types of training, on-the -job training and off- the -job training (Alo, 1999):

#### 2.3.1 on-the job training

On-the-job training is normally handled by colleagues, supervisors, managers, mentors' to help employees adjust to their work and to equip them with appropriate
job related skills. On-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers. Likewise, on-the-job training is the only way to develop and practice the specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time (Armstrong, 2008).

2.3.2 Off-job training

Off-the-job training is a training done outside job premises. This include lecture, vestibule training, role playing, case study, discussion and simulation listed group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training (Ejiogu, 2000). Furthermore, off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers. Ejiogu (2000) encourages line managers to be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure that they make the right contribution.

2.4 Theoretical Framework

Staffs are intellectual property of the firm. Employees have proved to be good source of gaining competitive advantage and increasing performance (Houger, 2006). Further, staff training and development is the only organization intellectual property through building employee competencies. Based on the literature, the proposition can be drawn that employees who receives periodical effective staff training and development seriously are more able to perform well by increasing the quality of work hence achieve goals and gaining competitive advantage accordingly (Wei-Tai, 2004).
2.4.1 Theories of Training and Development

The nature of training and development in public sector has changed significantly. In the past, training and development was considered to be job-focused, limited to the technical skills and abilities needed by public employees to perform specific task (Dar, 2000). Training and development is differentiated from education, which was considered to be broader in scope, more oriented towards a range of future jobs and generally provided in colleges or in higher learning institution. Basically, individuals do obtain their education first and subsequently receive training in their working environment. The distinction among train, education and development has blurred (Van wart, 1993).

Therefore, Public organization finds themselves needing to help employees learn about new technologies and skills. This has looked like what traditionally used to be called education. Organization should regard staff training and development a top priority on the strategic planning agenda because of the immense contribution that highly skilled employees could make to the long term sustainability of the company. Moreover, once the organization has set their goals they should decide and prioritize their needs (Gupta, 2007).

2.4.2 Learning Theories

This section establishes a ground for building a learning participation theory for human resources development program. Learning participation theories are directly linked with learning motivational theories because motivation to learn comes first before the full and effective participation in training. An investigation of motivational theory in adult learning was initiated first by Houle (1961). Houle through interview technique of study adult education identified three categories of learning motivation namely goal oriented, activity oriented and learning oriented. Thereafter, several researches such as Sheffield (1964), Burgess and Boshier (1971) further did an exclusive study on this subject of learning motivation.

Learning motivation typology was expanded into six motivating factors to explain the concept of learning participation in adult education. These include social
relationship, external expectations, social welfare, professional advancement, stimulation and cognitive interest (Houle, 1961). In fact, several theories emerged following the research development in motivational factors that explored and described adult participation and involvement in the learning activities. Miller (1967) applies the combination of Lewin (1947) force field theory with Maslow’s theory of motivation hierarchy to identify the significance that influence different learning outcome.

On the other hand, their empirical investigation also confirm that employee’s perception of managers and peer support for career development activities and the working environment affects their participation in the training program. Maurer (2002) has build on previous theory and empirical studies on training participation and similarly, proposed an employee training and development orientation model. Being the first theoretical explanation of training participation, Maurer, states that employee learning development orientation examines the personal disposition to training, and its relevance to employees’ career development. He therefore concludes that learning is directly a product of motivation.

An interesting finding on the studies of training participation has shown similar pattern in the factors influencing the behaviour of employees regarding participation in training across different organization, industries and job functions. The information derived from the broad studies provide the basis for building a comprehensive theory on training participation in human resources development program. It is observed therefore, that research on training participation is very sparse given the fast changing business environment and the growing concern about human resources development program participation and its effect in organizational performance. It is important to understand learning theory and that will facilitate human resources development program (Maurer and Tarulli, 1994).

### 2.4.3 Learning Motivation Theory

Several empirical studies have shown that employee’s motivation is a major variable of interest in finding the level of participation in training program (Allen, 1999; Farr...
Motivation can be defined as certain psychological characteristic which enables an individual to behave in certain form in order to accomplish a specific pre-defined goal. In learning, Motivation refers to the effort required to complete a training task (Machin and Forgarty, 1997). Further, it is observed to have a positive relationship with the rate of participation in training activities (Nie and Wilk, 1993).

2.4.4 Adult learning Theory
Adult learning theory is a set of ideas about how adult learn new skills or information. Adults learn best when they talk to others about their life experiences and relate those on learning process. Adult learning insists respect this is non-judgmental, showing politeness, listening without interruption. The theory believes on safety that creates trust in the learning environment. In fact, it provides learning experience that is of immediate usefulness (Vella, 1994).

2.4.5 Cognitive Behavioral Theory
This is the idea that a person’s thoughts feelings cause their behaviour instead of external influences such as people and situations. The theory suggests that an individual can control nor change their behaviour by simply changing the way they think or feel, regardless of external influence. Furthermore, the theory assume emotions and behavioral reaction are learned through time and re-learning and reinforcing positive thoughts and experiences will promote a change in a person’s coping ability (skinner).

2.5 Staff Training and Development Policy
This is the policy that is set to carter for the commitment of current and future development of staff skills, expertise and ability to influence performance. For instance, the University of Manchester believe that effective staff training is not only vital to meet future goals and ambitions but also makes an essential contribution to the development of a responsive staff supportive and well managed institution and that should be stipulated in the policy (Vulliamy, et al. 1990).
2.5.1 Tanzania Public Service Training Policy

The Public Service Training Policy gives background to training in the civil service in Tanzania and the lessons learnt from past experience in training initiatives. The broad objective of the Public Service Training Policy is, to provide guidelines for effective, efficient and coordinated training of civil servants who are recognized and characterized by their political neutrality, professionalism and meritocracy in the new era of reforms, openness and accountability (Bana, 2009).

Furthermore, the Public Service Training Policy describes implementation strategies for training to be provided centrally through sector ministries and the institutional framework from the national level down to the regional level indicating the respective institutional roles and coordination mechanism. This implies that the Public Service Training Policy was developed more for civil servants working in the Central Government than for those in the Local Government Authorities like Ilala Municipal Council (Bana, 2009). However, training and development has now been organized and initiated in local government sector in Tanzania although it still faces a lot of challenge.

2.6 Staff Training and Development Approaches

There are several training and development approaches. But Armstrong (2008) suggests the following approaches:

(i.) Reactive Approach.

This is a traditional approaches where training can generally termed as reactionary driven by tactical delivery of technical skills in bricks and mortar /classrooms trainings and where training is seen as an event oriented activity.

(ii.) Practical approach.

In local government and other learning organization this approach aligns with all activities with the corporate business strategy and its focus is on developing competencies.

(iii.) Active learning approach

Active learning approach staff plays a leading role in learning by exploring issues and situational problem under guidance of a facilitator or supervisor. Staffs learn by
asking thought provoking questions, looking for answers and interpreting various observations made during the process of learning. This approach has its helps in long term retention and finding better solutions in the challenging situations. Into day’s fast paced world which has posed a serious challenging on public sector and this has affected performance significantly. Continuously learning is necessary to success and high performance in local government sector in Tanzania. Individuals need to learn to succeed in life and at work as well. Public sectors need to ensure as well their employees continue to learn in order to keep up with increased competition from rivals (private sectors) (Macrothink institute, 2011).

2.7 History of Local Government In Tanzania
Tanzania has a long history of local government. This goes back to the pre-colonial days (PO-RELG). The purpose of taking cognizance of the local government in Tanzania is to look where we came from with the view of improving the present and the future with due respect to staff training and development in local government performance. Since independence the Tanzania government has been taking deliberate steps to improve the effectiveness and efficiency local government performance. Tanzania has a two tier system of government that is central government and local government. Local government is either urban authorities or rural authorities (district councils). This also incorporate small towns as well as village councils (PO-RALG).

During pre-colonial era they were chiefdom and councils of elders. These were the people who ruled and managed the area of their territories. Tanzania was colonized by German that was 1884-1917 after the First World War. Their rules were mainly direct but also limited to urban authority. There after German era in 1917 -1961 British were the colonial on this land which used to be called Tanganyika. Native authority was used since 1926 through the so called indirect rule. For large urban areas like Dar es Salaam were township areas. In 1946 municipal cities ordinance begun Ilala municipal being one of them. Seven years later that was in 1953 local government act was formulated (PO-RALG).
First decade after independence that is 1961-1971 chiefdoms were abolished. As a result, inclusive local authorities were encouraged. However, local government sectors were overwhelmed by duties and limited resources enough to save the local people. This led to abolishment of authorities in 1972 which was followed by abolishment of urban authorities in 1973. In 1972 up to 1982 it was known as a decade for centralization era. A system of deconstruction of government replaced the comprehension local government system took place. Reinstitution of local government was in place in 1982-1995. It was during this period where urban council (interim provision) act of 1928 called for town and municipal council was re-established. And in 1984 comprehensive of local government was re-established (PO-RALG).

In 1996 local government were brought again in place. Since then there has been several local government reforms so as to make them efficient effective transparent and accountable. Since 1996 local government has brought a number of reforms equipping its employees to be more efficient and effective in bringing local government performance. Among other initiative, staff training and development has been incorporated as a necessary approach in attaining good local government performance in Tanzania (PO-RALG).

2.8 Structure of Local Government in Tanzania
The government of the United Republic of Tanzania is a unitary republic, administratively divided into 26 regions whereby 21 in the main land and few regions have been increased in the last few years and 5 regions in Zanzibar. Regions are dived into district which are then further sub dived into divisions. On the mainland, Tanzania Urban authority consists of city councils, municipal councils and town councils where rural authorities consists of district councils with township councils and village council authorities. District and urban council have autonomy in their geographical area (PO-RALG).

District council coordinates these activities of the township authorities and the village councils which are accountable to the district for all revenue received for day
to day administration. Village and township councils have responsibilities for formulating performance strategies in their areas. All together, the mainland hosts 22 urban council, 29 rural councils and 97 district councils. Local government sector in Tanzania is under Prime Minister Office (LGS in Tanzania).

2.9 Source of Finance in Local Government in Tanzania

Most of the local government income comes from central government allocation which amount for 72 percent of the entire local field stand authority budget. For example, in 2001/2002 Aggregate Avenue for local government was Tsh 251.8 Billion equivalent to US$ 282 million. Ilala municipal council is one of the foremost leading council in revenue collection followed by Mwanza city council. The main source of local income comes from several sources such as fees including tax registration, bus stands, and forest products just to mention few. Further, there is license including roads, liquor, property taxes and rents.

Local government revenue also comes from other sources like charges including for refuse collection, hire of vehicles, market fines. Local government also get revenue from selling asserts and recovery of public funds (LGS in Tanzania). However, revenue collection in local government authority is week based on expenses and other project that need financial aid for its implementation. This is why local government finance act was amended in 1999 to appoint local authority to be licensing authorities in respect of the business of commission agents (LGS in Tanzania).

2.10 Training and Development in Local Government

Training and development refers to the process of obtaining or transfer knowledge, skills and abilities needed to carry out a specific activity. Therefore, benefit of training and development for both employer and employee are strategic in nature and hence much broader. In order to meet the current and future challenge, local government sector takes a wide range of learning process ranging from training of the employees for their present task and knowledge sharing to improve performance and customer service. In local government sector, training and development focus
on staff career development thus expanding individual group and organization effective and performance. In fact, a comprehensive and development program helps in deliberating knowledge, skills and attitudes necessary to achieve organization and create a competitive advantage (Peteraf, 1993) Each local municipal council has a core duty to train and develop its workers in order to insure good performance and employee sustainability and this is why there has been a number of local government performance reforms pre and post independence.

### 2.12 Training and Development at Ilala Municipal Council

Education and training is an essential element for cultural development and enable society perpetuate itself. The government (central and Local) has an obligation of training its staff and community members. In the past, training activities at IMC have been carried out without guidance of a Council Policy on training. This has resulted into uncoordinated training activities, poor utilization of training resources and eventual poor delivery of services to the public. In view of the above-mentioned weaknesses and the directives, Local Government Reforms spelt out in the Policy Paper on LGR in 1998 and the LGR Restructuring Manual 2000 that there is a need for instituting a training policy that will enhance effectiveness, efficiency, productivity and promoting equity.

Furthermore, as the IMC has been mandated autonomy and powers to recruit and manage its own staffs. Therefore, having a training policy is crucial for guiding staff training and development activities in its area of jurisdiction. Training and development policy at IMC has been developed taking into account the guidelines by broader national policies on how IMC should manage and develop its staffs, as well as how it should enhance participation of its stakeholders in Training and development (IMC Training policy, 2003).

Generally the IMC Training Policy aims at guiding and regulating the implementation of the training cycle. Specifically, the IMC Training Policy (2003) aims to ensure the following:
(i.) Training activities are coordinated and regulated to guard against negative consequences of training to the Council as well as to individuals.

(ii.) The selection of people who will benefit from training activities is done within the framework of criteria specified in the policy.

(iii.) Training courses are selected taking into account aspects of relevance, skills development needs, cost effectiveness and quality.

(iv.) Preparation of Training Program takes into account the IMC Long-Term objective and its immediate objectives through enhanced job mobility.

(v.) Training focus of IMC is democratized to reach stakeholders who need training within the realm of IMC development plans.

(vi.) The IMC does not lose its return on investment in training.

(vii.) Training activities are evaluated for impact and benefits to IMC and individuals

(viii.) Counterparts are trained wherever there are consultants or other experts recruited on IMC jobs.

(ix.) To promotes integrity, transparency and equity in the training process

(x.) Training activities in IMC are developed from established and justifiable Training Needs Assessment

Those are key objectives that IMC training policy has stipulated in course of conducting the staff training and development.

2.13 Staff Training and Development Policy in Thembisele Municipality-South Africa

In South Africa Training and development is gaining of skills and knowledge. Both concepts are regarded as learning experiences. Employee development is directed mainly at creating learning opportunities and making learning possible within the organization. Their policy stipulate the vision of training and development as to create an environment within which Council employees can realize their full potential to enable them to make a meaningful contribution towards achieving Council’s vision. Policy vision also is to enable Council to implement and execute towards achieving its Human Resources Strategic Objectives. Likewise, to develop
skills and competencies in the workplace in so far as to improve the quality of life of workers and their prospects of advancement within the workplace.

In addition, the training policy vision is to improve productivity by enhancing skills development, employee motivation, capacity building and career path opportunities in the workplace and the competitiveness of the Council. On top of that, the Constitution of South Africa stipulates in section 195(h), Good Human Resources Management and Career Development Practices, to maximize human Potential, must be cultivated. In light of this the Municipality acknowledges the duty for ensuring that it’s Human Resources and in specific intellectual property for ensuring that its human resources are developed to the fullest. Education, training and development opportunities must be provided to all. Furthermore, their policy statement state that Human Resources are their most important asset and guarantee for an effective organization, and to this end Council recognizes the important contribution that training and development makes, for both effective and efficient service delivery and career development of individuals in Council (Thembisele Municipal, 2005).

Local government sector in South Africa Thembisele municipal in have developed staff training and development philosophy that guide the program. And their philosophy state that the training and development philosophy is based on the principles of Equality of access by all employees at all levels to the meaningful training and development opportunities. This still challenge Ilala Municipal training and development policy which IMC training policy seems to have a vacuum in ensuring more competent staffs for job performance. Further, staff training has not been stipulated in the nation constitution as South Africa. This helps to give more strength and legal obligation to implement staff training and development in local government sector.

2.14 Bristol City Council Staff Training and Development Policy
According to the study made by Corporate Human Resource in 2012 on Corporate Employee development Policy indicates that Bristol City council invest on training and development of its employee in order to maintain and improve the quality of
service delivery. Effective employee development is essential if the city council is to meet the continuously changing and increasingly demanding needs and expectations of local people fairly, equitably and efficiently. Training and development helps to empower employees through lifelong learning and improves skills to meet the high standards and challenges of public services.

The strategic priorities of Bristol City Council includes commitments to deliver a better and a more accountable service and achieve the best value through continuous improvement and that is stipulated on staff training and development policy and act as a guiding law. Bristol City Council staff training and development policy clarify staffs’ entitlement to and responsibility towards training and development opportunities with their work and make explicit to all parties roles and responsibilities in improving the organization’s and individual’s performance. Therefore, Bristol City Council staff training and development policy is based upon the investing in employees standards to improve performance (Corporate, 2012). Unfortunately, IMC policy does not stipulate on how focused and organized staff training and development should go about. The policy does not show long term vision regarding employee development. Equally, IMC does not stipulate managerial commitment in implementing an effective staff training and development in the municipal.

2.15 Training Need Assessment (TNA)

Armstrong (2001) argue that training needs analysis is partly concerned with the gap between what is happening and what should happen. This has been demonstrated in the table below:
Armstrong (2001) explains that training needs should be analyzed for the organization as a whole and that can be referred to as corporate needs. On the other hand, department function within the organization is regarded as group needs. This will be followed by individual employees which can be termed as individual needs. For Armstrong, these three areas are interconnected. The analysis of corporate needs will lead to the identification of training needs in different development areas, and these in turn will indicate the training required for individual employees. The process also operates in reverse (Armstrong, 2001).

Training and development program needs to be designed individually and the designed program will continue to involve as new learning needs emerge, or when feedback indicates that changes are required. However, before consideration is given to specially aspect of training and development program decisions, training and development objectives, content and length/duration of the program (Armstrong, 2001).

Furthermore, for creating effective training programs, one should determine what are the needs for training employees. On that matter, Training Needs Assessment (TNA) is the process of gathering data to determine what training employees need so that training can be developed to improve the effectiveness of employees and thereby
helping the organization meet its business objectives. There are four reasons why training needs assessment should be done before training programs are developed: (a) to identify specific problem areas in the organization so that the highest priority organizational problems requiring training solutions are addressed; (b) to obtain management support by making certain that the training directly contributes to the bottom line, that the training improves employee job performance; (c) to develop data for evaluation of the success of the training program, when the training has been completed; and (d) to determine the costs and benefits of training, because there are costs to leaving a training need unmet as well as benefits from improved job performance (Brown, 2002).

Prasad (2006) argued that training and development arises to maintain the match between employees’ capability and their job requirements in terms of knowledge, skills, and attitudes. Thus, needs assessment process is an important first step in the development of a training program.

2.15.1 Systematic Approach on Staff Training and Development

Adopting a systematic training and development approach helps ensure that organizations are getting the most out of training and development. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization. Effective training and development includes using sound principles of performance management and good basic training techniques (McNamara, 1997).

A systematic approach ensures a comprehensive training process that remains focused on the needs of the organization. Among other, the process includes Analysis of the organization's needs and identifying training goals which, when reached, will equip learners with knowledge and skills to meet the organization's
needs. Usually this phase also includes identifying when training should occur and who should attend as learners. Design a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons. Develop a training package of resources and materials, like developing audio-visuals, graphics, and manuals. All this is to insure training is well developed. Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data and billing learners. Evaluate training, including before, during and after implementation of training (McNamara, 1997).

In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design. Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process (McNamara, 1997). Organizational development approach uses departmental training needs as consideration for selection.

2.16 Financial Implication on Training and Development in Taiwan
Taiwan (China) and Singapore are two nations in East Asian. Their economies have been successfully through using direct reimbursement of approved training expenses, funded through payroll levies to encourage firms to train their employees. The introduction of a training grant scheme in Taiwan (China) led to dramatic increases in training, which continued after the program ended in the 1970s. Likewise, Singapore used a tax on the wages of unskilled workers to finance training grants to employers to upgrade workers’ skills. The Skills Development Fund’s aggressive efforts to raise awareness of and direct training among firms led to a steady rise in training, especially among smaller firms (Tan, 2003).
Although financial implication is one of the setback factors for staff training and development in most local government sector especially in the third world countries Tanzania in particular but things are different in Russia. Russia has taken a step ahead in taking advantage for staff training program. For instance, employers that export have greater incentives to train their workers to produce high quality products meeting the exacting standards of foreign buyers, and to increase labour productivity to meet competitive pressures (Batra and Stone 2004). Indeed, this is the challenges to the local government sector in Tanzania.

### 2.17 Staff Training and Development Evaluation

In measuring the overall effectiveness of the training and development program there is the need to also consider the costs and benefits of the training program. This will help the organization know whether there has been effectiveness in terms of profits and all desire that were expected before initiating training and development to the employees and this can be achieved through staff training and development evaluation. Evaluation should take place before, during and after the training programs. Kenney et al (1992) argue that training and development program should be done during and after its completion and this should be done by a training officer, the line manager and the trainees themselves. Training can be evaluated in so many ways. Some of these are through questionnaires which will serve as the feedback from the participants; case studies where the participants will have to apply the learned skills to practical situations and many others.

### 2.18 Training and Development Evaluation in Nigerian Organizations

According to the study made by Obis (2011) On Employee Training and Development in Nigerian Organizations, the study indicated that the process of evaluation enables to know whether a training program has been worthwhile or a waste of time. If the training has not been worthwhile, then it can be altered. Employees come back from a training program and it is business as usual. This kind of approach may render training program impotent. Hamblin (1974) wrote that evaluation of training program is any attempt to obtain information (feedback) on the
effects of a training program, and to assess the value of the training in the light of the information obtained.

Evaluation of training program would enable organization find out whether or not the training has achieved its purpose, and objectives. One of the ways of evaluating training programs is by getting reactions from the trainees, by asking those who attended the training to write a report or by designing a comprehensive questionnaire which should be distributed to those who attended the training program. Information obtained from the questionnaire should be analyzed for success or failure of the training. Training could also be evaluated through job performance.

Evaluation can be done by measuring the extent to which trainees have applied what they have learnt from the training on their job. Evaluation of training can also be done by measuring the impact of a training program on working of the unit or department where the trainees come from. The truth is that every training program should have effect not only on the employees who went for the training but the department or the unit where the trainees come from. Thus evaluation of training program can also be done by looking at the impact of the training program on the entire organization. The assumption is that the organization pays for employee training program and the organization should feel the impact or the effect of the training program. Therefore training program should be evaluated starting from the effects of the training on the employees who participated in the training program to the department or unit they work with and the ultimate effect on the organization (Armstrong, 2001).

2.19 Importance of Staff Training and Development

Development is promotion of self reliance and self sufficiency, equitable and sustainable. Development requires factors such as economic growth, equality, capacity, authenticity and empowerment. Likewise, the structural organizational and Ideological context in which restructured training strategically will be established should be careful considered as this will affect the long term viability, effectiveness and relevance of training to be offered. Furthermore, the program will have to train
people who can move into existing public service structure while at the same time development on ethos and training for the future non-racial, democratic public service (Mokgoro, 1995).

Local government usually provides a wide range of services. The issues of presentation and democracy in local government are direct linked to this as they affect daily activities of local populace. Democratic local government should obviously reflect people’s needs more satisfactory and would results in the improvement of the local citizen quality of life through good performance (Reddy, 1996). Training and development help to improve the ability of life of workers, their prospects of work and labour mobility. Training and development improve productivity in the work place and the competitiveness of employers. In addition, it helps to improve the delivery of social services to a great extent. The public service is composed of people coming from different historical background and so they need to be trained and developed to fill the gaps arising from those cultural backgrounds (Mokgoro, 1995).

Training and development are formal efforts to help employees learn new skills and knowledge, improve existing skills to perform better in an organization. Training and development is needed because people, job and organization are always changing (Mondy & Praemiaux, 1995). In addition, Tailor (2000) argues that human development is the process of enlarging people’s choices and raising the level of well being. This is a holistic, integrated process in which economic and political forces continually integrated with one another in dynamic and diverse ways to improve the lives and opportunity available to the poorest people.

Armstrong (2001) mentions several significances of staff training and development. Among others it helps to improve skills and competences of employees and improve their performance. Equally, it helps people to grow within the organization in order serve futures needs for human resources within organization. Training and development improve operational flexibility by existing the range of skills processed by employees. Similarly, training and development attract high quality employees by
offering learning and development opportunities, increase their level companies and enhance the skills which enable them to obtain more jobs satisfaction to gain higher awards to progress within organization. Training and development increase the commitment of employees encouraging them to identify and focus on the mission and objective of the organization. Besides, training and development help to manage change by increasing and understanding of the reason for changing and providing peoples with the knowledge and skills so as to adjust to the new situation. Lastly, training and development help employees to provide higher levels of services to customers (Armstrong, 2001).

Furthermore, training and development do not only benefits community by giving it greater stability but also reduces poverty and raises general standards of living. Through training and development public officials insures that needs of the community are met and that scarce resources are used optimally to benefit the whole community. Training and development can also increase the quality and quantity of services or products provided by public institutions. Indeed, Training and development can insure that the product produced and services rendered are provided effectively. This may lead to the expansion of products or services and thus increase public funds, which in turn can improve productivity and create a stable labour force in which personnel, are satisfied and motivated (Armstrong, 2001).

Training and development are valuable not only to the country as such but also to individual’s worker. This help to address poverty because staffs can increase their knowledge and skills. Also they improve personal income and position in labour market. In fact, training and development protect individual workers from unemployment especially technological and structural unemployment (Cheminais et al, 1998).

2.20 Why Should Staff Training and Development be emphasized in Local Government Sector in Tanzania
A long-term criticism of African education systems is that they have been poorly matched to labour market demands, and that the curriculum does not provide youth
with the necessary skills for productive livelihoods. In the first few decades of Tanzania’s independence, the government made several bold attempts to link formal education with work (Omari, 1994). Firstly with Education for Self Reliance in 1967, attempts were made to integrate income generating work (agriculture or other forms of production) into the curriculum and places in post-primary education were limited according to calculated manpower needs. Then in 1972 the secondary curriculum was diversified and schools took on agricultural, technical, commercial or home economics bias.

In 1974, the Musoma resolution abolished direct entry from schools to universities, to ensure that all students worked for two years before starting university. The lifetime of these policies on paper far exceeded their lifetime in practice, and it is debatable to what extent they were ever fully implemented. It has been pointed out that Education for Self Reliance was never fully implemented as intended (King 1984 and Mbilinyi, 2003) and many secondary schools were not able to diversify due to lack of teachers and teaching resources (Lewin et al. 1990).

Also the academic streams have tended to be far more popular than the vocational ones. Direct entry for science undergraduates soon had to be reintroduced to make up for shortages of trained scientists. Direct entry for women was also allowed. At all levels of education, the demand from society was for an academic curriculum. Parents wanted primary schools to educate their children for selection into secondary education. Secondary education was judged by its ability to get students into higher and university education rather than its ability to impart vocational skills. Despite the policies listed above, the government was essentially unable to resist this pressure in practice. Recently the primary curriculum has been made more vocational by the introduction of Stadi za Kazi (work skills); however this is still seen as irrelevant to the lives that most children will be leading after school and the delivery has been impaired due to lack of equipment and poor teacher training (Maarifa, 2002). At secondary level the curriculum is becoming less vocationalised, with the technical/vocational subjects being phased out. Just as the audience of the secondary curriculum is set to be broadened through Secondary Education Development
Programme, the curriculum is set to be narrowed down, to 8 core subjects. It is the intention that some aspects of the former vocational subjects will be incorporated into the core subjects (Maarifa, 2002).

Tanzania’s attempts to provide vocational skills within the formal education system proved to be expensive and ineffective (Psacharopoulos and Loxley 1985). It did not significantly change the employment outcomes of secondary graduates and the highest social rates of return were found to be from academic secondary schools. It is difficult for the slow machinery of curriculum development and teacher training to keep up with advances in production methods. Hardware and consumables needed for teaching vocational skills practically are expensive and skilled teachers hard to attract, as income earned from using their skills directly may be higher than teachers’ wages. It is also impossible for schools to provide any more than a very narrow range of the spectrum of skills that students may need once they graduate. Industrial employers in Tanzania said that, although it was easier and faster to give job orientation to technical secondary graduates, it might be better for schools to concentrate on a general academic curriculum as schools could not provide youth with the specific needs of all employers (Chonjo, 1985).

The technical school graduates increased speed at picking up new skills may have been due to a screening effect for natural ability as the highest achieving primary leavers were selected to go to technical schools. Abstract generic skills developed through mathematics, science and language may be more transferable and valuable in the workplace than specific technical skills that can rapidly become outdated through advances in technology (Dar, 2000). Indeed, the question of staff training and development in local government sector in necessary and is no negotiable based on the fact, education background in Tanzania does not favour working skills and knowledge. This is why it is necessary to train and develop staff for improving competence and strive for good performance.
2.21 Research Gap

From literature point of view, there several frameworks have been suggested from theoretical review and other similar studied to this (empirical study). For instance, according to the study made by corporate (2012) on Bristor City Council staff training and development indicate that the training policy is put in place to meet the continuously changing and increasingly demand needs and expectations of local people fairly, equitably and efficiently. Likewise, according to the study made by Luther (2008) on developing employees and procedures suggest that once an employer determine what the policies will be and having written them, the policies assist significantly in discouraging favouritism, discrimination and encourages the application of rules equally to all employees.

In addition, Staff training and development policy has been presented across the global perspective right from both public and private organization on how staff training and development policy should be. However, there is no evidence to the similar study ever done regarding significance of staff training and development in local government in Tanzania with reference to Ilala Municipal. The staff training and development policy presented from several scholars keeps the question if all the same principles are well applied at Ilala Municipal with the focus in improving performance.

Furthermore, TNA is equally significant as staff training and development program is concerned. That is why, several studies as indicated in literature review showed how TNA is done with carefully regard to how the gap can be bridged if at all staff training and development is necessary for job performance. According to the study made by Kennedy (2009) on the impact of training and developing on job performance insist that Training Needs Assessment is used to identify gaps and provide information for a decision on whether the gaps could be addressed through training and development or not. Significantly, the question of TNA helps to determine on which proper way could be used to foster performance in an organization. On contrary, in every financial year Ilala Municipal approve funds for staff training and development but there has been a dim performance. As a result, it
is also questionable if at all TNA is well scrutinized with focus on increasing job performance.

On the other hand, financial resources play a significant role in determining the implementation and effectiveness of staff training and development. This has been suggested by most scholars as a key influence factor for effective staff training and development. On the same regard in every financial year Ilala Municipal allocate about 69,000, 000 Million Tsh for staff training and development. Unfortunately, it was not known how such a considerable amount of funds of tax payers been spent in regard to increasing performance through staff training and development.

Finally, staff training and development evaluation is a determinant of whether training and development should continue or not. Indeed, it is through staff training evaluation employers can understand the profit and the loss incurred in the course of staff training and development. This is important part as it offers justification for employers, stakeholders and other financial donors to make decision regarding staff training and development. For example, according to the study made by Naris (2006) on staff training at a higher educational institution in Namibia indicate that most companies and higher education institution rely on evaluation in order to determine the success of the program that has been initiated. However, it was not known if staff training and development has supported to improve the staff training and development program despite of being carried out in each financial year at IMC. Therefore, based on those specific objectives which show the gap on how staff training and development has been carried out in local government sector. This study has bridged the gap through, the findings, conclusion and recommendations made under this study.

2.22 Conceptual Framework

In Tanzania, there is no major yardstick used to measure local government performance. However, local government performance is achieved after various inputs into knowledge and skills from employees working towards vision mission and objectives, set by central and local government in Tanzania. In fact, performance
in local government sector in Tanzania depends on several causes such as staff training and development policy, Training Need Assessments, program design; financial resources/budget set a part for staff training and development and program evaluation.

Thus local government performance output is a function of how those training variables interact. If the interaction is healthy then the local government performance should be good and more worth in the world market competition especially in this cosmopolitan world. And if there is no interaction between those variables then the impact in regard to performance is in vain. Therefore, this study has established the significance of staff training and development in local government sector at Ilala municipality in Tanzania. The output is how those variables interact. When these variables interact, either of the following will happen:

(i.) Good local government performance
(ii.) Poor local government performance

The diagram below presented a Conceptual framework on Staff Training and development in local government performance.

**Figure 2.1: Conceptual Framework**

![Conceptual Framework](image)

**Source:** Researcher Design, 2013

Staff training and development Policy, Training Need Assessment, finance and evaluation, have strong relationship in determining the performance of any
organization. Those variables interact from one another in order to bring its meaning. As shown in the diagram above, the policy act as a law which detects what should be done and how will it be done. Although, experience show that the policy is the one which come first but this is not limited to the fact that the project/program can exist prior to policy. Once the policy is well framed then the policy is more likely to successes although it needs other factors for the policy to be realized. This brings the connectivity of the policy to TNA.

TNA is carried out as the policy alters its existence. TNA brings technical skills and managerial commitment and involvement on how staff training and development should be carried out. The most appropriate training is done by TNA reflecting and responding to the question of what, how, when and who will be addressed. Indeed, TNA is important and that is why it is altered in policy because TNA tells exactly how local government sector will benefit out of staff training development as far as performance is concerned but with respect to other motivation needs as it may be realized through TNA analysis. It is beyond doughty that once TNA is not done well then outcome will be inefficient and vice versa. TNA does not get on its feet alone and this is where TNA develop closer relationship with finance.

Financial resources have a significant role to play in helping TNA perform and implement its duty and that is where the big relationship between TNA and financial resources raise. Financial resource can determine the effectiveness of staff training and development. However, it is not guaranteed that adequate financial resource can lead to the effectiveness of staff training and development. This is where the relationship between finance and evaluation comes necessary. In fact no matter how much funds will be dispensed for staff training and development if there is no evaluation such fund is absolutely meaningless as far staff training and development performance is concerned. Indeed, this is where financial resources need evaluation so dearly for it to bare a true meaning in regard to staff training and development with focus to high performance.
Evaluation is a final determinant factor in staff training and development program. Evaluation shows whether policy, TNA and finance have been of value, followed and implemented in influencing performance. Evaluation gives a last note whether the staff training and development and intended objectives have been met or not. Based on evaluation report then it can now be decided whether there is good performance or not or the program should proceed or be terminated. All this depends not on Policy, TNA or financial but depends on Evaluation. Therefore, all variables are dependable to each other.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter gives a description on how the study was conducted. Among other things the chapter describes the research design used, the research variables determined, location of the study, population, the sample size and sampling procedures used, the sources of data and the data collection tools and instruments. It also addresses issues of validity and reliability of the instruments of data used and the ethics that guided the researcher when obtaining information from respondents. Finally, the chapter explains on how data has been analyzed.

3.2 Research Design
According to Kothari, (2004) research design is a mean blue print for the collections, measurement and analysis of data. Furthermore, research design is a detailed blue print used to guide a research study towards its objectives (Aaker, 2002). Likewise, Adam and Kamuzora (2008) define research design as a detailed plan of work to be done to achieve the research objectives.

The research design used in the study involved the use of both qualitative and quantitative data which was collected from primary and secondary sources of data. In the course of the study, the data was collected through questionnaires, interviews and documentary review. The collected data has been analyzed through arrangement into categories and coding of the data as well. The coding scheme defined data themes and segments or sections. This was done through importing and numbering data files. The data was further analyzed by making connections to research questions, drawing interpretations based on findings by using the statistical package for social science (SPSS).

Further, the study involved 65 respondents of which 10 were management officers from various departments at IMC, 50 were normal public servants and 5 were staffs
from TNA consultancy agency. This research design has been used to collect information regarding the main theme which significance of staff training and development in local government performance in Tanzania. The main objective was narrowed down into four specific research objectives namely training and development policy, Training Needs Assessments (TNA), financial resources on staff training and development and finally was the evaluation program on staff training and development in local government in Tanzania. Equally, based on findings, analysis and discussion, recommendations have been made on the way forward that local government sector in Tanzania should deliberate in order to foster performance in delivering service to the community and for the well being of the United Republic of Tanzania development.

On the other hand, the location of the study area reflects both the geographical study area and the field of academic discipline. Geographically, the location of the study was Ilala Municipal Council (IMC). This was taken to represent other municipalities across the country because the system of central government especially in Tanzania mainland has the same system on its operation. Furthermore, Ilala Municipality is one of the municipal which perform better in revenue collection in the country. In addition, Ilala Municipal is among the busiest municipalities of Dar es Salaam city, in Tanzania. Ilala borders Indian Ocean to the East, the Coastal Region to the West, Kinondoni municipality to the North, and Temeke municipality to the South part of Dar es Salaam Tanzania East Africa. Ilala municipality covers an area of about 210 Square Km². It lies between latitude 6° 51’ 41” on the south and 39° 07’ 02” on east (Ilala Profile, 2008).

Further, the researcher leaves in Dar es Salaam which was quite easy to move around in collecting data regarding the study. However, the location of the study focused on human resource department especially training department of the IMC. However, the findings as obtained from the sample size that was drawn from the selected sample at IMC can as well be generalized on justifications on the significance of staff training and development in local government performance in Tanzania. In fact, the systems
of how public servants are trained and developed share the same principles, procedure and challenges across the country.

Academically, the study is in the field of Business Administration in corporate management. This is why it has determined the significance of staff training and development in local government sector in Tanzania. This has increased more knowledge on how human capital if are well trained and developed can transform an organization especially in public sectors in Tanzania.

3.3 Research approaches
In order to ensure good data analysis, there are two basic research approaches which were employed in this study namely qualitative and quantitative approach. Qualitative approach was employed because of the subjective assessment of attitudes, opinions and behavior. This approach generated results, which were not subjected to rigorous quantitative analysis. This is why, questionnaires, projective technique and depths interview were used. On the other hand, quantitative approach was also employed. This approach was employed so as to analyze and interpret some statistical data as obtained from the field.

3.4 Research Variables
The study has involved an assessment of two major research variables and showing how one variable influences the other. In regard to this study performance was dependent variable which was lying on the independent variables which were Ilala Municipal Council (IMC) training and development policy of 2003, Training Need Assessments Needs (TNA) Financial Influence and staff training evaluation. Thus, based on the findings, the study made several test such chi-square, one-way ANOVAs and correlation to determine the statistical relationship between independent and dependent variable.
3.5 Target Population

The study population was items and entities from which findings were drawn and generalized focused on staffs and other stakeholders involved on staff training and development at IMC. In the study process, the researcher physically visited IMC interviewed management officers and staffs. Indeed, their experiences were shared on how staff training and development has been carried out at IMC. This was so enriching target because most respondents shared experience on how training has been done not only at IMC but in other councils where they have worked before across the country. Furthermore, TNA agencies from Mzumbe and Dar es Salaam University who normally assist as consultancy in doing TNA were equally involved.

3.6 Sampling Size and Sampling Procedure

A sample size of 65 respondents was employed. This sample was drawn from 106 population target.

Source: Ilala municipality profile, 2008
However the sample was narrowed down by purposefully sampling techniques to get 65 respondants which were made up of 10 respondants from management officers at IMC, 50 normal public servants and 5 TNA consultancy agencies. In fact, the study could have covered a lot more of the sample size but 65 were chosen because of time, financial constraints and above all it was a considerable number to draw a judgment.

3.6.1 Sampling Procedure
A total number of 65 employees from IMC Head office Sokoine Drive were included in the study. These 65 respondents were chosen with assistant of the training officer from IMC with a list of names of the employees selecting every 5th employee. These 65 employees were administered with the interview guide and questionnaire using the convenience sampling selection method. Further, the researcher used the snowball sampling type, (Adam and Kamuzora, 2008), as a supplementary in the sampling process and this helped the researcher to identify respondents who have relevant data through those who have been already identified and interviewed by the researcher in regard to the research problem and the selection criteria considered variables like, experience on staff training and development and all this were equally regarded. Fortunately, through assistance from training officer, all 65 respondants returned their questionnaire.

3.6.2 Sample Size
In the course of the study, the sample size was drawn as indicated in the figure below:-

<table>
<thead>
<tr>
<th>Sampling frame</th>
<th>Total Number Targeted</th>
<th>Sample size drawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management officers</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Normal public servants</td>
<td>90</td>
<td>50</td>
</tr>
<tr>
<td>TNA consultancy Agency</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

**Source:** Researcher Design, 2013
The Sample size used as indicated above, 10 respondants were chosen from management team at IMC, while 50 respondants were chosen from normal public servants and 5 respondants were from TNA consultancy agency. This therefore, makes the total number of respondants who formed the sample size to be 65.

3.7 Source of Data

Data for this study was obtained from both primary and secondary data. Primary data are those data which are collected afresh and for the first time and thus happen to be original in character (Kothari, 2004). Primary data was employed in this study because of the nature of the research was descriptive type. Moreover, Primary data was sourced from interviews and questionnaires given to the selected sample. These questionnaires provided information on Training policy, TNA, influence of financial resource on training and staffs training monitoring and evaluation were utilized.

On the other hand, secondary data are those information which have already been collected by someone else (Kothari, 2004). On that respect, secondary data were used in this study in order to widen the range of the study through reviewing information which has been done by other scholars regarding the significance of staff training and development in relation to performance. Indeed, there is plenty of information regarding the topic under discussion. However, there were factors which helped the researcher to determine which kind of information to take. The foremost important factors which were regarded are reliability of data, suitability of data and adequacy of data. The justification of this decision has been well supported by Kothari (2004).

3.8 Data Collection Methods

In the course of the study, the researcher used the following data collection methods;

3.8.1 Interviews

In the process of data collection, interview method was used and it involved direct contact between the researcher and the respondants. The researcher was fully
engaged with respondents in oral questioning and discussion. The interview solely reflected the research questions and objectives. The researcher largely conducted self-administered interviews because they were flexible, involved a high response rate, and had a wide coverage, control of the interview situation and completeness. (Adam and Kamuzora, 2008). In addition, on several occasion, the researcher had a telephone interview with training officer of IMC in times he was busy to meet when the researcher needed extra information and clarifications.

3.8.2 Questionnaire
Questionnaire was also another method which was used to collect information and this were supplied mainly to all respondents especially normal public servants at IMC.

3.8.3 Documentary review
This method of data collection was also used especially in the collection of secondary data. In reflection of the study, the purpose of using this method aimed at reading and analyzing various staff training and development and other human resource publications, reports, papers, journals and dissertations with due regard to the significance of staff training and development performance in local government sector in Tanzania.

3.9 Data collection Instrument
In this study there were two data collection instrument that were used to get information from the field namely interviews schedule and questionnaire.

3.9.1 Interview Schedule
From this study experience, indeed, interviewing is an art and to some extent one can learn this by experience. Having identified the respondents for interviews and time set up agreed, the researcher prepared atmosphere which will influence a successfully interview. The researcher made an approach during interview to be as much as friendly and informal. Moreover, proper rapport was established to harmonize the atmosphere during interview. The avenue was made to be more
attractive and friendly for the respondents to cooperate in giving information regarding the topic under discussion.

3.9.2 Questionnaire
Questionnaire was the main instrument in collecting information on the topic under discussion. Based on the significance of the instrument in the study and the big number of respondents which were involved, research questions were constructed very carefully, focused and easy to answer (most been close ended questions). Then the questionnaires were supplied to the respondents who were expected to read and understand the questions and write down the answers in the space meant in the questionnaire. This instrument was reliable because most answers are free from bias. Likewise, respondents had an adequate time especially after working hours to give thoughtful answers. This is why questionnaire involved a big number of respondents than any other method.

3.10 Data Analysis
Data analysis refers to the computation of certain measures along with searching for partners of relationship that exists among data groups. (Kothari, 2004). Data analysis also involves cleaning or processing and mining data. In the course of the study and before data analysis, the raw data collected from the field was processed. The researcher collected both qualitative and quantitative data in the study process.

Qualitative data is concerned with data which describes meaning, rather than with drawing statistical inferences. In qualitative methods for instance what interviews lose on reliability they gain it in terms of validity since they provide a more in depth and rich description. Qualitative data can be arranged into categories that are not numerical. These categories can be physical traits, gender, colours or anything that does not have a number associated to it. Qualitative data is sometimes referred to as categorical data. The qualitative process of data analysis is an inductive one, in which the data is examined from a "bottom-up" approach (Creswell, 2005). The specific data is examined to identify more general themes that will be used to understand the meaning of the data. The data collected was analyzed through
qualitative process of breaking it up, separating, or disassembling of research materials into pieces, parts, elements, or units and the facts broken down into manageable pieces, through:

**Editing:** - Data editing refers to a process of identifying mistakes, spelling errors, incorrect information and omissions in the raw data collected (Kothari, 2004). The underlying objective of data editing is to secure quality standard of the data and it entails making necessary corrections in the interview and questionnaire information. The course of the study, the researcher has edited the information collected from the field through the central data editing process and errors in the data were accordingly rectified.

**Coding:** The initial coding of data involved representing and noticing new things in the collected data and this meant that the researcher read the original data files many times and it involved creation of a coding scheme and then coding data. This further involved creating a coding scheme that best defined the themes that had been identified and provided a way to break up the data for further analysis. The codes were used to identify the specific sections for instance, of the interview data that represented the category. The data coding process leads to revisions in the coding scheme and the data was analyzed by noticing new things in the data through importing and numbering data files, coding data files and searching for coded segments in the data (Kothari, 2004).

**Making connections to the research objective:** this technique involved describing and further developing the themes from the data to answer the major research questions. The themes identified were revisited with the major research objective as the lens for analysis of data and this was applied to each research question and the data collected on it.

**Interpreting findings:** once the data was collected and coded it was then divided into themes. This was done by cutting up the interview data "blocks" and sorting them into each of the codes. This involved making multiple copies of the transcripts
to limit data being placed into more than one category and it is important always to keep the original information in its entirety. The data was then reviewed within the themes or categories, and an understanding of each theme was reached.

As for quantitative data analysis which entails the development of certain indices from the raw data and processing of generalization by running various tests of significance for testing research objective was tested by chi-square, correlation, one-way anova and simple regression analysis. The aim was to find out the relationship between variables and to test hypothesis of the study. The inferences drawn from the collected data become bases of drawing conclusions after analysis of the quantitative data. The Quantitative data collected was analyzed mainly by using the statistical package for social sciences (SPSS).

3.11 Limitation of the Study

In any enterprise, there must be pros and cons, which hinder the full acquisition of the project under implementation. The following limitations in the quest for vital information were faced:

Some informants were asking for money in order to fill in the questionnaire. In most cases, they claimed that those who carry out such studies are given much money from their institutions of learning. Therefore, they could not give information just like that. After all, it was time consuming they insisted. This caused difficulties in convincing them to fill in the questionnaires without payments. Furthermore, other informants were hesitant to release the information because they were not sure if it was only for academic purpose. They could not imagine that the information would be confidential. In fact, they had all good reasons for their refusal. As a result, it took much time and energy to explain about the research despite of showing them an official letter of recommendation from the university and student Identification card.

Likewise, the study was tiresome and costly. It was tedious in the sense that some respondents took longer than expected to fill in the questionnaires. When contacted them they gave excuses and others had misplaced them. To make follow ups to the
same places and to the same people it became rather boring. The study was also costly because those respondants who misplaced the first set of questionnaires had to request for replacements. Transport costs, accommodation, phone calls, photocopying, and so forth all involved money. Despite the difficulties, there was perseverance!

3.12 Validity and Reliability of the Instrument

The researcher has had an ample time to review and evaluate intelligently all responses as provided by respondants with due respects on how they responded the questions which were presented before them. The reliability of the research instrument that is questionnaire and interview were completed and done successfully. Moreover, reliability coefficient was computed to indicate how reliable data are. A coefficient of 0.80 or more implies that there is a high degree of data reliability (Mugenda and Mugenda, 2003). The data collection methods and tools used in the course of study and in the data collection process were both valid and reliable and this was justified in reflection of the nature of the study and the size of the sample and nature of the respondants during the study.

The degree of reliability and validity of the data collection methods and tools helped the researcher to identify issues that were not clarified in the questionnaires and sought clarification in the interview processes. Further, depending on the nature of the study, the most valid and reliable data collection methods were interviews, documentation reviews and questionnaires as the valid data collection instrument. Likewise, several descriptive statistics techniques like percentages and frequencies together with the means and standard deviations were computed and analyzed for each item that measured staff training and development. This was done by SPSS so as to insure the accuracy of the data obtained.

3.13 Research Ethical

In the course of the study, the researcher observed research ethics and all the respondants were given the opportunity to know their rights and obligations as respondants and the researcher communicated to them the purpose of the study and
why data was being collected from them. In the entire process of the study, important research ethics including but not limited to, confidentiality, anonymity, time management and confidentiality were rightly observed by the researcher.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction
This chapter presents, analyses and discusses the findings as obtained from the field pertaining staff training and development in local government sector Ilala Municipal council in Particular. The findings are presented in a manner that is logical in answering both the specific research objectives and questions of the study. The findings are further analyzed and interpreted in regard to the significance of staff training and development in local government sector in Tanzania chronologically. It is now beyond doubt that staff training and development program in Local government in Tanzania face a number of challenges as it try to strive for building competency, skills and knowledge among public servants in local government sector.

Based on the resources such as money, time and government power and influence that has been invested on staff training and development, one may ask, why all these complaints, misfortunes, poor performance and what are their causes? This study and more particular this chapter explored the most possible answer. As mentioned earlier, the key objective of this study was to assess the significance of staff training and development in local government performance in Tanzania. Therefore, the chapter present analyses and discuss the data collected and how this data interacts with variables by using several statistical models with focus to its impact on local government performance.

On top of that, Tables, Graphs, charts and descriptive explanation have been employed to illustrate data collected from the field to make the research findings more meaningful. Likewise, discussion on this study has been guided by specific objective of the study namely staff training and development policy, financial influence on staff training and development, Training Needs Assessments(TNA) and evaluation on staff training and development and how those variables correlate to local government performance.
4.2 Staff Training and Development Policy
Staff training and development is very significance when it comes to local government performance assessment. Thus, this study was very interested to enquire and analyze the policy that guide staff training and development in local government sector and how the policy influence staff performance. The question of policy was asked due to the role that any policy plays in implementing a given task. The question of policy was asked to all respondents through selected sampling. To make it more comprehensive a total number of six questions pertaining staff training and development policy was presented before 65 respondants. This was in the view of obtaining information regarding the policy that guides staff training and development in local government sectors especially in Ilala municipal.

4.2.1 Training Policy Existence

Table 4.1: Is There Staff Training and Development Policy

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58</td>
<td>89.2</td>
<td>89.2</td>
<td>89.2</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>10.8</td>
<td>10.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

Table 4.1 has been presented in the chart below.

Figure 4.1: Is There Staff Training and Development Policy

Source: Researcher Finding, 2013
The question whether there is staff training policy or not was popular among respondents. Out of 65 respondents, all respondents representing 89 percent affirmed that there is staff training and development policy while only 11 percent said No. As most respondents revealed that Tanzania government both central and local government has obligation to train and develop its staff and community members. Therefore, in order to implement the obligation, staff training and development policy was set in order to insure that rules and regulations regarding staff training and development are legal documented.

The implication was that out all respondents affirmed the existence of the policy then this implies that most local government in Tanzania has its own training policy which helps both employee and employers to know how training and development should be carried out. Therefore, based on the opinions from the respondents there was enough evidence to justify that there is staff training policy which act as a platform for all activities involved in the process of imparting new skills and knowledge to the public servants (staffs).

4.2.2 Staff Training Policy Formulation

Table 4.2: State When the Policy Was Formulated

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>27</td>
<td>41.5</td>
<td>41.5</td>
<td>41.5</td>
</tr>
<tr>
<td>I have no idea</td>
<td>38</td>
<td>58.5</td>
<td>58.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

Table 4.2 is also presentend below in histogram
Figure 4.2: State When the Policy Was Formulated

As presented above the study asked the respondents on when the policy was formulated, in response to this 27 respondents representing 42 percent said the policy was formulated in 2003 whereas 38 respondents representing 58 percent did not have idea regarding on when the policy was formulated.

Based on the findings it was true that the policy at IMC was formulated in 2003. However, most staffs have no tendency of reading and that is why it was difficult for them to figure out on when the policy was formulated despite of admitting the existence of the document. This has resulted in many public servants to be not well informed on crucial matters regarding staff training and development done at their respective municipals. As a result, this has affected those who have gone for training to fail to understand the core objectives of being sent for training or development. This has contributed in compromising the output of staff training and development in local government performance in Tanzania.
4.2.3 Staff Training Policy Review

Table 4.3: State When It Was Last Reviewed

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>9</td>
<td>13.8</td>
<td>13.8</td>
<td>13.8</td>
</tr>
<tr>
<td>It has not been reviewed since 2003</td>
<td>44</td>
<td>67.7</td>
<td>67.7</td>
<td>81.5</td>
</tr>
<tr>
<td>I have no Idea</td>
<td>12</td>
<td>18.5</td>
<td>18.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

Table 4.3 is presented below by a histogram chart

Figure 4.3: State When It Was Last Reviewed

Source: Researcher Finding, 2013

As shown from the above table and chart consecutively, the study was curious to know how often the staff training and development policy has been reviewed at IMC since its formulation. The rationale behind was to know how the policy is up dated in order to incorporate new changes which seems to occur frequently and pose a challenge to the local government sector in serving the community and striving to achieve the national 2025 vision. Therefore, the question on when the policy was last reviewed was presented before respondants and these were the findings. 9
respondants representing 14 percent said it was reviewed in 2003. Likewise, 44 respondants representing 68 percent said the policy has not been reviewed since 2003 when it was formulated whereas 12 respondants representing 19 percent said they have no idea as far as staff training policy review is concern.

In fact, staff training policy at IMC has not been reviewed since its formulation in 2003. Inconsistent responses from the field creates the implication that most respondants are not well familiar with the training policy and so it comes difficult even to challenge the authority to reconsider the idea of updating the policy so that it can accommodated the new needs which has occurred in the last decade since the policy was formulated. This response is indicative of a policy which has only been paid lip service to and which fails to meet the current needs as it strives to achieve good performance and remain ahead in serving the community. In other words, the policy is outdated.

4.2.4 Policy Objectives on Staff Training and Development

Table 4.4: Mention any Three Objectives of the Policy

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To promote integrity, transparency and equity</td>
<td>6</td>
<td>9.2</td>
<td>9.2</td>
<td>9.2</td>
</tr>
<tr>
<td>To have a justifiable TNA</td>
<td>8</td>
<td>12.3</td>
<td>12.3</td>
<td>21.5</td>
</tr>
<tr>
<td>Selection for training staff and development is done accordingly</td>
<td>6</td>
<td>9.2</td>
<td>9.2</td>
<td>30.8</td>
</tr>
<tr>
<td>To have a good training and development evaluation</td>
<td>5</td>
<td>7.7</td>
<td>7.7</td>
<td>38.5</td>
</tr>
<tr>
<td>To develop human capital</td>
<td>40</td>
<td>61.5</td>
<td>61.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013
Table 4.4 is also presented below in histogram chart

**Figure 4.4:**    **Mention Any Three Objectives of the Policy**

<table>
<thead>
<tr>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

- To promote integrity, transparency and equity
- To have a justifiable TNA
- Selection for training staff and development is done accordingly
- To have a good training and development evaluation
- To develop human capital

**Source:** Researcher Finding, 2013.

As the literature noted earlier employees learn best when they understand the objectives of training program. The objective refers to the purpose and expected outcomes of training activities. In fact, there are objectives for each training session as well as overall objectives for the program because the objective can serve as goal for trainers to understand, accept and be committed to achieving the skills and knowledge expected. Being aware of Staff training and development objective is important as it help employees understand why they need training and what they need to learn. In this study therefore, respondents revealed that several kind of general objectives for staff training and development policy such as promoting integrity, transparency and equity, to have a justifiable TNA and to develop human capital being more seconded by the majority representing 62 percent of the total respondents. Although, most of these objectives did not specify why training should be conducted as far as increasing performance is concern apart from having those general overhead objective.
4.2.5 Staff Training Policy Effectiveness at IMC

Table 4.5: Is the Policy Effective?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>30</td>
<td>46.2</td>
<td>46.2</td>
<td>46.2</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>20</td>
<td>30.8</td>
<td>30.8</td>
<td>76.9</td>
</tr>
<tr>
<td><strong>I don't know</strong></td>
<td>15</td>
<td>23.1</td>
<td>23.1</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Researcher Finding, 2013

Table 4.5 is presented in a chart below

**Figure 4.5:** Is the Policy Effective?

Effectiveness of staff training and development policy has a closer relationship with the significance of staff training and development performance. Therefore, 65 respondents were asked to state if the policy was effective or not. As shown from the table and graph above, 30 respondents representing 46 percent affirmed to the
effectiveness of the policy while 20 respondants representing 31 percent said No it was not effective whereas 15 respondants representing 23 percent said they have no idea whether it was effective or not.

Based on the findings above the majority representing 46 percent agreed that the policy was effective. Most of the respondents who affirmed to the policy effectiveness are the management who seemed to favour their sides that yes indeed the policy was effective. But 31 and 23 percent was also a considerable number which led the study to find out why the policy was not effective. Not being so judgmental the respondents were asked to state why the policy was not effective and that is led the researcher to ask the next question.

4.2.6 Factors for Ineffective Staff Training and Development Policy

Why the policy is not effective

<table>
<thead>
<tr>
<th>Valid</th>
<th>Poor management control</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Valid</th>
<th>Lack of financial resources</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Valid</th>
<th>Lack of serious monitoring and evaluation programme</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Valid</th>
<th>Most employees don't ready training and development policy</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013
Table 4.6 is also presented in a chart below

**Figure 4.6: If No Why the Policy Is Not Effective**

![Bar chart showing frequency of reasons why the policy is not effective]

**Source:** Researcher Finding, 2013.

As demonstrated on the table and chart consecutively above, 34 respondents representing 52 percent said the policy was not effective due to poor management control. Likewise, 15 respondents representing 23 percent said lack of serious monitoring and evaluation program whilst 10 respondents representing 15 percent said lack of financial resources whereas 6 respondents representing 9 percent said the policy is not effective because most employees do not read the policy.

The implication on the findings as analyzed above comply with several school of thoughts which adhered to the fact that monitoring and evaluation is the key factor in determining whether the project been carried out is effective and therefore it should be supported or it should be winded up. Therefore, the findings of this study adhere that evaluation is not done accordingly to determine the future of the staff training and development policy in local government sector in Tanzania. Moreover,
as economists argue that the more you earn the higher the expenses. In most cases finance has not been always adequate. But the little funds available need proper and good management to control and spend it wisely. Above all, poor management control is the key factor which lead to ineffective training policy and this is why it was supported by 52 percent of all respondents. However, the question of why poor management has been seconded was simply because most municipal councils in Tanzania has a lot of influence from council member board which is composed by elected citizen representative who comes from different political parties and due to such political differences it comes difficult for liberation and execution of several projects or agenda that has an impact on staff training and development. The simple fact is that politics interfere a lot of technical issues including management in most council in Tanzania and that is why poor management control was seconded by 52 percent of respondents.

4.3 Training Needs Assessment (TNA)
The significance of staff training and development has a positive link with Training Need Assessment (TNA). In other words, good staff training and development depends much on how TNA has been carried out. TNA is a systematic approach in identifying and scrutinizing the need and how those needs can be bridged for the well being of the organization without undermining neither employee nor employer interest. This is to say, good TNA should reflect a win-win situation between employee and employer. Based on the fact that staff training and development is a strategic management approach, a company can employee it to attain performance. Therefore, there is every reason for TNA to be done with due respect to local government performance in this case.

Bold with that in mind, this study had a total number of 4 research questions which were asked focusing to answer the objective regarding TNA used for staff Training and development in increasing performance in Local government sector in Tanzania. Considerably, all questions were responded by 65 respondents.
The table below gives a summary of the questions which were asked in regarding to TNA.

Table 4.7: Statistics

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you conduct TNA</td>
<td>65</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
</tr>
<tr>
<td>What are the issues considered mostly important in the entire process of TNA</td>
<td>65</td>
<td>24.6</td>
<td>24.6</td>
<td>43.1</td>
</tr>
<tr>
<td>Does TNA consider organizational analysis, task analysis, and man analysis during TNA analysis?</td>
<td>65</td>
<td>47.7</td>
<td>47.7</td>
<td>90.8</td>
</tr>
<tr>
<td>What are the qualifications for an employee to qualify for training and development program</td>
<td>65</td>
<td>9.2</td>
<td>9.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

4.3.1 TNA at IMC

Table 4.8: How often TNA is conducted at IMC

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once per year</td>
<td>12</td>
<td>18.5</td>
<td>18.5</td>
</tr>
<tr>
<td>When the demand for T&amp;D rises</td>
<td>16</td>
<td>24.6</td>
<td>43.1</td>
</tr>
<tr>
<td>After three years</td>
<td>31</td>
<td>47.7</td>
<td>90.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>6</td>
<td>9.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013
Table 4.8 is also presented in the chart below

**Figure 4.7: How often Do you Conduct TNA**

![Chart showing frequency of TNA conduct]

**Source:** Researcher Finding, 2013

A total number of 65 respondents were asked to state how often TNA is conducted at IMC. In response to this, 48 percent of respondents representing the majority said it is done after each three years. Without undermining other opinions, 12 responses representing 19 percent indicated it is done once per year. Likewise, a total number of 16 respondents representing 25 percent said it is done once especially when the demand for training arises. Whereas, 6 responses representing 9 percent said it is not done at all.

Based on the findings the study realized that it’s true that IMC carries TNA after each three years. Basically, once the IMC plan for TNA, they invite tender for any consultancy company which is capable in human resource management to conduct TNA for the IMC. But in most cases this job has been given to the higher learning institution like Dar Es Salaam University or Mzumbe University just to mention few to conduct TNA. Having carried TNA then the report is given to the Human resource department for execution. However, the joint of the rest respondents representing 52
percent had different responses and this is because most staffs are not well informed on how the entire process of TNA is carried out and why training and development should be done. Further, it was also realized that those who show curiosity to know those procedures are those few with the desire for the own development and for their own purpose and not real attaining IMC performance.

4.3.2 Issues Considered During TNA

Table 4.9: The Key Issues Considered During TNA

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>organization needs</td>
<td>20</td>
<td>30.8</td>
<td>30.8</td>
<td>30.8</td>
</tr>
<tr>
<td>Performance</td>
<td>15</td>
<td>23.1</td>
<td>23.1</td>
<td>53.8</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial capability</td>
<td>25</td>
<td>38.5</td>
<td>38.5</td>
<td>92.3</td>
</tr>
<tr>
<td>Availability of qualified staff</td>
<td>5</td>
<td>7.7</td>
<td>7.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

Table 4.9 is presented in a chart below

Figure 4.8: What are the Issues Considered Mostly Important in the Entire Process of TNA

Source: Researcher Finding, 2013
As shown from the table above, the question of issues considered mostly important during TNA was the least popular among other questions where 20 respondents representing 31 percent said the organization needs are regarded as the most important. The other response which was popular was financial capability with 20 respondents representing 39. Again 15 respondents representing 23 percent said staff performance is considered and finally, 5 responses representing 8 percent availability of qualified staff was also among the key factors regarded in TNA.

Indeed, the majority affirmed that financial resources was one of foremost important factor considered before initiating the staff training and development program. This means fund is the main determinant on staff training and development in local government sector in Tanzania. This was followed by organization need posing the key question why training should be carried out. However, qualified staff was not much considered and this justifies why performance is not so good in local government. This is simply because the training and development to some extent is done by the wrong candidates and then the blames is placed on financial inadequacy. Behind the closed door, it was also realized that because of having wrong candidates for training and development, a huge amount of funds has been spent to train and develop staff that never had passion with IMC performance. Most of this staffs who have been well trained in and even outside the country when they finish training few years of serving they shift to the more paying job and leave IMC the way it was before training and development. And such training mean nothing as far as performance is concern because the money spends for training and development does not bare the targeted results.

4.3.3 Factors That Lead TNA

Table 4.10: Does TNA Consider Organizational Analysis, Task Analysis, and Man Analysis During TNA Analysis?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>40</td>
<td>61.5</td>
<td>61.5</td>
<td>61.5</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>38.5</td>
<td>38.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013
Table 4.10 is presented in graph below

Figure 4.9: Does TNA Consider Organizational Analysis, Task Analysis, and Man Analysis during TNA Analysis?

Source: Researcher Finding, 2013

As presented in the table and chart above, 40 respondant representing 61 percent said yes the TNA do follow organization, task and man analysis while 25 respondants representing 39 percent said No TNA does not follow the those procedures.

As shown on the above analysis 61 percent was enough figures to justify the existence of proper procedures been followed in carrying out TNA at IMC. However, the 39 percent were those respondants who doubt to what extent training and development is carried out at IMC effectively.
4.3.4 Employee Qualifications for Training and Development at IMC

Table 4.11: What are the Qualifications for an Employee to Qualify for Training and Development Program?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual skills</td>
<td>20</td>
<td>30.8</td>
<td>30.8</td>
<td>30.8</td>
</tr>
<tr>
<td>Experience of at least three years at work</td>
<td>25</td>
<td>38.5</td>
<td>38.5</td>
<td>69.2</td>
</tr>
<tr>
<td>Education level with academic distinct</td>
<td>15</td>
<td>23.1</td>
<td>23.1</td>
<td>92.3</td>
</tr>
<tr>
<td>Staff's potential for future needs and performance</td>
<td>5</td>
<td>7.7</td>
<td>7.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

Table 4.11 is presented in the chart below

Figure 4.10: What are the Qualifications for an Employee to Qualify for Training and Development Program?

Source: Researcher Finding, 2013
As shown above 20 respondants representing 31 percent said individual skills was one of the qualifications for the staff to be sent for training. Likewise, 25 respondants representing 39 percent said the staff is qualified for training and development after been at work at least for three years whereas 15 respondants representing 23 percent said education level for an employee take some weight for one to be promoted for training and development, while 5 respondants representing 8 percent said staff potential for future help for IMC was also regarded as a qualification for one to be promoted for training and development.

Based on the findings as presented and analyzed above, it was realized that an employee is sent for training and development as long as the employee has been working for at least three years since he/ she was employed. This qualification is good because it gives employees time to settle down and understand better how IMC operates and also it gives an opportunity for an employee to realize the gap and the real need and meaning for training and development. Furthermore, individual skills were also another good quality for an employee to be promoted for training or development. This give an attribute of increase more chance of having the right trainee for the right job and this is why it was supported by 31 percent.

In addition, education level means a lot for an employee to qualify for training and development. Less education incurs a lot of costs and it is difficult to achieve immediate results. In fact, it is good to have equal and fair training and development opportunity and that has been also stipulated in IMC training and development policy but this should consider how agent training is needed. Moreover, training and development should also consider long term plan to cover even those with low education. Unfortunately, it was not specified the level of education needed for a staff to qualify for training and development at IMC. Finally, staff potential for future need and responsibilities was another good qualification regarded in choosing staff for training or development.
4.4 Financial Resources on Staff Training and Development at IMC

Financial resource is one of the key driving resource which can assist and influence implementation of a given plans in a particular organization. In that respect, this study understood the role of financial resource in implementing staff training and development for local government performance. Therefore, it is beyond doubt that finance is a key determinant for implementation of staff training and development. This is why; this study had four key questions which were asked in regard to the influence of financial resources on staff training and development in Local government sector in Tanzania.

The table below gives a brief summary regarding those questions which were asked regarding financial influence of staff training and development.

Table 4.12: Statistics

<table>
<thead>
<tr>
<th></th>
<th>Does financial resource influence staff training and development</th>
<th>Mention the source of funding for staff training and development</th>
<th>Is the fund located for staff training and development adequate</th>
<th>Is Training and development fund used wisely for the focus of getting most competitive staffs for high job performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

4.4.1 Financial Influence on Staff Training and Development at IMC

The study was curious to know how financial attribute to staff training and development in local government sector. This is why this question was asked.
Table 4.13: Does Financial Resource Influence Staff Training and Development?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>76.9%</td>
<td>76.9%</td>
<td>76.9%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>7.7%</td>
<td>7.7%</td>
<td>84.6%</td>
</tr>
<tr>
<td>I don't know</td>
<td>10</td>
<td>15.4%</td>
<td>15.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

Table 4.13 has been also presented in a chart below

Figure 4.11: Does Financial Resource Influence Staff Training and Development?

Source: Researcher Finding, 2013

All the respondents participated in this study were asked if financial resource has an influence on staff training and development at IMC. Thus 50 respondents representing 76.9 percent said YES it has an influence. Whilst, 5 respondents representing 7.7 percent said NO it does not influence. whereas 10 respondents representing 15.4 percent did not know whether it has an influence or not.
In support of those findings, the study agrees with the majority that staff training and development is influenced by financial resource by 76.9 percent. Indeed, this shows that there is a good relationship between financial resource and training and development. In other words, financial resources can either determine the effectiveness of training and development or not. To get good statistical evidence on this, one way ANOVAs test was ran to demonstrate the statistical relationship between the two variables financial resource been an independent variable and performance been and dependent variable.

**ANOVA Test**

This test was employed to examine the relationship of two variables, independent variable which is financial and categorical in that sense and has more than two values while dependent variable is continuously and that was performance.

The table below show statistical results

**Table 4.14: One Way ANOVA**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>29.730</td>
<td>2</td>
<td>14.865</td>
<td>40.987</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>22.486</td>
<td>62</td>
<td>.363</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>52.215</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Researcher Finding, 2013

First and foremost, Anova is the variance of comparing variability amongst means and comparing against the variability with each means in terms of each individual in a group. In this case F value of 40.987 is statistical significance level of .000. This means that standard deviation within each group is statistical difference.
Figure 4.12: After Staffs Have Been T&D, Do they Perform Better than Before

Source: Researcher Finding, 2013

As shown from the above means plot, one way analysis of variance shows there is at least one mean cooperative between groups that are significance difference at the minimum can be considered that the difference between the lowest and the highest is statistical significance from each side and this show the is strong relationship between the two variables.

4.4.2 Source of Fund for Training and Development at IMC

Table 4.15: Mention the Source of Funding for Staff Training and Development

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal staff sponsorship</td>
<td>5</td>
<td>7.7</td>
<td>7.7</td>
<td>7.7</td>
</tr>
<tr>
<td>Foreign Aid</td>
<td>2</td>
<td>3.1</td>
<td>3.1</td>
<td>10.8</td>
</tr>
<tr>
<td>Own source and Central government</td>
<td>58</td>
<td>89.2</td>
<td>89.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013
This frequency Table 4.15 has been presented below on a chart

**Figure 4.13: Mention the Source of Funding For Staff Training and Development**

![Bar chart showing the source of funding for staff training and development](chart.png)

**Source:** Researcher Finding, 2013

As shown from the chart above 58 respondents representing 89 percent revealed that the most source of funding on staff training and development comes from IMC own revenue collected in that particular financial year and more financial support from central government as it might be proposed and approved in the central government budget on the same financial year. Whiles 5 respondents representing 8 percent said sometimes it is done through personal sponsorship especially when a person feel a need for training or development and that staff has not been sponsored by the employer. So the employee takes initiative to sponsor for him/herself. It was highly questionable if the objective of such personal sponsorship was to meet the objective of the employer in this case IMC or is to meet personal ambitions.

Based on the majority proposition their views was in line with several expertise as presented in the literature review that training is commonly funded in two ways: one,
training funds are decentralized. Two training funds are centralized; they are allocated to the civil service commission or to training institutions (Chonjo, 1998).

4.4.3 Financial Adequacy for Staff Training and Development

Table 4.16: Is the Fund Located for Staff Training Development Adequate?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>60.0</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>40.0</td>
<td>40.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

The frequency table 4.16 is also presented in a chart below.

Figure 4.14: Is The Fund Located for Staff Training Development Adequate?

Source: Researcher Finding, 2013
As shown above 39 respondants representing 60 percent said Yes, fund located for staff training and development was adequate while 26 respondants representing 40 percent said No the fund was not adequate.

With regard to the findings, it is true that there is a considerable amount of funds allocated for staff training and development. Indeed, fund allocated can be enough to cover the cost for training and development whenever there is a need for training and development with regard to good performance at IMC. However, 40 percent were those staff who never had an idea on how much is allocated for training and development and how it was spend. This influenced the study to find out how wisely the fund was spent.

4.4.4 Financial Discipline

Table 4.17: Is Training and Development Fund Used Wisely for the Focus of Getting Most Competitive Staffs for High Job Performance?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>56.9</td>
<td>56.9</td>
<td>56.9</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>43.1</td>
<td>43.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013
The frequency table 4.17 is also presented in chart below

**Figure 4.15: Training and Development Fund Used Wisely for the Focus of Getting Most Competitive Staffs for High Job Performance**

As presented above, the study asked if the fund located for training and development was spent wisely to meet the objectives of training at IMC. In response to this, 43 respondents representing 57 respondents said NO while 28 respondents representing 37 percent said YES the training fund was not used wisely.

Based on this statistical responses as revealed from the findings 43 percent is a considerable percent to influence decision or judgment in a situation where it is difficult to get funds for training development and such percent affirm that funds are not spent wisely to insure effective and sustainable staff training and development for great performance at IMC. This shows that most staffs together with managerial teams have not understood the significance of staff training and development and the necessity of spending the little fund located for training accordingly for the purpose intended hence increase performance at IMC. Indeed, mismanagement of training fund is narrowing the chance of taking advantage of staff training and development
accordingly to enhance development as it has been achieved in USA and China and in other developed countries across the global.

### 4.5 Evaluation on Staff Training and Development at IMC

The significance of staff training and development can bear good performance at any organization on condition that staff training and development evaluation is done attentively on regular basis with due respect to all ethics and approach on universal monitoring and evaluation criteria. On that matter, this study was interested on evaluation as one of the key variable in training and development in performance at local government sector in Tanzania. Therefore, there were five key questions which were presented before 65 respondants regarding the specific objective on staff training and development evaluation program in insuring good performance in local government sector in Tanzania.

The table below gives a summary on those questions which were asked regarding staff training and development evaluation at IMC.

<table>
<thead>
<tr>
<th></th>
<th>Is staff training and development monitored and evaluated accordingly</th>
<th>Briefly state the criteria for monitoring and evaluating staff T&amp;D</th>
<th>Is monitoring and evaluation effective?</th>
<th>Why monitoring and evaluation is not efficiently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source:</td>
<td>Researcher Finding, 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.5.1 Staff Training and Development Evaluation at IMC

Table 4.19: Is Staff Training And Development Monitored And Evaluated Accordingly?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>44.6</td>
<td>44.6</td>
<td>44.6</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>55.4</td>
<td>55.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

Table 4.19 is presented in the next chart

Figure 4.16: Is Staff Training and Development Monitored and Evaluated Accordingly?

Source: Researcher Finding, 2013

In this study, 65 respondents confirmed the existence of staff training evaluation program at IMC. However, the question of the intensity on how the program is evaluated was not isolated. As show from the table above, 29 respondents representing 45 percent said YES staff training and development evaluation was done accordingly whereas 36 respondents representing 55 percent said NO, it was
not done accordingly justifying their views that if indeed it was done accordingly then training program which has been done for the last decade then training could have been borne a substantial and measurable impact on performance than the way it stands now.

4.5.2 Criteria Used For Staff Training and Development at IMC

Table 4.20: Briefly State the Criteria for Monitoring and Evaluating Staff T&D

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through training report</td>
<td>45</td>
<td>69.2</td>
<td>69.2</td>
<td>69.2</td>
</tr>
<tr>
<td>Through performance</td>
<td>20</td>
<td>30.8</td>
<td>30.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

Table 4.20 is presented in a chart below

Figure 4.17: Briefly State the Criteria for Monitoring and Evaluating Staff T&D

Source: Researcher Finding, 2013

As presented above 45 respondants representing 69 percent said its through training report from the college where an employee has attended training or development
program (performance as indicated on the certificate). On the other hand, 20 respondents representing 31 percent said it is done by Elementary of economics looking at how trained staffs perform after having received training and development course.

The two criteria were not indeed sufficient to carry the staff training and development evaluation at IMC. Based on the findings those criteria do not control and influence commitments among the trainees. Moreover, it is questionable if at all the trainee has attended the program fully at the college/ university where he/ she were sent for training and development. In addition, the second criteria it was difficult for an employer to decide whether to terminate or proceed with training and development depending on assessment done on how he/she performs during the course. The question is what if the trainee does not perform the way it was expected and yet he/ she has completed the course and the money and time has been already spent? In fact, this was not enough criteria to scrutinize the staff training and development for achieving good performance at IMC.

4.5.3 Staff Training and Development Evaluation Efficiency

Table 4.21: Is Monitoring and Evaluation Effective?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>30.8</td>
<td>30.8</td>
<td>30.8</td>
</tr>
<tr>
<td>Valid No</td>
<td>45</td>
<td>69.2</td>
<td>69.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013
Table 4.21 is also presented in the next chart

**Figure 4.18: Is Monitoring and Evaluation Effective?**

![Chart showing yes and no responses to the question of whether monitoring and evaluation is effective.]

**Source:** Researcher Finding, 2013

As presented above 65 respondents were asked to state if staff training and development evaluation was effective. In response to this, 20 respondents representing 30 percent said YES it was effective while the majority which is 45 respondents representing 70 percent said No it was not effective justifying their views that evaluation is not tight enough to scrutinize an employee to work hard in order to achieve the desired goal of increasing performance and efficiency. As noted earlier, the significance of staff training and development in local government performance and else were lie on how evaluation is done. Evaluation determines the future of any project. The more and effective evaluation is done the higher achievement the project successes.
4.5.4 Factors for Ineffective Staff Training and Evaluation at IMC

Table 4.22: Why Monitoring and Evaluation Is Not Efficiently

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor measuring criteria</td>
<td>18</td>
<td>27.7</td>
<td>27.7</td>
<td>27.7</td>
</tr>
<tr>
<td>Lack of serious monitoring and evaluation</td>
<td>20</td>
<td>30.8</td>
<td>30.8</td>
<td>58.5</td>
</tr>
<tr>
<td>Lack of management commitment</td>
<td>27</td>
<td>41.5</td>
<td>41.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013

The frequency table 4.22 is presented in a chart below

Figure 4.19: Why Monitoring and Evaluation is Not Efficiently

Source: Researcher Finding, 2013

As presented above, among the popular and predominant responses was lack of management commitment taking 42 percent of all respondents, lack of serious
evaluation was supported by 31 percent of all respondants while 18 respondants representing 28 percent said poor and unrealistic evaluation criteria.

Indeed, once the staff evaluation is encountered with all this hindrance factors, staff training evaluation is more likely not to function as it is suppose to be done. This is why most scholars insist that once monitoring and evaluation is done accordingly the management will be very enriched with a lot of necessary information such as justification on the existence and budget of the training department and evaluation will help to know how the program contributes to the organization’s objectives and goals (Armstrong, 2008). Moreover, it helps to decide whether to continue or discontinue staff training programs. Finally, it helps, to gain information on how to improve future staff training and development programs (Kenney et al, 1992). However, the findings show evaluation program is confronted with a lot setback and hence it comes difficult to function accordingly and attribute for an effective staff training and development for local government performance.

4.5.5 Training and Development Performance at IMC

Table 4.23: After Staffs Have Been T&D, do they Perform Better than Before

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>35</td>
<td>53.8</td>
<td>53.8</td>
<td>53.8</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>15.4</td>
<td>15.4</td>
<td>69.2</td>
</tr>
<tr>
<td>Fair</td>
<td>20</td>
<td>30.8</td>
<td>30.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Finding, 2013
Despite several challenges facing evaluation program at IMC, the study was interested to know if at all staff after been trained and developed have been able to perform better than before. 35 respondents representing 53.8 percent said YES they do perform better than before while 10 respondents representing 15.4 percent said NO, but on the other hand, 20 respondents presenting 30.8 percent said it is FAIR meaning neither good nor bad.

Staff training and development at IMC do exist but it has not been performed as it was expected. There are a lot of challenges that face the program. Primary, this begins with the policy which is not well framed to focus on deliverables. This led to 46 percent who affirmed that yes training and development does not bring performance at IMC. Furthermore, TNA is also confronted with a number of challenges on how the need for training and development is scrutinized. Likewise TNA has failure to designing and analyze the organization, task, and man analysis in
order to be certain in doing the right thing before initiating the program. This has also attributed to the performance to stand at 54 percent where it could have been much higher than that. Financial resources located for staff training has not also been spent wisely. Finally, evaluation is not tightly done to bear the fruit expected. This indeed supports the 46 percent respondants who said staff training and development is not done appropriately to foster to good performance at IMC.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
The purpose of this research was to assess the significance of staff training and development performance in local government sector in Tanzania. This study has focused on Ilala Municipal Council in deriving information regarding the topic under discussion. Therefore, this chapter deals with summary, findings, conclusions and recommendations of the research.

5.2 Summary
The significance of staff training and development is an issue of concern which any organization prefer to prioritize for effectiveness and good performance. The study has proved that staff training and development has a number of variables which influence its effectiveness in promoting enhanced job performance. All variables such as policy, TNA, finance and evaluation are interconnected. In other words, they are inseparable. Staff training and development policy should be set in accordance with the organization’s vision, mission and objectives. TNA, its goes deeper by looking on how the gap is bridged as far as staff training and development is concerned. In addition, financial resource remains as a link for implementation of the staff training and development. Lastly, staff training and development evaluation determine the implementation of the program and act as a messenger for the project in communicating on the status of the project.

This study has been carried at Ilala Municipal which is one of the biggest municipalities in Dar es Salaam Tanzania. The study is cross sectional in which data was collected once across a population through sampling of 65 respondants. This was enough sample size to run the test for the study. With this sample size, there were two data collection method employed namely interview and questionnaires. Having gathered the most relevant information data analysis was done in each specific objective of the study through Chi- Square, One way Anova and simple
regression analysis tests with the data base assembled and analyzed by using SPSS software package. Indeed, the study has revealed a strong relationship between specific objectives (dependent variables) on staff training and development and performance been an (independent variable) in local government sector in Tanzania.

5.2.1 Staff Training and Development Policy

Policy is the principle or rules to guide decision and achieve logical and unbiased outcome (Lowi, 1995). As most schools of thought agree, training and development policy is meant to equip people with necessary skills, knowledge and attitudes to meet organization’s need and achieve its objectives. Further, the public service training policy in Tanzania provide guidelines for effective, efficient and coordinate training of civil servant who are recognized and characterized by their political neutral, professionalism and meritocracy in the new era of reforms, openness and accountability.

The findings drawn from the study have shown staff training and development policy has an influence to local government performance. Since formulation of staff training and development policy of Ilala Municipal council in 2003, the policy has influenced local government performance through staff training and development scheme. This was supported by 46 percent of the respondents who affirmed to the effectiveness of staff training and development policy at IMC, whereas 37 percent said No it was not effective while 23 percent said they don’t know if the policy was effective or not. This implies that despite the fact that the policy do exist at IMC but the policy is overwhelmed by a number of challenges that hinder ineffectiveness of the policy in leading local government performance in Tanzania.

5.2.2 Training Needs Assessment (TNA)

The literature showed that training need assessment is an ongoing process of gathering information to determine how the gap should be bridged. In addition, TNA is a vital prerequisite for any effective training program or event. This is because throwing training to individuals without proper TNA; it may miss priority need or even cover areas which are not necessary to be involved in training and development.
The findings showed that 61 percent of the respondents affirmed that TNA procedures at IMC are well followed while on the other hand 39 percent did not agree that proper procedures were followed in TNA at IMC. In summary, TNA procedures are in place and well followed by 61 percent.

5.2.3 Financial Resource
Finance is a key determinant factor in staff training and development in local government sector in Tanzania. The local government sector Ilala Municipal in particular has been allocating about Tsh. 69 million annually for training and development. The findings showed that the fund allocated for training and development is not spent wisely. This was supported by 57 percent of the respondents who affirmed that fund allocated for staff training and development is not spend wisely to meet the training objective and hence increase performance in local government in Tanzania.

5.2.4 Evaluation
Several schools of thought insist that good and proper monitoring and evaluation can attribute to success of any project (Armstrong, 2008). According to the findings 55 percent said the evaluation is not done accordingly. Based on that statistical figure there is no doubt that evaluation is not well done at IMC despite the fact that evaluation is the determinant factor for whether the project should proceed or not and how far the project has responded in bridging the gap as far as skills and knowledge requirement is concern for local government performance.

5.3 Conclusion
The main objective of the study was to find out the significance of staff training and development in local government performance in Tanzania. Staff training and development has been identified by various scholars to be very crucial to an organization performance. In the light of the above, organizations are therefore encouraged to use all resources in their disposal to train and develop their staffs for the current and future demand of local government sector in Tanzania. As training
reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed in achieving the goals and objectives of the organization.

The role of staff Training and Development in local government sectors was established for capacity building among public servants and also help to bridge the gap on challenges that face local government sector especially performance. The study concludes that the significance of staff Training and Development in IMC were mainly concerned with offering learning and development opportunities for staff and improvement of knowledge and skills at all levels in the Municipality.

Further, appropriate and effective staff Training and Development of IMC is still confronted by a number of challenges such as participation, unawareness, and policy review to accommodate new changes that will attribute to foster performance in Local government sector in Tanzania. The study affirmed that TNA is properly done at IMC and all necessary procedures are well done although it implementation was not met.

Financial resource was predominant in influencing staff training and development in local government sector in Tanzania. However, the funds allocated were not spent wisely. Above all, evaluation was also not well done. Criteria for staff training and development evaluation were not sufficient to scrutinize for staff training and development performance in local government sector IMC in particular.

5.4 Recommendations

5.4.1 Staff Training and Development Policy
IMC policy was formulated in December 2003. Since then the policy has not been reviewed to incorporated new changes that has happened in the last decade. Among other challenges that face staff training and development policy, first and foremost IMC should be reviewed to reflect current needs. Further, the management should provide awareness among public servants in understand staff training and development policy. This will help most staff to understand their involvement and all
benefits attained in staff training and development for both employee and employer. Moreover, staff training and development policy should stipulate on how the entire process of training and development should be carried out at IMC. This will help to cover the huge vacuum that exists on how training is done at IMC.

On the other hand, National educational policy should also be reviewed because the current education policy does not reflect the current challenges, needs and demands for future work. As a result, the gap between the educations proved in Tanzania in all levels does not correspond to the needs and demands of employers to a great extent. In fact, the current education policy has been quite confronted by several challenges such as development of science and technology and globalization which has changed the life style to the community. This has also affected staffs behaviour and attitude equally. Therefore, Tanzania government should review the education policy right from primary School up to university level.

The policy review should respond to the current development and technological pressure in all spheres such as politically economically and socially. Having a good education policy then staff training and development at work place will be more meaningfully as far as efficiency and high performance is concerned. Further, the policy should be flexible enough to meet short terms demands in terms of reorientation and skilling of the public service, public sector and civil society. This will include developing technical and policy skills. In long term, appropriate training course that meet current and future needs should be developed in the context of overall human resources approach. This would require a rationalization of current capacity and resources, as well as consideration of issues such as organization culture, structural change and affirmative action.

5.4.2 Training Need Assessment (TNA)
Largely, TNA is done well at IMC. However, TNA should be well scrutinized so that training and development program should be carried on a targeted focus rather than doing it as a routine. There question of what, who, where and when should be regarded so importantly before initiating staff training and development program.
5.4.3 Financial Resource on Staff Training and Development

The amount allocated will never be adequate for staff training and development if there is no financial discipline and accountability and how public funds are being spent. First of all, public servant especially those entrusted with responsibility to lead should be patriotic for the country. This will help to lay down a proper and closer follow up and implement financial regulations which will help to monitor and make people serious accountable on public funds. Indeed, this will help to reduce corruption and favoritisms, which is surrounded in training and development and also will help to use the funds according to its purpose and hence it will foster local government performance.

5.4.4 Staff Training and Development Evaluation

The prosperity of any project depend much on how monitoring and evaluation has been done prior and post project been carried out. Indeed, at IMC evaluation has been so loose. This has attribute to drag behind the prosperity of staff training and development performance in local government sector in Tanzania. Therefore, this study recommends that there should be evaluation on staff that are on training and development on regular basis. Indeed, evaluation report should be communicated directly to the training officer on quarterly basis. Likewise, the study highly recommend for IMC to establish a direct link with the college were the staff has been sent for study in order to get feedback at any time especially the time the staff on training and development is not expected. This will help the staff on training and development to be committed and employee will also have ground to justify the progress of sponsoring or termination of staff on training or development. Finally, the study appeal before management team to reconsider the significance of staff training and development and how it can make change to local government performance in Tanzania by prioritizing and supporting the program with all their minds and resources on their disposal.
REFERENCE


Tan, Hong, Zhu, Pei, and Yevgeniya Savchenko. 2003. *Enterprise Training in Developing Countries: Evidence from Investment Climate Surveys”,* unpublished World Bank Institute working paper


APPENDICES

Appendix 1: Questionnaire Used For Collecting Data

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable Daniel Nyawala a final year student of Mzumbe University to complete his dissertation on the topic; the significance of staff training and development in local government performance: a case study of Ilala Municipality, in pursuance of a masters degree in Business Administration corporate management for the academic year 2011/2013. Thank you for participating in this study.

NB. All information given would be treated with utmost confidentiality and I will like to share results if you will leave your e-mail address.

Instructions:
(i.) The objective of this study is to find out the significance of staff training and development in local government performance in Tanzania.

(ii.) The answers in this questionnaire should be written in the space provided.

(iii.) On the part of selective answers, Kindly tick where appropriate.

A. Training and development policy
1. Is there staff training and development policy?
   (i.) Yes ( )
   (ii.) No ( )

2. State when it was formulated ________________________________

3. State when it was last reviewed ________________________________

4. Mention any three objective of the policy
   (i.) ______________________________________________________
   (ii.) _______________________________________________________
5. Does the policy provide any guidelines on how staff training and development should be?
   (i.) Yes  
   (ii.) No

6. Is the policy effective?
   (i.) Yes  
   (ii.) No

7. If no why the policy is not effective?
   (i.) ________________________________________________
   (ii.) ________________________________________________
   (iii.) ________________________________________________

8. Is there a considerable amount of funds located to implement staff training and development policy?
   (i.) Yes  
   (ii.) No

B. Training Needs Assessment (TNA)

9. How often do you conduct TNA?
   (i.) ________________________________________________
   (ii.) ________________________________________________
   (iii.) ________________________________________________

10. What are the issues considered mostly important in the entire process of TNA
    (i.) ________________________________________________
    (ii.) ________________________________________________
    (iii.) ________________________________________________
    (iv.) ________________________________________________
11. Is organizational analysis, task analysis, and man analysis observed seriously before Training and development program is launched?
   (i.) Yes ( )
   (ii.) No ( )

12. What are the qualifications for an employee to qualify for training and development?
   (i.) ___________________________________
   (ii.) ___________________________________
   (iii.) ___________________________________

C. Finance Resource on Staff Training and Development
13. Does financial resource influence staff training and development?
   (i.) Yes ( )
   (ii.) No ( )
   (iii.) I Don’t Know ( )

14. Mention the source of funding for staff training and development
   (i.) ___________________________________
   (ii.) ___________________________________
   (iii.) ___________________________________

15. Is the fund located for staff training development adequate?
   (i.) Yes ( )
   (ii.) No ( )

16. Is amount located for training and development spend wisely for most argent skills and knowledge gap for better and higher performance?
   (i.) Yes ( )
   (ii.) No ( )
D. **Staff Training and Development Evaluation Program**

17. Is staff training and development monitored and evaluated

(i.) Yes (   )

(ii.) No (   )

18. Briefly state the criteria for monitoring and evaluating staff T&D

(i.) __________________________________________________________

(ii.) __________________________________________________________

(iii.) __________________________________________________________

19. Is monitoring and evaluation effective?

(i.) Yes (   )

(ii.) No (   )

20. If no why is it not effective.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

*Thanks for Your Time and Contribution.*
Appendix ii: Interview schedule

E. Training and development policy

1. Is there staff training and development policy?
2. State when it was formulated
3. State when it was last reviewed
4. Mention any three objective of the policy
5. Does the policy provide any guidelines on how staff training and development should be?
6. Is the policy effective?
7. If no why the policy is not effective?

Training Needs Assessment (TNA)

8. How often do you conduct TNA?
9. What are the issues considered mostly important in the entire process of TNA?
10. Is organizational analysis, task analysis, and man analysis observed seriously before Training and development program is launched?
11. How do you conduct TNA at your municipal?

Finance Resource on Staff Training and Development

12. Does financial resource influence staff training and development then how?
13. What are the source of funding for staff training and development?
14. Is the fund located for staff training development adequate?
15. Is amount located for training and development spend wisely for most argent skills and knowledge gap for better and higher performance?

Staff Training and Development Evaluation Program

16. How do you evaluate the program?
17. What are the criteria for evaluating staff T&D
18. Is monitoring and evaluation effective?

Thank you very much
## Appendix iii: Research Time Schedule

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