Does Staff Training Influence Employees' Performance? Some Reflections From Kigamboni Municipal Council, Dar Es Salaam, Tanzania

Aziza Shaib Mohd.[1], *Gideon S Bulengela[2]
[1]Ministry of Education and Vocational Training, Zanzibar, Tanzania.
[2]Department of Human Resources Management, Mwalimu Nyerere Memorial Academy, Dar es Salaam, Tanzania.

***Corresponding Author**

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ABSTRACT
The link between training and employee performance is critical to human resources management. Though studies have demonstrated the influence of training on employee performance, few studies have attempted to explore this relationship in Tanzania. This study aimed to examine the impact of training on employee performance. The study further explored factors affecting training programs at Kigamboni Municipal Council. A mixed-method approach was applied to explore the phenomena. Both probability and non-probability sampling techniques were applied to obtain respondents for this study. Questionnaires and interview tools were used to collect data. A total of 95 respondents were selected for the quantitative study, and a total of 15 interviewees were selected for the qualitative study. Qualitative data was analyzed using SPSS, and qualitative data was analyzed using content analysis technique. Findings indicate that employees see the influence of training on job performance. Even though respondents see the importance of training on job performance, minimal training programs were believed to affect their performance negatively. The study revealed several factors affecting the implementation of training programs. The study concludes that it is vital for organizations to strategically manage employees' training programs to ensure that the majority of employees realize their full potential and improve the overall performance of an organization.

KEYWORDS: Staff Training, Employee Performance, Tanzania, Public Sector.

ABBREVIATIONS
LGA: Local Government Authority, PO-RALG: President's Office, Regional Administration and Local Government, SPSS: Statistical Package for Social Sciences, CPA: Certified Public Accountant, PSPTB: Procurement and Supplies Professional and Technicians Board, QLA: Qualified Laws and Administration, TNA: Training Need Assessment, CNA: Capacity Need Assessment, OPRAS: Open Performance Review and Appraisal System, PO-PSM: President's Office Public Service Management, HR: Human Resources, TANROADS, Tanzania National Roads Agency.

1.0 INTRODUCTION

In the current world with increasing business competition, employers need workers who are highly motivated and who can assist the company in taking appropriate measures to realize its objectives and be competitive [1]. Staff training is considered vital for the functions of institutions as it directly influences performance Eljali *et al*. [2]. Training is referred to as the development of knowledge, systematic skills and attitudes needed by individuals to perform tasks or jobs provided adequately [3]. Employees need to attend training due to job demands that are dynamic due to changes in the work environment, strategies and other drivers to change at the global level [4].

Several studies have been conducted to investigate the relationship between training and employee performance [5–8]. Studies indicate that staff training generates positive business outcomes through increased productivity, improved management skills, reduced production costs, easy access to profitability, and expanded markets [8,9]. It has been noted that the output of employee training is with a significant commitment to on-the-job training for new employees [10]. Nevertheless, training has shown positive outcomes in developing countries, especially Africa, through improved workers' performance [11]. Training empowers people to do better in their workplaces. In their study on the effect of training on performance, Mvuyisi and Mbukanma [12] found that training was the essential element of increasing employee performance in this technology-infused

University. Training was perceived as necessary for increasing employees' understanding of the profession, allowing them to become more proficient in their tasks and provide better outcomes. Trained staff were seen to perform better compared to untrained staff [13]. Thus, training has been perceived as having many benefits to organizations, such as consistency in job performance, greater job satisfaction, higher guest satisfaction, and reduction in business costs, to name a few [14]. Despite the benefits resulting from training, evidence indicates that companies do not tend to put much effort into implementing effective training techniques [15].

In Tanzania, few studies [16–18] have assessed the relationship between staff training and employee performance. Nevertheless, these studies focused on the private sector and paid little attention to the public sector. Additionally, these studies do not provide a better understanding of the impact of training on employee performance, particularly in public institutions in Tanzania. It was vital to conduct this study to broaden knowledge of the implication of training on employee performance in Tanzania. Though several studies have been conducted across the globe to understand the impact of training on employee performance, it was important to conduct a study in Tanzania because most of the studies were done in a context other than Tanzania. Different contexts have indicated differences in cultural, behavioral and attitude attributes and, thus, how employees respond to training [12].

Additionally this study was motivated by the fact that the Government of the United Republic of Tanzania, through the national training policy of 1995, has shown interest and strategies in which public sectors have to improve the working capability of civil servants [16]. However, many LGAs have no practical employee training. Some government organizations do not seem to care about improving the capacity of their workforces; they instead frown at and punish any weaknesses of employees [5,17]. Therefore, it was vital to conduct this study. This study asks, what is the influence of the training program on employee performance at Kigamboni Municipal Council? What factors hinder the proper implementation of training programs at Kigamboni Municipal Council? What are the ways for an effective staff training program at Kigamboni Municipal Council?

This study utilizes human capital theory. This theory was formulated by Hartog and Van den Brink [19] and Rosen [20]. The theory argues that individual workers have a set of skills or abilities that they can improve or accumulate through training and education. Human capital refers to knowledge, skills, attitudes, aptitudes, and other acquired traits contributing to production. According to Armstrong [21], human capital is the knowledge, skills, and abilities of the people employed in an organization; human capital theory regards people as assets and stresses that investment by organizations in people will generate worthwhile returns. Since organizations are said to be as good as their people and by understanding that not all labor is equal, an organization needs to manage employees through training [19]. The study sees this theory as relevant to this study as it enables us to think about the importance of investing in human resources through training as vital for improved employee performance and the survival and growth of organizations.

2.0 METHODOLOGY

This study was conducted at Kigamboni Municipal Council. The council operates under the PO-RALG Ministry. The council has 2,033 staff members from departments and units. This study targeted staff in departments and units.

2.1 STUDY POPULATION

The proposed study focused on Kigamboni Municipal Council staff members, with a finite population of 2,033 staff. These employees can be grouped according to cadres, ranks, divisions, units, sections, and seniority.

2.2 RESEARCH DESIGN

This study adopted a descriptive study design. The choice of the study design was based on the nature of the study. The study aims to understand how respondents perceived the influence of training on performance. The study applied qualitative and quantitative approaches.

2.3 SAMPLING PROCEDURE

The study applied a probability sampling technique to obtain sampling units for quantitative data. The sampling units included employees working in different divisions and departments at Kigamboni Municipal Council. This technique was applied to ascertain the randomness of the sample to avoid brassiness and enhance the objectiveness of the study. Random sampling was applied, and each employee had an equal chance of being selected as a sampling unit to constitute a sample size. Additionally, for qualitative data, the study applied non-probability sampling, which was purposeful sampling to obtain sampling units.

A probability technique was applied for quantitative sampling to get the sample. Given the finite population of staff at Kigamboni Municipal Council, which is 2,033, probability sample size calculation was done by the formula that has been introduced by Yamane [22] and Israel [23].

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

N = total population
n = sample size
e = margin of error of 10%
n = 2,033 / 1 + 2,033 $[0.1]^2$
n = 2,033/ 1 + 2,033 × 0.1
n = 2,033 / 1 + 20.33
n = 2,033 / 21.33
n = 95.3 ~ 95
***n* = 95**
Therefore, the sample size was 95.

For qualitative data, a philosophy of sampling in qualitative studies was applied. This entails that the researcher should interview informants and ensure reaching a saturation point where no newer information is forthcoming. This was a point arrived at when the more the researcher dug deeper into an issue, the more repetitive the answers of information. In this way, a total of 15 interviews were conducted.

2.4 DATA COLLECTION

Data were collected using questionnaires, interviews, and observation. Structured questionnaires with closed-ended questions were applied to collect quantitative data. The questionnaire was given to respondents in the most convenient way. The respondents answered the questions on their own. Respondents were given a week to complete the questionnaires, and then the researcher collected them. The number of successful responses returned was 70 out of 95, which made a response rate of 74% out of the total expected response. According to Mugenda and Mugenda [24], 50% of the response rate is adequate, provided that the size of respondents is more than 30 respondents needed for statistical analysis and reporting.

Qualitative data were collected using interview guides. In this process, the researcher engages in a face-to-face dialogue with an interviewee. A semi-structured interview guide was applied. A total of 15 interviews were conducted.

The observation method was also applied to collect qualitative data. The researcher passed through different offices and spent much time in the Administration and Human Resource Division, which is a specific department that deals with developing, executing, and managing the training plan; during the stay, the researcher observed several activities in different offices. Such activities include people working, meetings, workers attending customers, small group conversations, and other informal gatherings. This was important because it enabled the researcher to experience the real situation at the workplace. This enabled the researcher to compare what respondents were saying and what was happening in the study area.

2.5 DATA ANALYSIS

A software, SPSS, was used to analyze quantitative data. The output of data is descriptive statistics such as percentages, frequency tables, mean, and standard deviation. Data were presented in tables. Additionally, inferential statistics and chi-square were used to analyze data.

Qualitative data was analyzed manually. The process of analyzing data employed qualitative methods. A content analysis technique was applied. Information from in-depth interviews was recorded and transcribed. Transcription was carefully done to maintain the information's original meaning. The researcher used three qualitative data analysis processes that Mugenda and Mugenda [24] developed: data reduction, display, and conclusion. Data reduction involved selecting, focusing, abstracting, and transforming the information that was formally in the form of written field notes and transcriptions of in-depth interviews. After that, the researcher coded the data to assist in identifying themes and sub-themes related to the study objectives.

3.0 FINDINGS AND DISCUSSION

3.1 IMPLICATIONS OF TRAINING PROGRAM ON EMPLOYEE PERFORMANCE

This study aimed to understand the influence of training on employee performance. To achieve this, the study took an interest in four dimensions: skills, knowledge, engagement, and retention. These four aspects result from training, and their attainment affects employee performance differently [25–27]. Findings from a quantitative approach are summarized in Table 1.

Table 1. Descriptive statistics of the study variables.

	Descriptive statistics		
	N	**Mean**	**Standard deviation**
Skills	44	3.22	1.29
Knowledge	21	3.32	1.22
Engagement	45	3.46	1.16
Retention	45	3.14	1.20

The study statistics show that the mean and standard deviation for skills were 3.22 and 3.32, respectively; the mean and standard deviation for knowledge were 1.29 and 1.22, respectively; the mean and standard deviation for engagement were 3.46 and 1.16 respectively; and the mean and standard deviation for retention was 3.14 and 1.20 respectively. General findings of this study show that respondents' perceptions were indifferent regarding training outcomes on their performance as demonstrated by the mean values, which is estimated to equal 3, which means respondents neither agree/nor disagree with the item statements.

The values of standard deviations for all four dimensions are estimated to be one, which means respondents neither agreed/nor disagreed. Thus, respondents had varying opinions regarding how they think about the impact of training outcomes on their performance at work.

This study's findings align with Adeyi *et al*. [27], whose general findings stipulated that there were no clear indications that training correlated with improved employee performance; in this study, the authors continued to examine other specific issues related to training and employee performance. Thus, this study followed the same trajectory and assessed particular matters related to training outcomes on employee performance since other studies [26–28] suggested that there is a positive relationship between training and employee performance (Table 2).

Table 2. Summary respondents' perception regarding training outcomes on employee performance.

		Job designation				
		Other officers	**Principal officer or senior officer**	**Supporting staff**	**Grand total**	**Percentage (%)**
	Skill 8.2					
Training has enhanced my ability in decision-making in duty performance	Disagree	6	1		7	16
	Agree	15	2		17	39
	Neither agree/nor disagree	3	2	1	6	14
	Strongly agree	7	2	1	10	23
	Strongly disagree	3	1		4	9
	Grand total	**34**	**8**	**2**	**44**	
	Skill 8.3					
Training has enabled me to innovate new ways of performing my duties	Disagree	5			5	11
	Agree	9	2		11	25
	Neither agree/nor disagree	9	1		10	23
	Strongly agree	7	4	1	12	27
	Strongly disagree	4	1	1	6	14
	Grand total	**34**	**8**	**2**	**44**	
	Skill 8.4					
Training has motivated my	Disagree	16	2	1	19	43
	Agree	6	2		8	18

self-development toward my career	Neither agree/nor disagree	7	1		8	18
	Strongly agree	2	2	1	5	11
	Strongly disagree	3	1		4	9
	Grand total	**34**	**8**	**2**	**44**	
	Skill 8.5					
Training equipped me with problem-solving techniques	Disagree	4			4	9
	Agree	11	4		15	34
	Neither agree/nor disagree	9	2	1	12	27
	Strongly agree	3	2	1	6	14
	Strongly disagree	7			7	16
	Grand total	**34**	**8**	**2**	**44**	
	Knowledge 9.1					
Training has unveiled proper procedures for executing my tasks	Disagree	2			2	10
	Agree	6	2		8	38
	Neither agree/nor disagree	2	2		4	19
	Strongly agree	3		1	4	19
	Strongly disagree	3			3	14
	Grand total	**16**	**4**	**1**	**21**	
Training has given me the experience required in my field of work	**Knowledge 9.2**					
	Disagree	6	2		8	38
	Agree	4	1		5	24
	Neither agree/nor disagree	3			3	14
	Strongly agree	2	1	1	4	19
	Strongly disagree	1			1	5
	Grand total	**16**	**4**	**1**	**21**	
	Knowledge 9.3					
Training has enhanced my capacity to practice my profession	Disagree	1	1		2	10
	Agree	7	1		8	38
	Neither agree/nor disagree	6			6	29
	Strongly agree	1	1	1	3	14
	Strongly disagree	1	1		2	10
	Grand total	**16**	**4**	**1**	**21**	
	Knowledge 9.4					
Through training, I got to know my organization's culture and values	Disagree	2			2	10
	Agree	4	2		6	29
	Neither agree/nor disagree	5	2		7	33
	Strongly agree	3		1	4	19
	Strongly disagree	2			2	10
	Grand total	**16**	**4**	**1**	**21**	
	Engagement 10.1					
Training has enabled my employer to	Disagree	2	2		4	9
	Agree	17	2		19	42
	Neither agree/nor disagree	9	3		12	27

design tasks that match my abilities	Strongly agree	6	1	2	9	20
	Strongly disagree	1			1	2
	Grand total	**35**	**8**	**2**	**45**	
	Engagement 10.2					
My supervisors could identify capacity gaps after training	Disagree	5	1		6	13
	Agree	15	3	1	19	42
	Neither agree/nor disagree	5	2		7	16
	Strongly agree	4	1	1	6	13
	Strongly disagree	6	1		7	16
	Grand total	**35**	**8**	**2**	**45**	
	Engagement 10.3					
My employer gives reasonable job demands	Disagree	11			11	24
	Agree	9	3	1	13	29
	Neither agree/nor disagree	9	3	1	13	29
	Strongly agree	3	1		4	9
	Strongly disagree	3	1		4	9
	Grand total	35	**8**	**2**	**45**	
	Retention 10.1					
Training offered encouraged succession planning at my workplace	Disagree	6	1		7	16
	Agree	11	4	1	16	36
	Neither agree/nor disagree	7	2		9	20
	Strongly agree	5	1	1	7	16
	Strongly disagree	6			6	13
	Grand total	**35**	**8**	**2**	**45**	

Source: Field data, 2023.

Findings indicate that 39% of respondents agreed, 16% disagreed, 14% neither agreed nor disagreed, 23% strongly agreed, and 4% strongly disagreed that training enhanced their decision-making ability in duty performance. Furthermore, respondents have indicated a high perception of reacting to the same item statement. This finding is demonstrated by a Likert scale value of 3.5, above the weighted average value of 3.30 for the skill and knowledge dimension.

The findings of this study align with Taneja [29], who suggested that training sharpens thinking abilities and helps make better decisions. Ibidunni [30] highlights the importance of decisions to individual employees and organizational performance. Furthermore, Kroll and Moynihan [5] show the interaction of how trained and experienced managers make informed decisions after consulting performance data and corporate strategic goals.

On top of that, findings show that 11% of respondents disagree, 25% agree, 23% neither agree nor disagree, 27% strongly agree, and 14% strongly disagree that training has enabled them to innovate new ways of performing their duties. The item statement had a mean value of 3.4, which is higher than 3.30, the weighted average value for the skill and knowledge dimension; this means that respondents have demonstrated a higher perception of this item statement. Also, a standard deviation of 1.36 shows less variability of responses on this particular item statement.

However, experience and conduct show rigidity and inflexibility in the public service business process, which makes employees abide by the pre-set procedures. The pre-set guidelines are in the Client Charter in each public office; the charter outlines each service provided by each division and unit and the respective business process with the maximum time required to complete each procedure. This rigidity somewhat hinders flexibility in duty performance. In an interview with an accountant who was a respondent from the finance and accounts unit, it was mentioned that-

> *Among us, some employees are experienced by working from other private organizations, especially in NGOs, but cannot put their experience here because the business processes are more*

> *centralized by the President's Office, Regional Administration and Local Government [PO-RALG]. [IDI, Accountant, Kigamboni, 21 June 2023].*

Nevertheless, this finding resonates with Mwagisa [16], who found that training improves employees' capabilities and increases productivity. Adeyi *et al*. [27] further elaborate that training exercise helps to make available expert techniques and rising abilities to correct shortages of workers' efficiency.

The study further shows that 23% of respondents agree, 38% disagree, 14% neither agree nor disagree, 19% strongly agree, and 6% strongly disagree that training has given them the experience required in their field. The item statement affirms this by having a mean value of 3.38, above the weighted average value of 3.30 for the skill and knowledge dimension, which can further be interpreted as a high perception of respondents regarding that particular item statement.

In the public sector, particularly in the LGA's different professions, employees must attend long course training to be promoted to a higher rank. For instance, Human Resource Officers II must study a Proficiency Human Resource Course to qualify for a promotion to a higher rank. Accounting Officers are required to qualify for CPA studies to become Accountants; Procurement Officers are required to go for PSPTB studies to qualify for promotions and other courses needed, including QLA for administrative officers and personal secretaries. This training equips workers with enough experience to perform their tasks.

This finding concurs with Ibidunni [30], who elucidated that user and career knowledge is gained from service experience and reflects service use. Edman [31] also indicated that workshop studies are carried out to enable trainees to develop knowledge skills and practice experience, as practice experience occurs when one interacts with daily working environments.

Thirty-eight percent (38%) of respondents agree, 29% neither agree nor disagree, 14% strongly agree, 10% disagree, and 9% strongly disagree that training has enhanced their professional capacity. The item statement had a mean value of 3.38, which is above the weighted average of 3.30 for the skill and knowledge dimension, showing a high perception of respondents regarding that particular item statement. Furthermore, the standard deviation value of 1.2 shows normal variability of respondents' responses. This implies that most respondents see that training enhanced their professional capacity. In this study, it was observed that though not well documented, the organization had conducted a CNA and TNA to identify capacity gaps for future training.

This study finding affirms Kroll and Moynihan's [5] recommendation of training managerial personnel to improve their capacity to implement performance management reforms concerning performance analysis, measurement and reporting. Also, this study's finding supports Yamoah and Maiyo's [32] findings that training enhances employee capacity, which later improves individual and organizational performance.

Furthermore, 42% of respondents agree, 9% disagree, 27% neither agree nor disagree, 20% strongly agree, and 2% strongly disagree that training has enabled their employers to design tasks matching their abilities. This finding is further shown by the mean value of 3.68, above the weighted average of 3.46 for that item statement. As such, employees have demonstrated a high perception of this particular item statement. Moreover, a standard deviation of 0.97 indicates less variability in respondents' responses.

In the public service, mainly LGAs, job designing is centralized and entirely done by PO-PSM and PO-RALG. That is the case; employers can only reallocate employees between jobs matching their abilities subject to job designing to enhance employee performance and engagement. Nevertheless, this study's finding resonates with Taneja [29], who found that employee performance is affected by job design and organizational culture. Edman [31] also emphasized that public organizations need to rethink service design by initiating service design projects that would deliver job designs that allow innovation to create new services that impact employee and organization performance.

Nevertheless, the study findings show that 36% of respondents agree, 16% disagree, 20% neither agree nor disagree, 16% strongly agree, and 12% strongly disagree that training has encouraged succession planning at their workplace. The item statement shows this result by the mean value of 3.24, above the weighted average value of 3.14 for the retention dimension, which offers a high perception of employees concerning this particular item statement. Furthermore, a standard deviation value of 1.28 shows normal variability of respondents' responses.

Retention in public organizations is not well practiced, especially in the LGAs, where professionalism is not much of a priority. One respondent, who is the head of the division, mentioned that.

> *Throughout my working experience, whereas I have more than fifteen years working in several Local Government Authorities across the country, I have never encountered a retention program or policy prepared for employees. I think our ways of working do not encourage much*

> *professionalism. There is too much politics in our working environment [IDI, Agricultural, Kigamboni, 21 June 2023].*

However, data from the interview indicate that respondents had different opinions on the subject understanding. For example, another respondent, the health secretary in the interview, mentioned succession issues and mentioned that-

> *I thank my supervisors for being so positive regarding training issues. I am grateful because this year, I was not included in the training program because I didn't request so, but after I saw an advert at Uongozi Institute that they are opening windows for enrolling women who want to study leadership courses, I straightly went to my supervisors and HR manager, because the course was taken online, as some e-learning, I requested to join to study while at work and thankful I was permitted and recommended to pursue the course [IDI, Health personnel, Kigamboni, 23 June 2023].*

This finding concurs with Taneja's [29] findings, which noted that training is crucial in retaining employees with special talents. Adeyi *et al*. [27] also emphasized that organizations create training and development schemes that focus on retaining competent employees who help the organizations produce a return on investment.

On top of that, 38% of respondents agree, 10% disagree, 19% neither agree nor disagree, 19% strongly agree, and 14% strongly disagree that training has unveiled proper procedures for executing tasks. The item statement had a mean value of 3.37, above the weighted average of 3.30 for the skill and knowledge dimension. Furthermore, the statement had a standard deviation of 1.32, which shows normal variability of responses on this particular statement. This finding resonates with Nor *et al*. [33], whose work indicated how training enhances trainees' skills and knowledge, especially in coping with new tasks that require new procedures to be adhered to.

Conversely, respondents have indicated low perception in some item statements discussed here. As such, 18% of respondents agree, 43% disagree, 18% neither agree nor disagree, 11% strongly agree, and 10% strongly disagree that training has motivated their self-development toward reaching their careers. The item statement indicates this result by having a mean value of 2.79, below three, and a weighted average value of 3.30 for the skill and knowledge dimension, which further shows a low perception of employees in respect of this item statement. Moreover, the standard deviation of 1.19 shows normal variability of respondents' responses on this item statement.

In the public service career, growth has never been a priority. Growth depends on individual arrangements, so no training techniques such as coaching or mentorship are practiced in public service. Furthermore, in the past few years, the public service has witnessed individuals from the private sector and others from political parties with no experience or knowledge of the public service get appointed to become chief executives in different public institutions. In an interview, the head of a division, she mentioned that;-

> *In the past few years, we have witnessed a wave of politicians and other persons with no experience or knowledge of the public service come to take over top management positions in the public service. This conduct lowered job morale because you find yourself receiving orders from a person who is not well informed about ways of behavior in the LGAs. The situation further escalated managerial challenges as the management team could not speak one language due to the presence of top inexperienced leaders. [IDI, Finance personnel, Kigamboni, 23 June, 2023]*

This finding contradicts Mwagisa [16] and Muganyizi [17], who explained that training motivated their self-development toward reaching their careers.

Furthermore, 34% of respondents agree, 9% disagree, 27% neither agree nor disagree, 14% strongly agree, and 16% strongly disagree that training has equipped them with problem-solving techniques. The item statement demonstrates this finding by having a mean value of 3.21, below the weighted average value of 3.30 for the skill and knowledge dimension, meaning respondents have shown low perception toward this particular item statement. A standard deviation of 1.26 shows normal variability of respondents' responses to this statement.

Employees encounter challenges in executing their daily activities. Conversely, the public service has not established formal procedures or steps to follow in facing such difficulties. Henceforth, some problems are solved based on personal judgments and experience. Although there are laws, rules, and regulations that guide service conduct, these stipulated guidelines do not cover some of the challenges encountered. Ibidunni [30] specified that most telecommunication firms hire individuals with explicit knowledge traced from educational backgrounds. This knowledge helps solve daily work problems,

which later affects organizational performance. Therefore, training on tacit and explicit knowledge cannot be overemphasized regarding its impact on individual and corporate performance.

On top of that, 42% of respondents agree, 13% disagree, 16% neither agree nor disagree, 13% strongly agree, and 16% strongly disagree that training enabled their supervisors to identify their capacity gaps. This finding is shown by the mean value of 3.24, below the weighted average of 3.46 for the engagement dimension. This means respondents have indicated a low perception concerning the item statement. Furthermore, a standard deviation value of 1.29 indicates normal variability of respondents' perceptions toward this statement.

As stated in the above result, the researcher observed that though available, TNA and CNA are not well documented. The two are major prerequisites for preparing training programs, so employers could not identify capacity gaps for most employees before preparing the training program. This study finding reconciles with Kroll and Moynihan [5], who found that training positively impacts performance but is not associated with individual employees and the organization's specified capacity gaps.

In public service, employee capacity gaps can mainly be seen through CNAs. However, in the study area, CNA is not well documented, hence the failure to determine the capacity gaps of employees. In an interview with a senior human resources officer, she mentioned that:

> *Truly, we always maintain and manage training plans for the whole organization. Still, I can say that we do not practice capacity need assessment effectively starting from the individual level, coming to the divisional or unit level and lastly, the departmental level. So, I feel like the training plan that we manage may sometimes not bridge the actual capacity gaps existing in the organization [IDI, Finance personnel, Kigamboni, 23 June 2023].*

This study aligns with Cruz *et al*.'s [34] capacity, which forms one of the major factors that delineate African economies from growth and thus points out how essential capacity building is to African development.

3.2 CHALLENGES FACING THE PROPER IMPLEMENTATION OF TRAINING

This study was also interested in understanding challenges related to properly implementing training in the Kigamboni Municipal Council. Through interviews, the study found several challenges facing proper implementation of training. Respondents were asked to explain the challenges facing adequate training performance. Respondents provided several challenges, such as the limited training budget provided by the Municipal Council and poor performance management. In an interview with the HR manager, she commented about the limited training budget by pointing out that-

> *In the LGA, no funding is set aside for training. Training that is likely conducted timely and successfully is sponsored by other organizations working with these LGAs. Training is conducted by LGAs at the discretion of Heads of divisions and Units, depending on the availability of funds. Employers do not sponsor long-course training. [IDI, HR manager, Kigamboni, 21 June, 2023]*

Another respondent from the Administration and Human Resource Division mentioned that.

> *As a Municipal Council, we do not have a budget for financing long-term courses that take three months and above. We only put an employee into a training program after they request, so after an employee is required to bring an admission letter and other joining instructions from the respective University, after being satisfied, the Municipal Director gives a permit and signs a training contract with employees, of which among other clauses the contracts states that the training is self/private sponsored by the employee themselves and the employer won't be responsible for any costs related to such training [IDI with HR, Kigamboni municipal, 23 June 2023].*

In another interview with the HR officer, it was noted that the Municipal Council sponsors only short courses that take up to a maximum of 1 month. The employers may support such studies. The HR officer stated that

> *for those short-term courses that are job-related, for instance, PHR course for HR managers and officers, Qualified Laws and Administration [QLA] for administration Officers, and other training related to government new systems and updates, such training costs are hundred percent sponsored by the Municipal Council [IDI, HR personnel, Kigamboni, 4 July 2023].*

The quotes above show that the employer does not support short-term and long-term training in the Kigamboni Municipal but is self-sponsored or sponsored by other organizations. Muganyizi [17] has also noted some organizations' lack of training budget. Mwagisa [16] and Gaspard and Yang [35] have recommended that the planning and budgeting department consider budgeting for training and development as it affects the organization's overall performance.

In the interviews, respondents also mentioned poor performance management as one of the challenges for effective training in the Kigamboni Municipal. It was revealed that the current performance management is done using the OPRAS. OPRAS is a manual tool used as stipulated in the Public Service Regulations of 2022. Though the tool is operated as enforced by guidelines, its effectiveness is questionable. In one interview with a teacher from Secondary Education, she said that.

> *I think this OPRAS thing is just a practice, but practically, I can't say it helps identify my performance. First, I don't understand how it works, but we fill out the forms yearly to complete the procedure. The government should link into it more intensively and find a way to improve this performance tool. They can at least make it web-based. Of course, I understand there will be challenges to implementing it, but at least I think improvements will be realized from there. [IDI, Educational personnel, Kigamboni, 6 July, 2023].*

Nchimbi [36] illustrated that, despite the Tanzanian government's efforts to implement the OPRAS, proof shows that its implementation has not been successful, as most employees have mentioned that it does not help improve employee performance. On the other hand, Matete [37] pointed out that some employees still believe that if it is enhanced and made web-based, it could be well worked out and improve performance.

Additionally, respondents mentioned the lack of TNA and CNA as another challenge affecting effective training in the organization. The researcher observed a prepared training plan, but a documented CNA and TNA did not well support the plan. Without these tools, which identify capacity gaps and training gaps at individual, division/Unit level and organizational levels, the resultant training program will not be realistic to fill the available competence gap in the organization. In an interview with a Principal Administration officer, she mentioned that.

> *We are implementing a training plan for the financial year 2023/2024 but didn't conduct a thorough TNA and CNA to identify our staff's capacity gaps and training needs. Our training plan might not be realistic, but at least we have it. I think we need to improve in the coming financial year [IDI, Admin personnel, Kigamboni, 6 July 2023].*

Muganyizi [17] argued that TNA acts as a basis to link training to an organization's strategic plans; also, through its management support, training can be achieved as it is its nature to cut across at all organizational levels. Gaspard and Yang [35] elucidated the importance of training needs assessment in developing career development paths. This study concluded that TNA is vital, especially for organizations in developing countries where competent resources are limited.

Leaders' negligence was another challenge mentioned by respondents. This can be explained in several ways. This challenge arose when those mandated with managing the training program, the HR division, did not commit to the plan when issuing training permits to friends and other close relatives. One health secretary mentioned that.

> *I know the Administration and Human Resource Division mostly manages the plan, but they don't have funds to sponsor these trainings. So, in the case of on-the-job refreshing training, we normally select several of the best practitioners known within the LGAs in Dar-es-salaam, give the subject matter and let them prepare training materials; we rarely get time to measure the impact of the training afterward. But, I think there is a need to measure the post-training impact on practicing knowledge of our health workers [IDI, Agriculture personnel, Kigamboni, 6 July 2023].*

Bhatti *et al*. [26] further noted that one common negligence by the organization is when, due to irresponsibility, management fails to acquire a suitable person to carry out training and communicate with a trainer to prepare training content that suits training objectives. Such negligence leads to variations in the results of training.

Nevertheless, bureaucracy was considered one of the factors hindering effective training in the organization. Based on the researcher's observation, it was a practice of LGA that, for an employee, particularly teachers, to be accommodated in

the training program of the council, it requires a meeting of all teachers to be conducted at the station and acceptance from the majority of staffs to proceed with further processes of requesting at higher levels, that is the head of school, the head of Primary or Secondary division and then finally channel the request to the Municipal Director, after which the request is passed to the HR head of division for final approval of being rejected or included in the training program depending on the human resource planning of the organization. As such, the whole process seems to be long and passes through a lot of hierarchy to get acceptance. Such practices demoralize employees with low determination regarding self-development as they tend to give up in the middle of the process. Other challenges mentioned include favoritism and resistance to change.

3.3 WAYS FOR EFFECTIVE STAFF TRAINING PROGRAMS

The objective of this section was to explore ways to ensure effective staff training programs. The idea is to improve staff training programs and enhance employee performance at work. Respondents were asked to mention possible options that would improve staff training. Table 3 summarizes the results.

Table 3. Summary of findings of the preferred mode of training by designation.

Count of preferred training mode						
Job designation	**Long-term courses**	**Percentage (%)**	**Short-term courses**	**Percentage (%)**	**Grand total**	**Percentage of the total (%)**
Other officers	24	34	33	47	57	81
Principal officer or senior officer	3	4	8	11	11	16
Supporting staff	1	1	1	1	2	3
Grand total	28	40	42	60	70	100

The study findings show that 60% of employees prefer short-term courses, while 40% of respondents prefer long-term courses. Most employees prefer short-term courses over long-term courses because, according to the Public Service Act CAP 298 of 2002 and its regulations of 2003, employees in long-term studies in full-time arrangements are not eligible for promotions. This is considered so because when in full-time studies, employees cannot accumulate the work experience required to qualify for future advancement. In an interview session, one of the respondents from Pre-Primary And Primary Education mentioned that.

> *I prefer short-term courses and on-the-job training because I do not want to disrupt my coming promotion year. When I go for off-the-job long-term courses, the years I spend at school won't be regarded as years spent at work, thus will disturb my experience, and because of that, management won't award me my promotion. So, I prefer to use other means to develop myself. [IDI, Education personal, Kigamboni, 23 June, 2023]*

This tendency of public employees preferring to attend short courses can be seen in other works, such as Mwagisa [16], who showed that 15% of employees at TANROADS preferred short courses; long-term studies were not mentioned.

Interviews were also conducted to explore ways for effective training programs. Interview findings generally show a relationship with those from quantitative data. Respondents had different views on this. For instance, interview respondents said they would prefer other training methods, such as Coaching and Mentoring. Although currently not practiced in the LGAs, this training method can be implemented as it is presently applied to field trainees, volunteers, and those working in internship form. Hence, this method can be extended to other junior employees new to the service and those with unsatisfactory performance. Nama *et al*. [38] found that on-the-job training is cost-effective and the most common method of employee development employed at different levels. Thus, coaching and mentoring should be used in local municipalities in South Africa.

Long-distance learning is a method where employees can use the internet to study courses offered in a distant university; one respondent from the Internal Audit Unit mentioned that.

> *I would opt for long-distance online learning to ensure I attain the knowledge, skills, and qualifications I want while nurturing my experience and protecting years of expertise for promotion eligibility. [IDI, Finance, Kigamboni, 5 July, 2023]*

4.0 CONCLUSIONS

This study assessed the link between training and employee performance at Kigamboni Municipal Council. As indicated in the findings, even though there was minimal training in the Municipal Council, respondent sees that training programs can improve their workplace performance. Findings also suggest that there are limited training programs at Kigamboni Council. This was coupled with a lack of TNA and CNA, essential inputs for preparing a training plan. This study calls the Kigamboni Municipal Management and other institutions, in general, to strategically manage employees' training programs to enhance the majority of employees' capacity to realize their full potential. Heads of divisions should be aware of the importance of having division-specific training needs, which could further be grouped into individual employee training needs and division training needs. Additionally, the Human resource management division must have individual employee, division, and overall organization training needs and plans.

Given budget constraints, the council should consider other cheaper methods of training to conduct capacity building for its employees. On-the-job training is affordable compared to off-the-training; other forms of training, such as duty performance, secondment, coaching, mentoring, and job performance, should be prioritized and well-identified in the council training policy. This study suggests using short-term training as they are cheaper but effective. In the case of Kigamboni Municipal Management, respondents preferred short-term training to long-term training.

ETHICAL CONSIDERATIONS

Ethical standards were adhered to by this study. Before data collection, the researcher obtained a research clearance from the Mwalimu Nyerere Memorial Academy. The permit was channeled through all relevant authorities, such as the Dar Es Salaam Region office and Kigamboni Municipal Council. Respondents participated freely in the study. It was not compulsory to respond to the questionnaire or participate in interviews. Additionally, researchers assured respondents of anonymity and confidentiality of the information given.

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AUTHOR CONTRIBUTIONS

ASM and GSB contributed equally to this paper.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

ORCID

ASM – not available
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