HUMAN RESOURCE DEVELOPMENT PRACTICES IN LOCAL GOVERNMENTS IN DODOMA REGION: A CASE OF CHAMWINO, BAHI AND KONGWA DISTRICT COUNCILS

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a Dissertation titled **"The Role of Human resource development practices in local governments in Dodoma: A case of Chamwino, Bahi, Kongwa District Council".** In partial fulfillment of the requirements for award of the Degree of Master of Human Resource Management (MHRM) of The Open University of Tanzania.

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DECLARATION

I, **Christian Joseph Kiiza,** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Human Resource Management of The Open University of Tanzania.

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Signature

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Date

DEDICATION

This work is dedicated to my father, the late Joseph Kiiza, I also dedicate my work to my beloved wife, Lydia Pascal Rwiza.

ACKNOWLEDGEMENT

ABSTRACT

The main objective of this study was to examine the impact of human resource development practices in the local Governments in Dodoma Region. The study adopted survey design taking a sample of 327 respondents selected using yarmanes formula to collect data through questionnaire. Besides, focus group discussion and interview were used to consolidate and verify the information. Data were analyzed and interpreted using descriptive statistics based on SPS20.0 and qualitative technique. The findings revealed that good human resource development climate was prevalent in the organization, however, the extent of HRD climate prevailing in the organizations seem to be different but it was found that HRD committee was weak in skill development, and lack of management support and HRD is viewed as cost and not investment. The information gathered from the focus group and interview painted the different picture on HRD challenges the biggest HRD challenge was the performance motivation and implementation of HRD reforms. The researcher recommended that the local government should develop and implement new HRD framework as an appropriate strategy to create a comprehensive HRD strategy, effective organization culture and change management is pivotal, monitoring and evaluation mechanism especially performance management, training efforts should be linked with council strategic goals. The policy implication of this study, at the organizational level HRD involves human resource aspects like skills, knowledge, creative abilities and talents which help in shaping aspects like values, beliefs and attitude according to the changing needs and aspirations of individuals along with that of the organization. and the need for further research, Therefore, this study may pave the way for further researches to be conducted especially, in the role of human

resource development on employees" performance, HRD practice in private sector organizations and comparative research in both private and public sectors to investigate to what extent they are practicing HRD and what lessons could be learned from one organization to the other.

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LIST OF ABBREVIATIONS

HPWP   High Performance Work Practice

HRD   Human Resource Development

KEC   Kibaha Education Center

LGAs   Local Government Authorities

MBO   Management by Objectives

MIS   Management Information System

REPOA   Research on Poverty Alleviation

SPS   Statistical Package for Social Sciences

TNA   Training Needs Assessment

TPC   Tanzania Postal Corporation

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

The important asset of any organization is its human resource that guarantees achievement of the organizational goal (Wachira *et al,* 2012). However, it is less fortunate that most organizations have neglected, if not undermined the development and management of their critical asset, which is human resource (Cook, 2018). The same logic applies to local government institutions, namely without human resources Local Government institutions cannot carry out their mandates effectively Bayissa (2015).

Most organizations do not have plans for the development of their members of staff after being recruited, more so, most organizations do not orientate; neither train them to acquire relevant skills (Amin, 2014). The fact that a skilled workforce is at the heart of global competitiveness Therefore organizations must recruit a skilled people hence, organizations should investment in HRD so as to manage work performance properly (Sorour, 2012). Human resource development is crucial most especially when it comes to acquisition and assimilation of workforce into the workplace (Phago, 2013), as such, it is argued that once human capital is brought into being, the big question remains to deliver services expectedly under limited resources (Mello, 2013).

Human resource development has been an important area of research practice. The purpose of Human resource development is to develop human resources. Sriyen (1997)

found that human resources development as the process of increasingly knowledge, skills and the capacity of people in the society. Nadler (1989) defined HRD as organized learning and experience provided by the employers within specified period of time to bring about the performance improvement and personal growth. HRD consist of three area of activities: Training, education and development. Dorasamy (2013) opined that, employees' knowledge is critical for the long-term sustainability organizations that are dependent of knowledge, technology and information and their skills, experience and expertise provide organizations with knowledge-focused employees who need to be developed and retained for organizational success. Therefore, developing such a workforce requires employees training and development (Dorasamy, 2013).

According to Kareem, (2017), judging from the above analogy, it is clear that for any organization to carry out proper development and management of their human resources, they need to have a clear-cut and well-coordinated HRD practices. It is the argument of this research that poor HRD practices in local government manifest themselves in the poor performance of human resources and the researcher has developed keen interest in studying this problem, in general, LGAs are embedded with organizational politics, business as usual syndrome where working attitude and organizational Culture is very poor Nguyen (2018). The study focuses on the role of HRD practices in District Councils (Kongwa, Bahi, and Chamwino) in Dodoma Region. The main objective of the study is to investigate the impacts of HRD practices in Local Governments in Dodoma Region.

1.2 Statement of the Problem

Globally, more and more organizations are investing in human resource as a means to increase their competitiveness (Jones, 2002). Human resources development plays a vital role in achieve sustainable competitive advantage and enhance organizational effectiveness. Human resource development is a systematic process aimed at improving competences of the individual and group through training and development, career development, and organizational development practices to achieve superior performance (Garavan, 2007; Nadler, 2012). According to Simonds and Pederson (2006), HRD is a set of structured and unstructured learning and performance-based activities which improve individual and organizational competencies to address the changes in the business environment.

Africa's future lies in its people. Indeed, Africa must solve its current human development crisis if it is to claim the twenty first century (World Bank, 2000). From the 1980s, the Public Service Reforms in Africa started in obligatory and periodic in-service training as part of a strategy to improve public service delivery. Today's, most council are still operating with limited human resource capacity, both in terms of number and expertise (REPOA, 2008). Since 2001, progress in granting greater autonomy over personnel management was reversed and situation regarding Government intentions has remained ambiguous. The key event was enactment of the new Public Service Act (no.8) 2002 and subsequent promulgation of the 2003 Public Service Regulations. Over all, Local Government today faces the same constraints and Conditions are set centrally, there is little discretion over the size of the establishment;

councils have limited powers over hire, fire and recruitment of key staff (REPOA, 2008).

LGAs is at cross road and HRD is in shambles as result of weak links in strategic initiatives mainly in HRD which has brought about huge negative effects in terms of poor morale, less organizational commitment, job dissatisfaction, performance problems, and fall in productivity among local government administrator despite of plethora of reforms mainly LGRP 1&2 and government efforts which proved futile (World Bank, 2000). According to World Bank, (2000), experience suggest that most LGAs have got very good administrative structure with sound plans however there is huge mismatch between practice and reality in terms of implementation of administrative policy.

However, in Tanzania a limited number of studies concerning the impacts of Human Resource Development practices is another concern where, Kilugwe, (2007) in her study to Morogoro Municipal Council revealed that some of the factors limiting implementation of training program are age limits, lower level of education and limited budget. A study by Seleman, (2009) revealed that one of the factors limiting implementation of training program at Mzumbe University was shortage of funds.

It is clear that there is a theoretical and practical gap in Human Resource Development practices, in the study made by Cagri Bulut and Osman Culha (2010) investigated the impact of organizational training on employee commitment focusing on employees' emotional and affective responses towards their organizationIt is on the

bases of numerous HRD challenges that researcher has developed keen interest to study the impacts of HRD practices in local government in Bahi, Kongwa and Chamwino district councils in Dodoma.

1.3   Research Objectives

1.3.1 General Research Objective

The main objective of this study was to examine the human resource development practices in the local Governments in Dodoma Region.

1.3.2 Specific Research Objectives

i)   To assess the awareness of HRD practices in District Councils in Dodoma Region.

ii)   To examine the challenges that face District Councils in Dodoma in implementing HRD practices.

iii)   To examine how HRD practices are being implemented at Local Government level in Dodoma Region.

1.4   Research Questions

The study consists of three research question as stated below:

i)   What is the extent of awareness of HRD practices in District Councils in Dodoma Region?

ii)   What are the challenges that face District Councils in Dodoma Region?

iii)   How are the HRD practices being implemented at Local government level in Dodoma Region?

1.5   Significance of the Study

i) The study findings provided knowledge for key stakeholders in the local government administration.

ii) The study findings enhanced operational performance in the implementation of HRD in local government administration.

iii) The study findings provided informed opinions to both policy and decision-makers especially those who are implementing HRD programs in the local government administration.

1.6   Scope of the Study

Due to limited time and resource constraint in taking a larger sample size in all District Councils region wise, the study would be carried out in selected District Councils (Bahi, Kongwa and Chamwino) as the general reflection of all district councils in Dodoma Region.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter provides the literature review on HRD definitions, HRD components, HRD process, HRD purposes, HRD challenges, theoretical framework, empirical studies, conceptual framework research hypothesis and research study justification.

2.2 Conceptual Definitions

This part provides the definition of concepts that are used in the study

2.2.1 Human Resource Development definition

Human resource development is a young academic discipline but an old established field of practice (Swanson, 2001). HRD has numerous definitions: Saks & Hacoon, (2011) argues that, HRD is planned and systematic activities that an organization equip their employees with essential skills so as to meet their work demands. In the same vein, It is termed as the systematic process against which an organization strive to have capable personnel that can meet current and future demand, (Twyford, 2014). In support of this argument, Oribabor (2000) argues that HRD is aimed at developing the technical, human, conceptual and managerial competences that are all essential in the achievement of organizational growth. In spite of the above definitions, the following definition is termed as most suitable, and for the purpose of this research paper, the definition of HRD by Swanson & Holton (2001) states that *"HRD is a process for developing and unleashing human potential through organization development and*

personnel training and development for the purposes of improving performance".
From this definition and others above, it can be deduced that HRD should be life-long activities in the organization which aim at improving organizational performance through training and development.

In general, it is useful to recognize that alternative definitions of HRD have been presented over the years, as follows:

Table 2.1: Historical summary of the HRD definitions found in the literature (few selected definitions)

Author	Definitions	Key components	Underlying theory
Smith (1981)	HRD consists of programs and activities, direct and indirect, instructional and individual that positively affect the development of the individual and productivity and profit of organization	Training and development: organizational performance	Economic; system psychological
Mclagan (1989)	HRD is the integrated use of training and development and organizational development to improve individuals and organizational effectiveness	Training and development, career development: organizational development	Psychological; system: economic
D Smith (1990)	HRD is the process of determining the optimum methods of developing and improving human resources of the organization and systematic improvement of the performance and productivity of employee through training, education, development and Leadership for the mutual attainment of organizational and personal goal	Performance improvement	Performance system: psychological economic
Marquardt and Engel (1993)	HRD skills include developing a learning climate, designing training programs, transmitting information and experience, assessing results, providing career counseling, creating organizational change, and adapting learning materials	Learning climate, performance improvement	Psychological: human performance
Mar sick and Watkins (1994)	HRD as a combination of training, career development, and organizational development offers the theoretical integration need to envision learning organization but must also be positioned to act strategically throughout the organization	Training and development, career development, organizational development, learning organization	Human performance, organizational performance, system: economic psychological

Source: Weinberger (1988, pp77-79)

2.2.2 Components of HRD

According to Gilley (2002), HRD has three component's areas that vary from organization to organization depending on their commitment to improve their human resources. They are individual development, career development and organizational development.

2.2.3 Individual Development

This component entails the process of developing new behaviors, skills and knowledge which leads to performance improvement with regards to the current job training. Gilley (2002), argues that this process focuses on the individual's growth and development through learning activities and training programs. The purpose of individual development is to improve the skills, competences and knowledge of individual employees whilst addressing the organization's needs and those of the individual employees, Gilley (2002).

2.2.4 Career Development

Career development encompasses career planning and career management (Werner & De Simon, 2011). The organization is responsible for career management while the employee is responsible for career planning. Career planning is the process by which employees set up career objectives and developed activities that will help achieve them and career management is the specific human resource activities like as training and development, performance appraisals and job placement, (Werner & De Simon, 2011).

2.2.5 Organizational Development

Werner and De Simon (2011) define organizational development as the process of improving organizational efficiency and improving the effectiveness of its members through planned interventions. It (organizational development) is about developing and creating ways to solve the organizations performance problems through ensuring a link between the structure of the organization, its culture and human resource processes. The purpose of organizational development is to ensure that the organization has the capacity to self-renew, (De Simon, 2011).

2.2.6 HRD Process

Hence, Werner and De Simone (2011) argue that in order to make sure that the objectives are met, the design and delivery of HRD interventions must be done with care. They argue that HRD interventions must be designed using a four-step process, that is: (1) the needs assessment, (2) the design, (3) implementation and (4) the evaluation steps. Gibb, (2011) emphasizes that the process should be systematic, not fragmented and ad hoc. The stages complement each other in a way (Gibb, 2011).

2.2.7 Needs Analysis Phase

This phase is the process through which an organization tries to identify and articulate its HRD needs (Coetzee, 2007). The need can be a shortcoming in terms of current performance or it can be problem that requires changes in the operations of the organization. Identifying needs encompasses taking an assessment of the organization, its environment, job tasks and employee performance (Werner and De Simone 2011). The following below are the Needs Analysis Level;

Individual analysis; Individual analysis identifies gaps between the person's capabilities currently and those that are required or desired. This analysis assesses the extent to which the individual employees are performing, the job well and it determines which employees need an intervention and what type of intervention it should be (Gilley (2002).

Task analysis; Tasks analysis gives information about a task or a group of tasks and the skills, knowledge, attitudes and competencies that are needed. It entails the requirements for specific jobs and it results in information about the job that can be used to establish performance standards and the skills knowledge and competencies needed to achieve the standards, (Werner & De Simon, 2011).

Organizational analysis; Organizational needs analysis starts with the analysis of the short and long term strategic organizational objective. According to Schuck (2015), this type of analysis is used to give a better understanding of the organization's characteristics, that is its strengths and weaknesses, as well as to figure out where HRD interventions are needed and under what circumstances it will be conducted (Schuck, 2015).

2.2.7.1 Design Phase

The second stage in the process is the design of HRD program; it is basically for planning the details of the program. After completing the assessments of needs, it is imperative to then translate all the identified issues from the analysis phase into specific objectives and goals for HRD programme. According to Krishnaverni

(2010), this process facilitates the establishment of clear learning plans and objectives for what should happen in the HRD program. Part of the decisions will include selecting the proper persons to deliver the program which can be difficult depending on the availability of resources.

2.2.7.2 Implementation Phase

The previous stages are aimed at ensuring the implementation of the HRD programs go effectively. The implementation of the program should be done using the approach that is chosen as most appropriate as determined in the design phase. The implementation phase is where the actual programme selected in the design phase is carried out (Werner and DeSimone, 2011).

2.2.7.3 Evaluation Phase

The evaluation entails the last stage in the HRD and training process. This stage focuses on measuring the effectiveness of the intervention. When evaluation is done properly, it yields important information on the reaction of participants to the program, what they learnt, whether they will use what they learnt on their jobs and if the program has led to any improvements on the organization's performance and effectiveness. The information from such evaluation enables management to make informed decisions in terms of various HRD aspects.

2.2.8 HRD Purposes

Scholars such as Smith (1990), Swanson (1995), Nadler & Nadler, (1989) argue that HRD has the main purpose of improving performance. This notion is premised

on the idea that if HRD is practiced purposefully in an organization it must contribute to the organizational goals which are consequently meant to be achieved in an effective and efficient manner. Many scholars argue that a proper HRD strategy should be linked directly to the strategies and goals of an organization where the skills, capabilities and knowledge of the employees are used to achieve the strategic goals. Hence, Swanson (1996) states that, if HRD should be aligned to the strategic objectives of an organization, and performance is the means by which those strategic objectives are to be achieved, it then follows that HRD must focus on improving performance.

Mohammed (2006) argues that the progress and success of organizations depends on their ability to fully recognize the potential and talents of their employees. Lawrie (1986) cited in Gilley (2001) also identified four purposes of HRD that is, "the training of new employees, the training of employees to perform new duties and responsibilities, improving the skills and competencies employees in their current positions as well as preparing employees for growth and upward mobility".

2.2.9 HRD Challenges

The major challenges that confront the HRD function in organizations in meeting their objectives are the following. Timely allocation of financial resources: Financial resources can only be available by a limited amount. The failure to continue the HRD course of action after starting it must not be allowed. It is very important to be able to continue financing HRD at all times and regardless of volatility in financial budget levels (Habib, 2012).

Developing comprehensive HR strategy: As provided by Wachira (2012), the best national HRD is one that is part of a comprehensive national HR strategy. Good national HR strategies begin with identifying national work needs and work requirements. Strategic planning is the best means through which selection can be made. Also, effective HR strategy provides for HRD programs that invest in learning through training.

 Aligning HRD to Strategic priorities; Strategic HRD is driven by the organization's goals and operates within these goals to develop human capital and is thus a purposeful way of matching people to the organization. The central focus should be to expand the learning capability that can help generate the knowledge base of the organization and enhance both competitive and collaborative capability (Harrison & Kessels, 2004).

 Developing managerial and leadership capability; This is basic challenge that the organizations face in meeting their desired goals. In knowledge economy managers and team leaders increasingly have to master strategizing, organizing and HRD processes relevant to innovative organizational forms (Harrison &Kassel, 2004).

Understanding of different needs and interests; According to (Wachira, 2012) the best national HRD plan is one that is designed to best serve the special needs and interests of the country and its sectors. Hence, national HRD planning should be objective, providing means to eventually set the stage for achievement of priorities, goals, and

interests that truly make a difference as far as the fate of the country and the well-being of its people are concerned (Habib, 2012).

Building knowledge-Based learning culture; According to Harrison and Kessel (2004), the effectiveness of HRD in contributing to culture change rests on its practitioners' alertness and responsiveness. To new needs in the workplace, on their ability to raise awareness of the importance of a culture of learning.

Promoting positive work force attitudes toward HRD; As Wachira (2012), positive attitudes among members of the work force constitute a condition for absorbing the programs requirements; and that is important for smooth program execution. It is central that work force members realize their personal needs for change and improvement, and be conceived of the direct and clear link between these needs and the designed HRD programs (Habib, 2012).

Creating positive working environment; Government organizations should promote national HRD practices indicative of their emphasis on creating positive work environment. As Swartz (2010), a positive work environment encourages, with caution, risk taking; allows for flexible work schedules and offers different options to employees. According to Habib (2012) the creation of a positive work environment is an essential requirement in every organization to upgrade HRD.

Utilizing HR assessment technology to plan HRD; HR assessment technologies have developed to a very advanced stage now days. It can be beneficial, therefore, to initiate

a particular HRD program that serves the national HRD strategy through application of suitable HR assessment technology systems. Such systems are designed to assess the selection, appraisal and development and coaching of workers (Habib, 2012). These systems are best used in conjunction with a process whereby workers" experience, education, qualifications, competence and trainability can be assessed.

Accepting modern technological changes and developments; As Wachira et al. (2012), technological advances are changing the way people doing things. Current requirements are for more professional and technical tasks and fewer activities. Therefore, national HRD programs need to be built on realization that flexibility, skills, and professionalism are essential requirements to face up to modern work challenges. Since the nature of most aspects of nowadays work requires a high level of skill and versatility HRD programs in developing countries should be committed to invest heavily in training and career development (Wachira, *et al.,* 2012).

2.3   Critical Review of Supporting Theories

According to Swanson (2013) theories are formulated for the purposes of explaining, predicting, and understanding phenomena. A theoretical framework is therefore conceptualized as a structure that holds or supports the research study theory (Maxwell, 2013). A theoretical framework can be said to be the one that introduces and explains the theory that explains why the research problem being studied exists. For this research, the researcher will use the following theories**;** Goal setting theory, super theory of career development, Lewins Change theory and Experiential Learning theory.

2.3.1 Goal Setting Theory

Locke and Latham (1968) identified and developed a well-defined goal-setting theory which put emphasis the clear line of relationship between goals and performance. Several studies found that effective performance tend to be realistic when result of the goals are specific and challenging, when they are applied to evaluate performance and linked to feedback on results, and create commitment and acceptance. It is fact that almost each and every modern organization has adopted on goal setting phenomenon in their operation just to mention a few: management by objectives (MBO), high-performance work practices (HPWPs), management information systems (MIS), benchmarking and strategic planning, have some basic elements of development of specific goals. It should be noted that managers accept goal setting as a way to improve and sustain performance (DuBrin, 2012). At the same time, however, the individuals must have sufficient ability, accept the goals, and receive feedback related to performance (Latham, 2003). In practical, this theory is most applied in the performance management system; therefore, the researcher will used this in conceptualizing performance management system and its applied knowledge in the HRD practice.

2.3.2 Super Theory of Career Development

Super theory was propounded by Ginzberg and Buehler in 1950s, theory is grounded on self-concept is not static but rather dynamic that is changes over time and develops due to experience.   As such, the theory placed emphasis on the importance of the development of self-concept. Hence, career development is lifelong. Below is detailed

analysis on how career development is based. The career development is based on the five development stages.

Table 2.2: Career development stages

1: Growth	Age 0–14	**Features:** Development of self-concept, attitudes, interests and personal traits of general world of work
2: Exploration	Age 15–24	**Features:** Trial run through classes, work experience, hobbies. Tentative choice and skill development
3: Establishment	Age 25–44	**Features:** Entry-level skill building and stabilization through work experience
4: Maintenance	Age 45-64	**Features:** Continual adjustment process to improve position
5: Decline	Age 65+	**Features:** Reduced output, and prepare for retirement

Source: (www.careers.govt.nz, 2012)

Implications for practice, the practical implication for this theory is as follows:

Occupational information and key factors discovery; The theory is essential in providing the occupational information which may be useful in the career development, as such, other relevant factors may be identified thus may be meaningful in the career development such factors may be: abilities, values and preferences. Programme development and Placement; The theory may useful when developing training programme especially on-the-job training as well as it can facilitate placement of workers in the relevant job category.

Evaluation of Tasks; The theory is mostly applicable in the event of evaluation of tasks of key workforce which may relevant in career development. The rationale is mastery

of tasks in the human resource. In practical, this theory is most applied in the career development, therefore, the researcher will used this in conceptualizing career development and its applied knowledge in the HRD practice.

2.3.3 Lewis's Change Management Theory

The concept of change management is common in most organizations today but how they   manage change is implemented varies considerably depending on the nature of the business. One of the crucial models in as far as organizational change is concerned, was propounded by Kurt Lewin in the 1950s, and is still valid to date. His model is a simple and understandable Lewins change model for managing change goes as follows: ***Unfreeze – Change – Refreeze***, (Van de Ven and Poole,1995)***.***

Lewin, a physicist as well as social scientist, explained organizational change using the analogy of changing the shape of a block of ice, that is, unfreezing a large cube of ice to change it and reform it into a cone of ice (Van Dam, Oreg, and Schyns, 2008). **Unfreeze;** the emphasis is made on cutting down the possible forces of changes especially attitudes and behaviors' in its present state and made those attitudes and behaviors to recognize the need for change. The possible steps engage the following: ***problem identification, and then preparing communication channels and lastly, obtaining relevant data.***

 Change: the emphasis is made on developing new attitudes and behaviors so that change can be implemented easily. The crucial steps engage the following: obtaining relevant data, then diagnosing the problem at hand, set up action plan then implement

the action plan, follow the plan, stabilize the plan and eventually, assess the consequences of change, (Schyns, 2008). **Re-freeze;** the emphasis is made on consolidating the change at new level and reinforces it through support mechanisms: organizational policies and procedures. The key steps engage the following: assess the consequences of change, the continue monitoring and then learn from the process. In practical, this theory is most applied in the career development; therefore, the researcher will used this in conceptualizing organizational development and its applied knowledge in the HRD practice (Higgs and Rowland, 2005).

2.3.4 Experiential Learning Theory

Experiential learning is a holistic philosophy of education based on the notion that an individual's life   experiences, education and work play a central role in their learning and understanding of new knowledge (Fry, Ketteridge & Marshall, 2009; Kolb & Kolb, 2009). It is not a set of tools and techniques to provide students with a range of experiences, as it is frequently misunderstood to be. Rather, it positions learning as a continuous process in which students bring their own knowledge, ideas, beliefs and practices – at different levels – to their understanding and interpretation of new information (Kolb, 2009). In turn, this transformative process shapes the changes in their understanding and Experiential learning can be used as a method of instruction to support a personalized approach to learning in a higher education context that often values the student undertaking learning in a variety of campus-based, project-based, work-integrated and community contexts (Fry, Ketteridge & Marshall, 2009).

The concept of experiential education draws together the work of several notable 20th

century scholars who were valued for their theories of human learning and development (Kolb, 1984). The Association for Experiential Education has summarized the key findings of their work into a set of key experiential learning principles:

i) The student is actively engaged in posing questions, investigating, experimenting, being curious, and solving problems, assuming responsibility, being creative and constructing meaning

ii) The student to take initiative, make decisions and be accountable for results.

iii) Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.

iv) The results of the learning are personal and form the basis for future experience and learning. In practical, this theory is most applied in the career development, therefore, the researcher will used this in conceptualizing Training and Development and its applied knowledge in the HRD practice.

2.3.5 Relevance of the Theories to the study

The research agrees with the inputs of the knowledge in impacts of human resource development and the justification of the Super theory career development, Lewi's change management theory and Experiential learning theory. The theories emphasize on developing new attitudes and behaviors so that change can be implemented easily. The crucial steps engage the following: obtaining relevant data, then diagnosing the problem at hand, set up action plan then implement the action plan, follow the plan, stabilize the plan and eventually, assess the consequences of change, providing the

occupational information which may be useful in the career development, as such, other relevant factors may be identified thus may be meaningful in the career development such factors may be: abilities, values and preferences and transformative process shapes the changes in their understanding and Experiential learning can be used as a method of instruction to support a personalized approach to learning in a higher education context that often values the student undertaking learning in a variety of campus-based, project-based, work-integrated and community contexts.

2.4 Empirical Analysis of Relevant Studies

This part of literature review presents previous studies that are relevant to the current stud on the impact of human resource development. Such studies are classified as general studies, studies in African countries and studies in Tanzania.

2.4.1 General Studies

A study by Swarajya, (2005), entitled with human resource development in selected public enterprise in India, the study identified the key problems occurred in the course of implementation of HRD programs and ascertained the attitudes of employees towards these programs. The study found that no much worthwhile work was done in the study areas for developing and upgrading the competencies, skills, knowledge, abilities, experience, welfare, motivation, career development of employees.

The study carried by Anjali, (2007), in India concerned with training needs identification in public sector has identified t h a t evaluation of training activity is v e r y important namely in resource deployed and inputs provided. So as to make

training conducive, goal oriented, need based, cost effective and duly modified from time to time on the basis of evaluation procedures require critical need identification. The researcher more indicated that the quality of training depends on the expertise of trainers, training methodology, training needs analysis, training evaluation procedures, supportive policies and strategic objectives. Moreover, the study found out the employees" lack of attitude towards training and training endeavors did not yield the best results. Finally, the research concluded that the employees" attitude, trainers" competence level, teaching methodology and top management support in conducting need base training play a vital role in organizational success.

Kayani (2008), carried a study in Islamabad Pakistan and identified the challenges of human resource development to pace with globalization based on the following points: performance appraisal, induction in -service education, organizational difference, service stature difference. As the study stated, limited performance appraisal, unclear human resource development strategies, organizations difference capability in induction in -service education and learning are major challenges. Major findings of the study revealed, that experience difference, organizational difference, working in unisex or co-education, service stature difference have a significant impact on human resource development climate.

 Saraswathi (2010), has undertaken a comprehensive comparative study on human resource development climate in few public organizations in India. The researcher evaluated the human resource development in terms of performance appraisal,

motivation, training, potential appraisal, career planning, rewards and employee's welfare in the study areas. After comprehensive study the researcher found that the good human resource development climate was prevalent in the organization, however, the extent of HRD climate prevailing in the organizations seem to be different.

Kumar (2007), has carried out a comprehensive research in the changing pattern of human resource development practices under globalization in one of Indian organizations. The researcher conducted the study with the objectives of knowing and highlighting the practices of human resource management adopted by the organization to deal with the competitive situation. On the basis of data collected and situation observed the study has found the following human resource management practices in the study area these include training, orientation, compensation, working environment, performance appraisal and promotion. The HRD practices adopted are properly matched according to needs of present time. To scale up human resource development the researcher suggested human resource manager should have term approach and be proactive rather than reactive and give due emphasis for HR activates. According to the suggestions given by the researcher, improvement in rules and policies, competency of HR managers, business knowledge and HR expertise are vital to meet organizational goals.

2.4.2 Studies in African Countries

Shefali, (2007), carried a study on performance appraisal as a tool of human resource development in few organizations in Ethiopia and found that, certain

weaknesses and strengths of the system. They suggested that in achieving the objectives of performance appraisal system. Many public organizations have tailored their appraisal systems efficiently manage the performance of human resource development in the era of intense competition; however, many changes have not been made in the system. The only changes that have been made by the organizations were the introduction of self-appraisal system according to the observations taken by the researchers.

The study made by Antwi *et al.,* (2007), on HRD challenges facing decentralized local governments in Africa empirical study from Ghana. Decentralization and human development have become important dimensions on Ghana's socio-economic development particularly on its public sector reforms. Study sought to investigate and identified the HRD challenges facing the local governments in the context of public sector reform. The study revealed that HRD is the critical issue in improving good local governance and provision of high-quality public services. The researchers found that the country's public sector reforms have significantly influenced the strategic direction of human resource policies of the decentralized local government service. And the research highlighted that the main human resource capacity challenges manifest three dimensions such as policy skill and performance motivation induced. Finally, the study forwarded that addressing HR capacity challenges have enormous financial and strategic implications in developing and transition economies. Mgbemema *et al.,* (2015), carried a study in Nigeria, which examined the impact of effective employee performance management on organizational productivity using the civil service of Anambra State, Nigeria as case study. Being a survey design, an item

structured instrument developed by the researcher to reflect such options as strongly agree, agree, undecided, disagree and strongly disagree popularly referred to as five-point likert scale, was used to elicit information from the respondents. From a population of 1789 senior civil servants in the state, a sample of 327 was determined using Taro Yameni's statistical formula. The major statistical tool of analysis was analysis of variance (ANOVA). All tests were carried out at 0.05 level of significance. Major findings of the study were that transparent performance appraisal process affects employee performance positively and significantly. It was also revealed that cordial labour-management relations enhance organizational productivity significantly. The study found also that selective disciplinary measures administration in an organization is a drawback on employee's performance. Similarly, training and development was found to be positively and significantly related to employee performance. It was concluded that effective employee performance management is desirable in any organization to facilitate efficient and effective performance of the employees towards the realization of organizational goals. The study recommended that workers performance appraisal process should be made as transparent as possible so that employees may be motivated to put up better performance, among other recommendations.

2.4.3 Empirical Studies in Tanzania

Mkawe (1999), carried a study at Kibaha Education Centre (KEC) revealed that although the Centre allocated funds for education it hardly expended 50 percent of such budget to be used in actual training. The funds allocated for training at KEC were reallocated to other operations at the end of the financial year. The center had

no competent training officer to properly coordinate training activities. There was a problem of trainability of staff recruited and the incentive scheme to retain trained staff was inadequate. The study concluded that KEC was not serious enough in training its staff.

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

Daniels (2003), claimed that a lot of organizations" investments in training failed to return and suggested that this was probably due to the organizations" failure to connect training efforts with their goals and strategies. Mistakes such as this could have been minimized if training practitioners were aware of the importance of TNA. TNA, if done properly, will force practitioners to determine the potential contribution of every training program to the achievement of organizational objectives. Kilugwe, (2007) in her study to Morogoro Municipal Council revealed that some of the factors

limiting implementation of training program are age limits, lower level of education and limited budget. A study by Seleman, (2009) revealed that one of the factors limiting implementation of training program at Mzumbe University was shortage of funds.

Molell *et al.,* (2017), In their study of the Influence of Performance Appraisal Management Practices on Employee Productivity in Muheza District in Tanzania. A sample of 339 employees participated in the study through questionnaires and interviews. Validity was ensured through expert judgment and reliability ranged between 0.682 and 0.955 Cronbach's Alpha implying all items in the questionnaire were reliable. Descriptive statistics represented mean scores while Pearson Product moment correlational Coefficient evaluated potential relationships between the independent and dependent variables. The findings of this study highlight the fact that performance appraisal tools such as recognition and feedback are vital to employee's performance and indeed influence employee productivity in the organization. However, surprisingly training and development and promotion did not have a significant effect on employee productivity. The study recommends that to improve employee productivity, training and promotion should focus on increasing employees' commitment and should be based on performance. Furthermore, raising employee satisfaction through recognition should be used as a tool for maintaining competent employees and screening out less effective.

2.5   Conceptual Framework

The Goal setting theory, super theory of career development, Lewins change theory

and experiential learning theory will be the baseline in identifying key concepts in HRD practices which is applicable in this research study. However, based on theory and HRD views points as provided on Table 2:1, the independent variables will be Training and Development, Career Management, Performance Management, and Organizational Development which are assumed to affect HRD practices (dependent variables). Thus, the above relationship is depicted in figure 2:2 which shows the relationship between independent variables and dependent variable as conceptualized by the researcher.

The following classifications as adapted from HRD will be used as the key concepts;

2.5.1 Training and Development

According to Khan (2012), training involves providing the employees the knowledge and skills needed to a particular current job or task while development is preparing employees for future work responsibilities, increasing capacities and help them to perform their current job. Training will improve the employees" performance and productivity. Apart from recruiting, selecting, orienting and placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demands that could be filled through training programs (Abdullah, 2009).

2.5.2 Career Development

According to Clark (1992) refers to a career as a sequence of jobs or activities, planned or unplanned, involving elements of advancement, commitment and personal

development over a defined period of time. Upton & Egan (2003), noted that career development focuses on the alignment of individual subjective career aspects and the more objective career aspects of the organization in order to achieve the best fit between individual and organizational needs as well as personal characteristics and career roles

2.5.3 Performance Management

 Performance management is a review and an assessment of an employee's" performance of assigned duties and responsibilities. Performance management serves several purposes in the organizations for instance; it provides tools for acknowledging good performance, identifying areas in need of improvement and providing guidelines to justify management decisions (Akuoko & Baffoe, 2012). this an important part of HRD, which enables organizations to understand where their employee stand, what is expected from them, what they actually do, where they lack capacity and how they can be updated (Boswell, 2002).

2.5.4 Organizational Development

According to French and Bell (1999), it is a long-term effort supervised and assisted by top managers, to improve an organization's vision, learning, and problem-solving processes. As outlined by Singh (2012), this can be done through an ongoing, collaborative management of organization culture to enhance the effectiveness of an organization and the wellbeing of the employees. It focuses on the performance of the organization as a whole (Singh, 2012).

Independent Variables   **Dependent Variable**
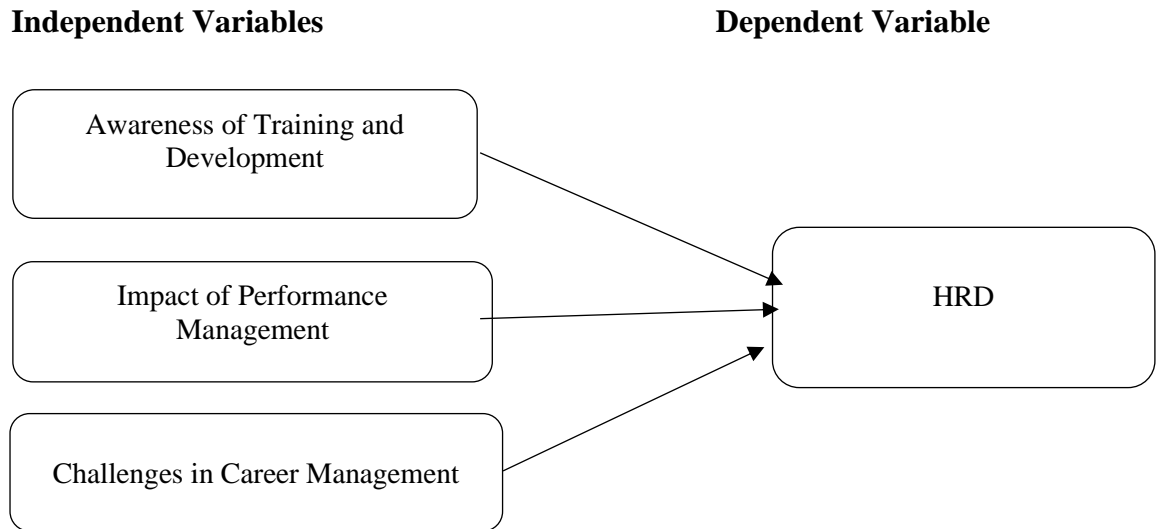
Figure 2.1: **The conceptual framework depicting HRD and its relationship between organizational development, Performance management, Career development and Training and development**

Source: (Researcher, 2020)

2.6 Research Hypothesis

2.6.1 Null Hypothesis

The research hypotheses have been formulated as follows:

Ho- Human Resource development does not impact significantly on training and development, Career management, Performance management and organizational development.

Ha- Human Resource development does impact significantly on training and development, Career management, Performance management and organizational development.

2.7 Research Study Justification

This study has justified on the following grounds;

i) It addressed the gaps in the literature relating to new knowledge and practices of HRD in Local Government, particularly District Councils in Dodoma Region as the case in point.

ii) It is the only research conducted within the District Councils in Dodoma Region to ascertain employees' understanding of issues relating to HRD practices.

iii) Stemming from employees' viewpoints, the study developed sound recommendations on the implementation HRD practices within the Selected District Councils in Dodoma

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

Research methodology is very crucial as it helps the researchers how to address the research problems and provides the holistic procedures that researchers should follow. It is also very important to get meaningful data to achieve objectives of the study. Thus, this chapter presents the research design, survey population, study area, data types and sources, sample design procedure and sample size determination. This is followed by research instruments and instrument validity and reliability, data analysis as well as ethical issues in research.

3.2 Research Strategies

This part provides the strategies that were used in this study including study population and area of the research as follows;

3.2.1 Study Population

The study used the local government employees from the three district councils with total number of 1782 employees in the following category; Bahi (618), Kongwa (354) and Chamwino (810). According to the 2012 Tanzania National Census, the population of Chamwino District was 330,543. Paved trunk road from Morogoro to Dodoma and paved trunk road from Dodoma to Iringa pass through the district. The central railway of Tanzania passes through Chamwino District as well. As of 2012, Chamwino District is divided into 32 wards.

In recent times, Dodoma has shown great improvement in social-economic development and since the fifth Government has finally fulfill its central focus in all government administrative activities. Given the fact that all key ministries have shift their central focus in Dodoma, HRD is very crucial for matter and HRD has been the great challenge in most district council, since the LGA is embed with several challenges with regard human resource management. It is on that basis that the researcher has develop the keen in studying the HRD practices in District Councils (Bahi, Kongwa and Chamwino) in Dodoma Region, with the key workforce (key departments) of 1782 in the following category Bahi(618), Kongwa(354), and Chamwino(810).

3.2.2 Area of the Research

The study was conducted in Dodoma in the following District; District Councils (Bahi, Kongwa and Chamwino) in Dodoma Region, with the key workforce (key departments) of 1782 in the following category Bahi(618), Kongwa(354), and Chamwino(810).

3.2.2.1 Bahi District

Bahi District is one of the seven districts of the Dodoma Region of Tanzania and is bordered to the north by Chemba District, to the east by Dodoma District and Chamwino District, and to the west by Singida Region. Its administrative seat is the town of Bahi. According to the 2012 Tanzania National Census, the population of Bahi District was 221,645. Paved trunk road from Morogoro to the Rwandan border passes through the district. The central railway of Tanzania passes

through Bahi District as well and there is a train station in Bahi town. As of 2012, Bahi District is divided into 20 wards.

3.2.2.2 Kongwa District

Kongwa District is one of the seven districts of the Dodoma Region of Tanzania and is bordered to the north by Manyara Region, to the east by Morogoro Region, to the south by Mpwapwa District, and to the west by Chamwino District. Its district capital is the town of Kongwa. According to the 2012 Tanzania National Census, the population of Kongwa District was 309,973. Paved trunk road from Morogoro to Dodoma passes through the district. As of 2012, Kongwa District is divided into 22 wards.

3.2.2.3 Chamwino District

Chamwino District is one of the seven districts of the Dodoma Region of Tanzania. Chamwino District is bordered to the north by Chemba District, to the east by Manyara Region, Kongwa District and Mpwapwa District, to the south by Iringa Region, and to the west by Singida Region, Bahi District and Dodoma District. Its administrative seat is the town of Chamwino.

3.3   Sampling Design and Procedures

Research design is a blue print for selecting the sources and types of data relevant to the research questions. It basically, provides answers for such questions like: what techniques to be used to gather data and what kind of sampling to be applied? (Zikgmund et al., 2003). To collect data the researcher used survey research design.

This is because the survey design is preferable to conduct research employing large number of people questioning about their attitudes and opinions towards the specific issue, events or phenomena (Marczyk & Dematteo, 2005). The study applied cross-sectional survey since the data were collected at one point in time from the sample respondents to describe the total population. The study adopted both qualitative and quantitative ones. Now a day's mixed method is considered as a tool to triangulate the result of single approach through multiple methods (Johnston, 2010). A quantitative method is selected because it is viewed as an effective to gather large data and comprehensive issues at a specified period of time (Ngwenya, 2010). While the qualitative method is selected based on the assumption that it enables the researcher generate meanings and phenomena within the real context of the research participants and to fill the gap left by the quantitative one (Kothari, 2004). Therefore, mixed method is adopted in order to make the study more reliable through triangulation.

3.3.1 Sample Size

The study used the local government employees from the selected three district councils with total number of 1782 employees in the following category; Bahi(618), Kongwa(354) and Chamwino(810) (District Council,2015). In the determination of sample size, the three criteria were very important to gather the required data from sample respondents. These included the level of precision, the level of confidence or risk and the degree of variability in the attributes being measured that enable the researchers to determine appropriate sample size (Miauous &Michener, 1976). Therefore, by considering these issues sample size to collect data through

questionnaire for this research was determined by using Taro Yamane's (1964) Statistical formula.

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

Where

n is the sample size to be determined

N is the population of interest (study population)

e is the margin of error (0.05)

1 is the probability of event occurring (constant value)

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

$$\frac{1782}{1 + 1782(0.05)^2}$$

$$= 326.7$$

Sample size= 327

Therefore, 327 respondents were used as sample for this study to gather data through questionnaire.

The researcher deemed necessary to take independent sample for each district council to ensure equal representation because district councils have different number of employees. Therefore, the sample size for each regional public bureau were calculated using proportion. The study used proportionate sample allocation formula so as to make each stratum sampled identical with proportion of the population. Therefore, proportional sample size from each

Stratum adopted   the following formula.

$$ni= \frac{n \times Ni}{N}$$

Where:

n = sample size for each district council

N= the total number of local government employees in each district council

Ni=the total number of employees in the selected district council

ni= the total sample size for selected district councils

Table 3.1: Proportionate Sample for each district council

SN	District Council	Total Number of Employees in each district council	Sample size each district council
1	Bahi	618	113
2	Kongwa	354	65
3	Chamwino	810	149
	Total	1782	327

(Source: Researcher, 2020)

By taking   Table 2, into consideration, the researcher has selected 327 sample respondents from the total member of these district councils using proportional methods. Having selected such number of sample respondents, the questionnaire was distributed by using simple random sampling (lottery method) to get each respondent from each regional district council based on sample frame (list of employees). This sampling technique was chosen as it gives each member of population equal chance of being selected and homogeneity of population characteristics. Therefore, the application of simple random sampling was appropriate whenever the target population has such characteristics (Creswell, 2003).

3.3.2 Sample Technique

The study used simple random and purposive sampling techniques to select sample of the population. The rationality of adopting these techniques was as Rwegoshora (2006) comments: it is a way for obtaining respondents in a large number and also to have a relatively small sample where every individual in a population will have an equal chance to enable the researcher to get a manageable number of the respondents for the intended study. Also, this will reduce a sampling error and get information in depth from key informants. The researcher used pieces of papers and distributed to the respective respondents to get random number for acquiring information.

3.4   Types of Data and Data Collection Methods

The study employed both qualitative and quantitative data. Since, using both types of data is vital to offset the limitations inherent with one method with the strength of other method (Creswell, 2003). In addition, the study also used both primary and secondary data sources to get consolidated data so as to reach on concrete findings. The primary sources of data collected from the respondents currently working in their designated district councils. As part of primary sources data were also be obtained from key informants and discussants. To supplement the primary data, secondary sources were garnered through extensive review of both Master and PhD thesis (unpublished) as well as academic journals. Apart from this, human resource management guidelines and personnel training manuals were part of the secondary sources

3.5   Methods of Data Collection

The study focused on the three data collection methods as explained below;

3.5.1 Questionnaire

In this study, structured questionnaire was prepared in the form of Likert scale in collecting the required data in relation to the practices, administration, and awareness of employees and challenges of HRD from the sample respondents. Such data collection instrument was developed in order to gather large data and avoid pressure on the respondents (Creswell, 2003).

3.5.2 Interview

Interview allows person-to- person discussion that can lead to increase insights in to respondents" thoughts, feelings and behavior on important issues of HRD.   Another advantage that can be derived from the interview is its flexibility in expressing different viewpoints on the subject under study. Thus, key informants (Human resource Heads) were interviewed in depth using unstructured questions during the working hours. The participants were selected through judgmental method because of their closeness to execute the issues.

3.5.3 Focus Group Discussion

This was carried out in such a way that after having the relevant data from the key informants through interview, unclear ideas and information related to the subject under study was further reviewed. The researcher conducted one focus group discussion in each three separate district council with participants to gather relevant

and updated data towards the subject under study. Therefore, totally 3 focus group discussions were held to this study. In each study from each district council, 10 participants were selected for focus group discussion because of the nearness to the issue under study. According to Krueger and Richard (1994), participants for focus group discussion are ranged from 8-12. The participants who are not included in questionnaire and interview were selected.

3.6   Data Processing and Analysis

Following the completion of data collection, data processing was carried out: filtering inaccuracy, inconsistency; incompleteness and illegibility of the raw data to make analysis very easy. To solve such problems manual editing, coding, data entry, and consistency checking were carried out.   To analyze data both quantitative and qualitative techniques were employed. The data collected from questionnaire were analyzed quantitatively. Descriptive statistical tools such as percentages and frequencies, in addition to this, other statistical analysis include: Pearson Correlation, Cronbach's Alpha for reliability statistics, Spearman Rank correlation for Validity using SPSS version 20.0 computer software. While qualitative data obtained through interviews and focus group discussions were analyzed qualitatively in sentence form. Finally, the results were discussed and interpreted to draw important conclusions, recommendations and implications.

3.7   Research validity and Reliability

The quality of research depends on the design of research instruments as well as application of these instruments in data collection in the field. There are several criteria

or tests for judging the quality of any empirical research. These include validity and reliability (Easwaran and Singh 2010) and how each was achieved is discussed.

3.7.1 Research Validity

Validity is the extent to which the instruments used during the studies to measure the issues they are intended to measure (Amin, 2005). To ensure validity of instruments, the questionnaires and interview protocols were developed under close guidance of the supervisor. Questions were designed and then pre-tested with participants from target population. This helped to identify ambiguous questions in the instruments.

3.7.2 Research Reliability

Reliability as the degree to which a survey instrument is considered reliable if its repeated application results in consistent scores (Joseph et al 2000). That is, this reliability refers to whether "the measurement obtained from variables of interest is constant". This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient value alpha value between 0.0 and +1.0, the higher the values reflects a higher degree of internal consistency. The Cronbach's Coefficient Alpha was calculated in each field of the questionnaire.

3.8   Research Ethics

Initially, the department must approve the research proposal. In addition, the researcher followed logical procedures in every stage of data collection processes. Accordingly, the respondents would be informed and obtain relevant details briefly about the purpose of the study then informed consent from the respondents and

responsible officials of the district council. Therefore, on the basis of these ethical principles, efforts were made and confidentiality assured and kept throughout the process of this research work.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

This chapter presents the interpretation, discussions and analysis of the findings gathered from the respondents through questionnaire, interview and focus group discussion in the field. The study findings were discussed and analyzed in line with research objectives.

4.2 Response Rate on Questionnaires

For the purpose of this study, a total of 327 questionnaires were distributed to various officials. The distribution was made as follows: Bahi (113), Kongwa (65), and Chamwino (149). In response, the distributed questionnaires were filled in and returned as follows: Bahi (83percent), Kongwa (62percent), and Chamwino (91percent) respectively. In general terms, the overall response rate was 83percent of all respondents who returned questionnaires. Table 4.1 provides detailed analysis.

Table 4.1: Response rate

Respondents	Questionnaire distributed	Questionnaire Returned	Response Rate (percent)
Bahi Officials	113	95	83
Kongwa Officials	65	40	62
Chamwino Officials	149	135	91
Total	327	270	83

Source: (Field survey, 2020)

4.3 Reliability Test results

Cronbach's alpha is one of the widely accepted measures of reliability. It focuses on

measuring the internal consistency of the items in a scale, as such, it implies the extent to which the items in a questionnaire are related to each other. The normal range of Cronbach's coefficient alpha value ranges between 0-1 and the higher values reflects a higher degree of internal consistency. Different scholars accept different values of this test in order to achieve internal reliability, but the widely applicable which is normally accepted value is 0.70 as it should be equal to or higher than to reach internal reliability (Hair *et al.,* 2003).

Table 4.2: Cronbach's Alpha for questionnaires

Questionnaire	Number of items	Cronbach's test results
Awareness of HRD Practices	21	0.931
HRD Challenges	6	0.801
HRD Practices implementation	8	0.822

Source: (Field study, 2018)

Table 4.2 implies that the values of Cronbach's Alpha for each field of the questionnaire as from **0.801 to 0.931.** This range is sufficient and therefore, results are reliable.

4.4   Demographic Analysis of the Respondents

Demographic data were analyzed using percentages and frequencies as gathered from the respondents. In principle, the demographic data constituted the following: gender, age, education and working experience as presented in Table 4.3.

Table 4.3: Demographic analysis of the respondents

Respondents	Categories	Frequency	Percentage (percent)
Gender	Male	115	43
	Female	155	57
	Total	**270**	**100**
Age	20-29 years	52	19
	30-39 years	80	30
	40-49 years	109	40
	50 years &above	29	11
	Total	**270**	**100**
Education level	Secondary School	25	9
	Certificate	55	20
	Diploma	45	17
	Degree	123	46
	Post-graduate degree	22	8
	Total	**270**	**100**
Work experience	0-5 years	62	23
	6-10 years	119	44
	11-20 years	70	26
	20 years +	19	7
	Total	**270**	**100**

Source :(Field study, 2018)

Table 5 summarizes the demographic data which include age, gender, marital status, education level and working experience). The study findings indicate that 57% of the female respondents participated in the study against the 43percent male respondents. The age group between 40-49 years dominates the age subset as the study findings show the 40percent participation followed by the age group of 30-39 years as it constitutes the 30 percent were 41-50 years., the rest in age categories were as follows 19% were of 20-29 age, and 11% of 50 years and above age. In terms of education level, the dominant group were degree holders with 46% followed by Certificates (20%), Diploma (17%), and Secondary school (9%) and last but not least is Post-graduate degree (8%). With regards to work experience, 44percent had lengthy service

of 6-10 years followed by 26percent who worked for 11-20 years and 23% who worked

for 0-5 years, and lastly, 7% who have accumulated 20 years working experience.

4.4.1 Descriptive Statistics for Human Resource Development Practices Awareness

In order to analyze the human resource development practices awareness in the

selected local government in Dodoma Region. The researcher has identified four items

as the baseline for measuring human resource development practices as provided by

the questionnaires and the key determinants were: key informants and focus group

discussions. The main statistical tool which was applicable include: frequency and

percentages. The items as provided in determining human resource development

practices awareness include: performance appraisal, career development, training and

development and organization development, all these are important element in

strategic development of any growing and stable organization.

4.4.2 Descriptive Statistics for Performance Management Awareness

Table 4.4: Performance management awareness

Item	Strongly agree		Agree		I don't know		Disagree		Strongly dis agree			
	Frequency	Percent	frequency	percent	Frequency	percent	Frequency	percent	Frequency	Percent	Total(f)	Total (percent)
I am aware that district council objectives have clearly communicated well	46	17	67	24.8	1	4	101	37.4	55	20.4	**270**	**100**
I am aware that work environment and resources make me achieve my targets expectedly	9	3.3	88	32.6	17	6.3	102	37.8	54	20	**270**	**100**
I am aware that immediate supervisor discuss tasks and performance informally	37	13.7	120	44.4	40	14.0	35	13	38	14.1	**270**	**100**
I am aware performance management will bring performance improvement	32	11.9	61	22.6	41	15.2	71	26.3	65	24.1	**270**	**100**
I am aware that performance evaluation methods is transparent and fair	27	10	46	17	36	13.3	83	30.7	78	28.9	**270**	**100**
I am aware that I receive sufficient feedback from	56	20.7	49	18.1	44	16.3	72	26.7	49	18.1	**270**	**100**

my immediate supervisor											

Source: (Field survey, 2020)

Table 4.5 indicates that majority of respondents agree that they discuss tasks and performance with their immediate supervisor informally (44.4%) but they disagreed that they district council objective are not properly communicated (37.4%) and hence disagreed that work environment and resource allocation in achieving set target as being critical element in performance management (37.8%). Eventually, respondents disagreed that performance evaluation method being transparent and fair (28.9%). In general terms. The performance management awareness is not as good as expected as majority of respondent's disagreement in number of sub-elements (work environment and resource allocation, performance evaluation, and communication of council objectives).

4.4.3 Descriptive Statistics for Career Development Awareness

Table 4.5: Career development awareness

Item	Strongly agree		Agree		I don't know		Disagree		Strongly dis agree			
	Frequency	percent	Frequency	percent	Frequency	percent	Frequency	Percent	Frequency	percent	Total(f)	Total (percent)
I am aware of existence of career development programs in the organization	63	23.3	119	44.1	30	11.1	26	9.6	32	11.9	**270**	**100**
I am aware of organizational commitment to develop its workforce in the future	50	18.5	96	35.5	23	8.5	66	24.4	35	13	**270**	**100**
I am aware that career development give room for professional growth	48	17.8	78	28.9	50	18.5	48	17.8	46	17	**270**	**100**
I am aware that work related objectives meet my career goals	37	13.7	93	34.4	26	9.6	56	20.7	58	21.5	**270**	**100**
I am aware that organization has succession plan mechanism for junior officers	46	17	76	28.1	43	15.9	64	23.7	41	15.2	**270**	**100**

Source :(Field Survey, 2020)

Table 4.5 indicates that the majority of the respondents agree with the existence of career development programs in the organization (44.1%). They are, also, aware on organization commitment in developing its workforce (35.5%) and they also agree that work related objective meet their career goals (34.4%) and hence, they agree that career development give room for professional growth (28.9%). It should be noted that

respondents agree that an organization should have a succession plan mechanism for juniors (28.1%). In general. Career development is magnificent as respondents have strongly shown its awareness, as stated above in several sub-elements.

4.4.4 Descriptive Statistics for Training and Development Awareness

Table 4.6: Training and development awareness

Item	Strongly agree		Agree		I don't know		Disagree		Strongly disagree			
	Frequency	percent	frequency	percent	Frequency	percent	Frequency	percent	Frequency	%percent	Total(f)	Total
I am aware that evaluation methods are appropriate and timely	20	7.4	53	19.6	35	13	95	35.2	67	24.8	270	100
I am aware that it will improve productivity	40	14.8	53	19.6	35	13	74	27.4	68	25.2	270	100
I am aware that it will lead to performance improvement	49	18.1	58	21.5	15	5.6	76	28.1	72	26.7	270	100
I am aware that it will address work-related challenges	54	20	61	22.6	20	7.4	73	27	62	23	270	100
I am aware that it will lead to job satisfaction	32	11.9	77	28.5	16	5.9	92	34.1	53	19.6	270	100

Source :(Field survey, 2020)

The table 8 indicates that majority of the respondents disagree with evaluation method as being timely and appropriately (35.2percent) and disagreed that training and development will lead to job satisfaction (34.1percent). They also disagreed that training and development will lead to performance improvement (28.1percent) and eventually, respondents disagreed that training and development will address work related challenges (27percent). Judging from analysis above, training and development practice awareness is not as good as expected as majority of the respondents disapprove it.

4.4.5 Descriptive statistics for Organizational Development Awareness

Table 4.7: Organization development awareness

Item	Strongly agree		Agree		I don't know		Disagree		Strongly dis agree			
	Frequency	percent	frequency	percent	Frequency	percent	Frequency	percent	Frequency	percent	Total(f)	Total (percent)
I am aware of organization readiness to meet change management	58	21.5	91	33.7	26	9.6	57	21.1	38	14.1	**270**	**100**
I am aware of staff engagement in organization development	70	25.9	101	37.4	32	11.9	31	11.5	36	13.3	**270**	**100**
I am aware of developed process, systems and structure in the organization	10	3.7	131	48.5	29	10.7	72	26.7	28	10.4	**270**	**100**
I am aware of organization strategic objectives and vision	70	25.9	101	37.4	32	11.9	31	11.5	36	13.3	**270**	**100**
I am aware of systematic learning to change in work attitude, and organizational values	57	21.1	99	36.7	27	10	43	15.9	44	16.3	**270**	**100**

Source :(Field survey, 2020)

Table 4.8 indicates that majority of the respondents agree with developed process, system and structure in the organization(48.5percent) as well as agree with strategic objectives and vision(37.4percent) and very much agree with staff engagement in organization development (37.4%). Eventually, respondents agree that systematic learning to change in work attitude, and organizational values (36.7%). In general. The awareness of organization development is as good as district council expectations as several sub-elements prove it appropriately.

4.5 Descriptive Statistics for Human Resource Development Practices Implementation

Table 4.8: Human resource development practices implementation

Item	Strongly agree		Agree		I don't know		Strongly disagree		Dis agree			
	Frequency	percent	Frequency	percent	Frequency	percent	Frequency	percent	Frequency	percent	Total(f)	Total (percent)
Appropriate individuals' analysis	26	9.6	53	19.6	84	31.1	51	18.9	56	20.7	**270**	**100**
Appropriate job analysis	20	7.4	59	21.9	62	23	72	26.7	57	21.1	**270**	**100**
Appropriate organizational analysis (district council)	43	15.9	66	24.4	72	26.7	54	20	35	13	**270**	**100**
Prioritizing needs in practicing HRD	73	27	78	28.9	37	13.7	55	20.4	27	10	**270**	**100**
The council has clearly defined HRD objectives	47	17.4	95	35.2	28	10.4	55	20.4	45	16.7	**270**	**100**
Implementation HRD align with council objectives	49	18.1	91	33.7	12	4.4	72	26.7	46	17	**270**	**100**
Monitoring and Evaluation of HRD	29	10.7	101	37.4	8	3	70	25.9	62	23	**270**	**100**
Interpretation of results and feedbacks management	53	19.6	113	41.9	20	7.4	44	16.3	40	14.8	**270**	**100**

Source: (Field survey, 2020)

Table 10 indicates that majority of the respondents agreed on human resource development implementation in following sub-elements: Interpretation of results and feedback management (41.9%), monitoring and evaluation of HRD (37.4%), council clearly define HRD objectives (35.2 %), implementation of HRD in line with council objectives (33.7%) but respondents don't know on appropriate individual analysis (31.1%), organizational analysis (26.7%), and appropriate job analysis (23%).

4.6   Descriptive statistics for human resource development challenges

Table 4.9: Human resource development challenges

Item	Strongly agree		Agree		I don't know		Strongly disagree		Dis agree			
	Frequency	percent	Frequency	percent	Frequency	percent	Frequency	percent	Frequency	percent	Total(f)	Total (percent)
Perception of HRD as cost& not investment	21	7.8	54	20	76	28.1	67	24.8	52	19.3	**270**	**100**
Organization not timely conducting skills audit	25	9.3	52	19.3	83	30.7	60	22.2	50	18.5	**270**	**100**
HR plans exist but weak coordination key personnel	36	13.3	63	23.3	50	18.5	65	24.1	56	20.7	**270**	**100**
Lack of management support	23	8.5	61	22.6	52	19.3	82	30.4	52	19.3	**270**	**100**
Inadequate budgetary allocation	31	11.5	40	14.8	40	14.8	71	26.3	88	32.6	**270**	**100**
Weak HRD committee which not committed to skill development in the organization	38	14.1	57	21.1	42	15.6	93	34.4	40	14.8	**270**	**100**

Source :(Field survey, 2020)

Table 4.10 indicates that majority of the respondents strongly disagree on weak HRD committee which is not committed to skill development in the organization (34.4. %), and lack of management support (30.4%), HR plans exist but weak coordination on key personnel (24.1%) but respondents disagree on inadequate budgetary allocation (32.6%) but respondents don't know on organization not timely conducting skills audit (30.7%) and Perception of HRD as cost and not investment (28.1%) respectively.

4.7 Pearson Correlation Analysis for Human Resource Development Practices (Hypothesis Testing)

Table 4.10: Pearson correlation analysis for human resource development practices (hypothesis testing)

Item	Coefficient	Perf mgmt. 1	Perf mgmt. 2	Perf mgmt. 3	Train&devt 1	Train&devt 2	Train&devt 3	Career devt 1	Career devt 2	Career devt 3	Org&devt 1	Org&devt 2	Org&devt 3
Perf mgmt.1	Pearson correlation. Sig.(2 tailed) N	1 270	-0.91 1.38 270	.049 .424 270	.140* .021 270	-.107 .079 270	.089 .146 270	.163** .007 270	-.026 .675 270	.305** .000 270	.103 .091 270	-.103 .090 270	.023 .702 270
Perf mgmt.2	Pearson correlation Sig.(2 tailed) N	-0.91 1.38 270	1 270	-0.12 .843 270	-.015 .081 270	.076 .213 270	.001 .991 270	-.058 .342 270	-.126* .038 270	-.145* .017 270	-.162** .008 270	.069 .261 270	.183** .003 270
Perf mgmt.3	Person correlation Sig.(2 tailed) N	.049 .424 270	-0.12 .843 270	1 270	.051 .205 270	-.046 .447 270	.015 .805 270	.426** 000 270	.156* .010 270	.124* .041 270	.120* .049 270	-.220 .000 270	.359** .000 270
Train&devt1	Pearson correlation Sig.(2 tailed) N	.140* .021 270	-.015 .801 270	.051 .405 270	1 270	.136* .025 270	-.032 .601 270	-.007 .912 270	-.227** .000 270	.070 .254 270	.131* .031 270	.207** .001 270	-.014 .820 270
Train&devt 2	Pearson correlation Sig.(2 tailed) N	-.107 .079 270	.076 .213 270	-.046 .447 270	.136* .025 270	1 270	.038 .532 270	-.055 .365 270	-.271** .000 270	-.235** .000 270	.010 .873 270	.382** .000 270	-.070 .252 270
Train&devt3	Pearson n	.089	.001	.015	-.032	.038	1	-.047	.105	.044	.024	.140*	.073

	correlation Sig.(2 tailed) N	.146 270	.991 270	.805 270	.601 270	.532 270	270	.439 270	.084 270	.472 270	.690 270	.022 270	.235 270
Career devt 1	Pearson correlation Sig.(2 tailed) N	.163** .007 270	-.058 .348 270	.426 .000 270	-.007 .912 270	-.055 .365 270	-.047 .439 270	1 270	.045 .466 270 ``	.108 .075 270	-.090 .141 270	-.086 .161 270	.198** .001 270
Career devt 2	Pearson correlation Sig.(2 tailed) N	-.026 .675 270	-.126 .138 270	.156 .010 270	-.277** .000 270	-.271** .000 270	.105 .084 270	.045 .466 270	1 270	275** 000 270	-.231** 000 270	-.305** 000 270	.012 .847 270
Career devt 3	Pearson correlation Sig.(2 tailed) N	.305** 000 270	-.145 .017 270	.124* .041 270	.070 .254 270	-.235** .000	.044 .472 270	.108 .075 270	.275** .000 270	1 270	-.123* .043 270	-.284** 000 270	-.002 .972 270
Org&d evt 1	Pearson correlation Sig.(2 tailed) N	.103 .109 270	-.162** .008 270	.120* .049 270	.131* .031 270	.010 .873 270	.024 .690 270	.090 .141 270	-.231** .000 270	-.123* .043 270	1 270	-.021 .733 270	-.140* .022 270
Org&d evt2	Pearson correlation Sig.(2 tailed) N	-.103 .090 270	.069 .261 270	-.220 .000 270	.207** .001 270	382** .001 270	.140* .022 270	-.086 .161 270	-.305** 000 270	-.284* .000 270	-.021 .733 270	1 270	-.080 .190 270
Org&d evt3	Pearson correlation Sig.(2 tailed) N	.023 .702 270	.183** .003 270	.359** .000 270	-.014 .820 270	-.070 .252 270	.073 .235 270	.198** .001 270	.012 .847 270	-.002 .972 270	-.140* .022 270	-.080 .190 270	1 270

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Source :(Field survey, 2020)

In testing the following hypothesis, the Pearson correlation analysis was adopted; the correlation is significant at the 0.05 level (2 tailed) * and 0.01(2 tailed) **.

Hypothesis testing

The research hypothesis was formulated as follows:

H_o- Human Resource development does not impact significantly on training and development, Career management, Performance management and organizational development.

H_a- Human Resource development does impact significantly on training and development, Career management, Performance management and organizational development.

The following were test results based on the table 12 above:

H_o: The results of the Pearson correlation as presented above revealed that organization development 3 has a positive and significant influence on performance management 3(p=0.05),performance management 1 has a positive and significant influence on career development 1(p=0.01) .Organization development 1 has a negative and significant influence on performance management 2(p=0.01), based on the above test result, the null hypothesis is rejected (H_0)and H_a is accepted based on the following test results as shown in the 12 table:

Performance management 1 has a positive and significant influence on career development 3(p=0.00 which is less than 0.01). Performance management 1 has a positive and significant influence on training and development 1(p=0.21 which is less than 0.05). Performance management 2 has a positive and significant influence on

organization development 3(p=0.003 which is less than 0.01). Performance management 2 has a negative and significant influence on career development 3(p=0.17 which is less than 0.05). Performance management 3 has a positive and significant influence on organization development 3(p=0.00 which is less than 0.01). Training development 1 has a positive and significant influence on organization development 1(p=0.031 which is less than 0.05). Training and development 1 have a positive and significant influence on organization development 2(p=0.001 which is less than 0.01). Training and development 2 have a negative and significant influence on career development 3(p=0.00 which is less than 0.01). Training and develop 3 has a positive and significant influence on organization development 2(p=0.022 which is less than 0.05).

Career development 1 has a positive and significant influence on organization development 3(p=0.001 which is less than 0.01). Career development 2 has a negative and significant influence on organization development 1(p=0.000 which is less than 0.01). Organization development 1 has a positive and significant influence on training and development 1(p=0.031 which is less than 0.05). Organization development 1 has a negative and significant influence on career development 3(p=0.043 which is less than 0.05). Organization development 2 has a positive and significant influence on training and development 1(p=0.001 which is less than 0.01). Organization development 2 has a positive and significant influence on training and development 3(p=0.022 which is less than 0.05). organization development 3 has a negative and significant influence on career development 1(p=0.001 which is less than 0.01).

4.8   Discussion of Findings

The main objective of the study was to examine the human resource development practices in local governments in Dodoma. In relation with study findings correspondents have proved that human resource practices is prevalent at district councils and HRD practices are pertinent for strategic development of the district councils, this is consistent with study of Saraswathi (2010), in the comprehensive comparative study on human resource development climate in few public organizations. The researcher evaluated the human resource development in terms of performance appraisal, motivation, training, potential appraisal, career planning, rewards and employee's welfare in the study areas. The researcher found that the good human resource development climate was prevalent in the organization, however, the extent of HRD climate prevailing in the organizations seem to be different.

4.8.1 Finding on the Extent of Awareness of the Impact of HRD Practices in District Councils in Dodoma Region

The study findings suggested that the different levels of awareness in HRD practices in the given district councils. In terms of performance management awareness, it was found that majority of respondents agreed that they discuss tasks and performance with their immediate supervisor informally(44.4percent) but they disagreed that they district council objective were not properly communicated (37.4percent) and hence disagreed that work environment and resource allocation in achieving set target as being critical element in performance management(37.8percent). Eventually, respondents disagreed that performance evaluation method being transparent and fair (28.9percent). In general terms.

The performance management awareness is not as good as expected as majority of respondent's disagreement in number of sub-elements (work environment and resource allocation, performance evaluation, and communication of council objectives). Despite the fact that there were different levels of both agreement and disagreement on the performance management aspect but high proportion of correspondent's awareness in the impact of performance management in the district councils. These were both supported by focus group and interview findings. In consistent with the views, the study of Shefali and Thakr (2007), a study on performance appraisal as tool of human resource development in few organizations found that certain weaknesses and strengths of the system. They suggest that some measures for achieving the objectives of performance appraisal system.

In terms of training and development awareness, in spite of the practical significance and impact of the training and development. The study found different views majority of the respondents disagree with evaluation method as being timely and appropriately (35.2%) and disagreed that training and development will lead to job satisfaction (34.1%). They also disagreed that training and development will lead to performance improvement (28.1%) and eventually, respondents disagreed that training and development will address work related challenges (27%).

This is supported by the study of Daniels (2003) claimed that a lot of organizations" investments in training failed to return and suggested that this was probably due to the organizations" failure to connect training efforts with their goals and strategies. Judging from analysis above, training and development practice awareness is not as

good as expected as majority of the respondents disapprove it. However, information gathered from the interviews and focus group discussion shows on extent of the training and development awareness clearly proved that there is good level of understanding.

In terms of career development, the study found that majority of the respondents agree with existence of career development programs in the organization (44.1percent) as well as they are very much aware on organization commitment in developing its workforce (35.5percent) and they also agree that work related objective meet their career goals (34.4percent) and hence, they agree that career development give room for professional growth (28.9percent). It should be noted that respondents agree also organization has succession plan mechanism for juniors (28.1percent). In general. Career development is magnificent as respondents strongly shown awareness as stated above in several sub-elements. This is both confirmed by focus group discussion and interview gathered from the key informants. In line with this analogy, the following study support this view. According to Milkovich et al (1985) an organization's career development system should, amongst others, provide feedback on performance and potential, foster realistic expectations, manage information, match jobs and people, maintain programe continuity and flexibility and integrate career planning with other human resource functions.

In terms of organization development, the study found that majority of the respondents agree with developed process, system and structure in the organization (48.5%) as well as agree with strategic objectives and vision (37.4%) and very much agree with staff

engagement in organization development(37.4%). Eventually, respondents agree that systematic learning to change in work attitude, and organizational values (36.7%). In general. The awareness of organization development is as good as district council expectations as several sub-elements prove it appropriately.

The information collected from the focus group discussion and interview from the key informants proved similar concern on level of organization development and its effectiveness. This is also supported by the According to Nickols (2004, p. 1) the term 'managing change' has two meanings, both 'the making of changes in a planned and managed or systematic fashion' and 'the response to changes over which the organization exercises little or no control'. In this sense, the need to identify organization-wide change has become one of the most critical and challenging responsibilities of organizations.

4.8.2 Finding on the Challenges That Face District Councils in Dodoma Region

The study found that majority of the respondents strongly disagree on weak HRD committee which is not committed to skill development in the organization (34.4. %), and lack of management support (30.4%), HR plans exist but weak coordination on key personnel (24.1%) but respondents disagree on inadequate budgetary allocation (32.6%) but respondents don't know on organization not timely conducting skills audit (30.7%) and Perception of HRD as cost and not investment (28.1%) respectively. The information gathered from the focus group and interview painted the different picture on HRD challenges the biggest HRD challenge was the performance motivation and implementation of HRD reforms. The following study support this, according to

Antwi, Analoui and Cusworth (2007), on HRD challenges facing decentralized local governments in Africa empirical study from Ghana.

Decentralization and human development have become important dimensions on Ghana's socio-economic development particularly on its public sector reforms. Study sought to investigate and identified the HRD challenges facing the local governments in the context of public sector reform. The study revealed that HRD is the critical issue in improving good local governance and provision of high-quality public services. The researchers found that the country's public sector reforms have significantly influenced the strategic direction of human resource policies of the decentralized local government service. And the research highlighted that the main human resource capacity challenges manifest three dimensions such as policy skill and performance motivation induced. Finally, the study forwarded that addressing HR capacity challenges have enormous financial and strategic implications in developing and transition economies.

4.8.3 Finding on the HRD Practices Are Being Implemented at Local Government Level in Dodoma Region

The study found that majority of the respondents agreed on human resource development implementation in following sub-elements: Interpretation of results and feedback management (41.9%), monitoring and evaluation of HRD (37.4%), council clearly define HRD objectives (35.2 %), implementation of HRD in line with council objectives (33.7%) but respondents don't know on appropriate individual analysis (31.1%), organizational analysis (26.7%), and appropriate job analysis (23%).

According to information gathered from focus group discussion and interview from the key informants it was very difficult in implementing individual analysis and appropriate job analysis for the number of reasons: resources such time and financial, and local government performance HRD implementation especially job analysis depends from the directives from the central government.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1   Overview

This chapter presents the summary, conclusion and recommendations and areas of further study. The main objectives of the study was to examine the human resource development practices in local governments in Dodoma.

5.2   5.2 Summary of Findings

The primary purpose was to examine the human resource development practices in local government in Dodoma. Various statistical methods adopted in this study to analyze data emanated from the study objectives and the research questions were answered timely and cautiously. The study findings show that there is a high level of questionnaire reliability in line with the study questionnaire designed. The values of Cronbach's alpha for each field of the questionnaire as from 0.801 to 0.931.

This range is considered high thus indicates very good reliability, therefore, based on the test the results are reliable. In general, the 83percent were the overall responsive rates as returned questionnaires by the respondents who participated in the study. The study findings indicates that 57% of the female respondents participated in the study against the 43% male respondents. The age group between 40-49 years dominates the age subset as the study findings show the 40%participation (40-49 years) followed by the age group of 30-39 years as it constitutes the 30% others were 20-29 years 19% and 50 years+ scored 11%.in addition to, in terms of education level, the dominant

group were Degree holders with 46percent and then followed by Certificates holders with 20%, and then Diploma 17% as well as 9percent secondary school group and lastly, 8percent of post-graduate degree holders . As per, work experience, 44% had lengthy service of 6-10 years followed by 11-12 years with 26% and then 23% working for 0-5 years, lastly, 7% who have accumulated 20+ years working experience.

The research hypothesis shows that Human Resource development has a significant influence on training and development, Career management, Performance management and organizational development. The following are summary of the research findings from the research objectives.

In human resource development practice, the study found that if local government adopted proper approach HRD practices there is likelihood that it would yield expected results (HRD goals). This is supported by the study Kumar(2007) he found that following human resource management practices in the study area these include training, orientation, compensation, working environment, performance appraisal and promotion has greater impact in HRD goals most especially if adopted to meet the needs of the present time however the researcher went ahead and said improvement in rules and policies, competency of HR managers, business knowledge and HR expertise are vital to meet organizational goals. In my view, I concur with this argument but I differ with him regard the goals of the present time. The working environment is very dynamic and very volatile their proactive approach is better than reactive approach provided that working environment is positive.

Government organizations should promote national HRD practices indicative of their emphasis on creating positive work environment. As Swartz (2010), a positive work environment encourages, with caution, risk taking; allows for flexible work schedules and offers different options to employees. However, Harris et al. (2006), opined that in today's changing environment, employees at all levels need additional capacity building and opportunity to managers to develop their management thinking. In this respect, organizations are required to be engaged in continuous employees" management development programs. Judging from Harris argument, I concurred with him on capacity building as main focus in human resource development practice nonetheless the big question in most local government is employer's engagement in management development programs and lack of practical succession plan as venture for developing future managers.

The findings revealed that the challenges which are mostly common in district councils lack of learning culture among local government staffs, the learning is not regarded as asset for the benefit of council, as training development courses is termed as additional means of income. The fact is in modern business environment continuous learning is order of the day. According to Harrison and Kessel (2004), the effectiveness of HRD in contributing to culture change rests on its practitioners' alertness and responsiveness. In my view, work place needs are not static therefore a need for acquired new knowledge and emphasis on the continuous culture of learning should not be manager's responsibility but self-made initiative. What is relevant is workers should be aware that work place challenges keep on changing therefore learning culture should be accorded equal weight.

On the other hand, they study found that performance appraisal is merely procedural and refresher training on performance appraisal is not constantly done, hence, the performance feedback is not timely given to local development officials during the review period. This is also supported by Kayani (2008) he found that limited performance appraisal as the major challenge in human resource development. In my view, the critical challenge is despite several public reforms interms of human resource development but the quality of public service offered leaves a lot to be desired. This supported by Antwi *et al.,* (2007) they found that despite the several public sector reforms but the big challenge remains in improving good local governance and provision of high-quality public services.

The finding revealed that high level of HRD awareness in training and development, in my view, high level of awareness indicate that they have excellent understanding of training and development as critical component of HRD. This supported by Kebede and Simbasivama (2013), in their study in public sectors found that consistent findings concerning the awareness of the organizations" staff towards training and development as a critical HRD aspect. The implication is whenever the employees have good understanding about training and development, they may update themselves to enhance organizational performance. In addition to this, HRD awareness in most local councils performed excellent, the study that employees recognized the organization development as basic element in HRD.

In my analogy, I concur with findings as supported by Saxena and Monica (2010) they found that the awareness of organizational development may have an

implication on the sector bureaus to enhance their effectiveness and coping with changes and innovations. Despite the synoptic view of two components above, the general analysis concludes the awareness of HRD components is somewhat promising as supported by Sheikh (2009) found that the employees" awareness of training and development, career development, organizational development and performance appraisal in public banks Pakistan supports this research finding. This could make HRD conducive for both enhancement of the capacity of employees and achievement of organizational goals.

The findings revealed that their good implementation of HRD practices particularly in the areas of feedback management and results interpretation, monitoring and evaluation of HRD, council commitment in clearly defining HRD objectives, and HRD implementation being compliant with council objectives. However, it is further revealed that respondents don't know individual analysis, job analysis and organization analysis thus implying they either not existing or they exist but implemented at all.

5.3   Conclusion

Findings revealed that the majority of the correspondents have common understanding of HRD practices in the local government especially career development and organization development but more efforts should be put in bring more awareness on performance management and training and development. They seem to dissatisfied in the application of performance management and training and development despite being somewhat aware. HRD practices are very crucial for modern development of

any organization and it can sustain long term competitive advantage in modern era of new public service management.

Findings revealed that challenges exist to shape the working and altitude of work thus making them think of out box in implementation of HRD programs, the common challenges for study is not far beyond management attention, there is more room for improving especially management commitment is resolving timely and appropriately: the common challenges in thus study: lack of management support, in adequate budget, skill development commitment by the management.

Findings revealed that implementation of HRD programe is far better off in all key areas but efforts should be on individual analysis, organization analysis and job analysis. The impact of such areas may not be sensed at a time but management should not underestimate and over-simplify as HRD is holistic and need proper approach and critical thinking especially organization is aimed at being effective and efficiency in all aspects.

5.4   Recommendations

Based on the findings above, the following recommendations have been arrived at:

i)   Monitoring and evaluation mechanism especially performance management needs to be revised as performance culture and performance motivation is still wanting in most local government.

ii)   Effective organization culture and change management is still essential despite the several reforms in the public sector.

iii) Training efforts is should be linked to council strategic goals as result the local government official attitude work performance will improve considerably.

iv) Career development should be directly related to job satisfaction and organization commitment thus most workers career development in local is self-motivated hence they develop their career for sake of job grade promotion and not focused on the council strategic objective.

v) Local government advised on the need to develop and implement of the new HRD framework for the Public Service as an appropriate framework to create a comprehensive HRD strategy.

vi) Local government should develop and implement HRD awareness programe thorough consultative process. The consultative process should include head of departments and supervisors at all levels in the local government awareness can typically be created by having workshops, seminars and/or formal training. Advise on the need to develop and implement of the new HRD framework for the Public Service as an appropriate framework to create a comprehensive HRD strategy.

vii) Develop and implement HRD awareness programmes thorough consultative process. The consultative process should include head of departments and supervisors at all levels in the local government awareness can typically be created by having workshops, seminars and/or formal training.

viii) Post training evaluation should also be exercised in order to increase the effectiveness of HRD program so as to help local government employee to get feedback for their improvement and to find out to what degree the HRD objectives are achieved.

ix) To overcome the challenges of HRD there is a need for skilled man power, financial resources; differentiate high and low performers by using performance criteria like quantity, quality, timeliness and budget spend on doing a job.

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APPENDICES

Appendix A: Questionnaire

Dear Respondent

Kindly, be informed that researcher is Master Degree Candidate in Human Resource Management at Open University in Tanzania is currently investigating on HRD practices in local government: A case of District Councils in Dodoma Region, the main purpose for this study is to examine the human resource development practices in District Councils in Dodoma Region.

Therefore, we urge you dear respondent to cooperate with us in filling this questionnaire, taking into consideration that you are free to participate or to abstain and the information you provide will be dealt with in confidentiality and will be used strictly for the purpose of this research study.

Regards.

General Information

Tick the appropriate box below,

(1) Age,

      (a) 20-29 years

      (b) 30-39 years

      (c) 40-49 years

      (d) 50-above   years

(2) Sex

      (a) Female

(b) Male

(3) Education level

(a)Post-graduate degree

(b) Degree

(c)Diploma

(d)Certificate

(e)Secondary education

(4) Number of years in the job

(a) 0-5 years

(b) 6-10 years

(c) 11-20 years

(d) 20 years and above

no	Item	Strongly agree	Agree	I don't know	Disagree	Strongly Disagree
Awareness of HRD Practices in District Councils						
Performance management						
1	I am aware that district council objectives have clearly communicated well					
2	I am aware that work environment and resources make me achieve my targets expectedly					
3	I am aware that immediate supervisor discusses tasks and performance informally					
4	I am aware performance management will bring performance improvement					
5	I am aware that performance evaluation methods is transparent and fair					
6	I am aware that I receive sufficient feedback from my immediate supervisor					
Training and Development						
1	I am aware that evaluation methods are appropriate and timely					
2	I am aware that it will improve productivity					

3	I am aware that it will lead to performance improvement					
4	I am aware that it will address work-related challenges					
5	I am aware that it will lead to job satisfaction					
Career Development						
1	I am aware of existence of career development programs in the organization					
2	I am aware of organizational commitment to develop its workforce in the future					
3	I am aware that career devt give room for professional growth					
4	I am aware that work related objectives meet my career goals					
5	I am aware that organization has succession plan mechanism for junior offers					
Organizational Development						
1	I am aware of organization readiness to meet change management					
2	I am aware of staff engagement in organization development					
3	I am aware of developed process, systems and structure in the organization					
4	I am aware of organization strategic objectives and vision					
5	I am aware of systematic learning to change in work attitude, and organizational values					

	HRD Challenges in District Councils					
No	**Item**	**Strongly agree**	**Agree**	**I don' t know**	**Disagree**	**Strongly Disagree**
1.	Perception of HRD as cost and not investment					
2.	Organization not timely conducting skills audit					
3.	HR Plan exist but there is a weak coordination					
4.	Lack of management support					
5.	Inadequate budgetary allocation					
6.	Weak HRD committee which not committed to skill development in the organization					

How HRD practices are being implement in District Council	

No	Item	Strongly agree	Agree	I don't know	Disagree	Strongly Disagree
1.	Appropriate individuals' analysis					
2.	Appropriate job analysis					
3.	Appropriate organizational analysis (district council)					
4.	Prioritizing needs in practicing HRD					
5.	The council has clearly defined HRD objectives					
6.	Implementation HRD align with council objectives					
7.	Monitoring and Evaluation of HRD					
8.	Interpretation of results and feedbacks management					

Appendix B: Focus Group Discussion Questions

1. How do you comprehend concepts of HRD?

2. What are your views in relation to practice of HRD in terms of training and development, career development, organizational development and performance management?

3. How HRD practices are being implemented in your District Council?

4. What is the challenges face HRD practices in your District Council?

5. What strategies that can be applied to address such HRD challenges?

Appendix C: Interview Questions

1. What is your understanding about the concepts of HRD?

2. To what extent are you aware of HRD Practices and briefly mention HRD Practice commonly applicable in District Council?

3. How do you evaluate HRD Practices implementation in your District Council?

4. What are challenges in practicing HRD in your institution in your District Council?

5. What strategies can be adopted to overcome the HRD challenges in your District Council?