THE POWER OF COACHING AND COUNSELING FOR EMPLOYEES PERFORMANCE IN LOCAL GOVERNMENT AUTHORITIES: A CASE OF NANYUMBU DISTRICT COUNCIL

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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 Power of Coaching and Counseling for Employees Performance in Local Government Authorities: A Case of Nanyumbu District Council"*** in partial fulfillment of the requirements for Degree of Master of Human Resource Management (MHRM) of the Open University of Tanzania.

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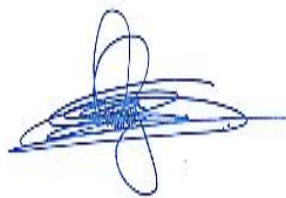
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DECLARATION

I**, Salum Abdul Palango,** do hereby declare that, this dissertation is my original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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DEDICATION

I dedicate this dissertation to my father, Abdul Palango, and My mother Luiza Sanganila for their continuous contribution to my life.

ACKNOWLEDGEMENT

ABSTRACT

This study intended to examine the power of coaching and counseling on employee performance of local government authorities in Tanzania using the Nanyumbu District Council as a case study. The study used exploratory design using the qualitative method. A semi-structured interview was used for data collection in which sixty- three (63) respondents were interviewed. The findings of the study showed that the majority of the respondents understand the importance of coaching and counseling in their work performance. Employees in local government authorities have undergone coaching and counseling since joining the authority. Moreover, the findings indicated that the majority of respondents revealed that coaching and counseling they have received helped to improve the quality of services, increase confidence and effectiveness in performing their works. However, there is a problem when coaching and counseling are to be done as it depends on the availability of time and funds at the local government authorities. This is one of the challenges faced by the local government authorities when planning coaching and counseling activities for the employees. The Local Government Authority did not monitor and evaluate their coaching and counseling activities. The study thus recommended that Local Government Authorities to have plans and strategies for coaching and counseling employees, which they will be able to implement even in scarcity time and when funds are inadequate.

Keywords: Coaching, Counseling and Employee Performance

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LIST OF ABBREVIATIONS

ELT   Experiential Learning Theory

LGAs   Local Government Authorities

LGA   Local Government Authority

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

Globally, the ultimate goal of any organization including local government authorities (LGAs) is to achieve strategic objectives. The provision of quality services is one of the strategic objectives most public organizations intend to achieve. Employee performance is an important building block of an organization that lays the foundation for high performance (Anderson, Norton, Reed, Moran, 2011). Different factors influence the performance of employees in an institution. These include motivation, confidence, experience, individual characteristics, performance standards, capability, personality, frequency of evaluation, and working in teams (Bacal, 2011).

Therefore, to facilitate high performance on the employees, employers should establish mechanisms that help their employees work and think individually while innovatively releasing their responsibilities, while at the same time comprehending and anticipating their industry's market and business situation (Vigoda-Gadot, 2006). Consequently, the question of how an employee works in both an efficient and effective manner to excel in organizational growth and productivity. An effective coaching and counseling programs that enhance employees to acquire knowledge and skills can be of enormous assistance to help increase productivity and engagement of staff in an organization. Jarvis (2014) describes different factors that are responsible for increased utilization of coaching counseling by different institutions. The majority of the organizations work under time pressure and dealing with change is nowadays an everyday challenge. In today's organization, the important skill is an individual

ability to learn and adapt to the changes. Therefore, coaching and counseling are employed to help employees to adapt changes at the working place.

Coaching and counseling are considered as the learning steps which enhance more employees to learn compared to traditional learning methods. Institutions can have various development demands and small institutions may be disadvantageous because comprise they very few employees with specific skills to achieve such development needs. Coaching and counseling in this case provide a good approach for development, which can be focused on individual growth in time.

According to Jarvis (2014), there is an increasing trend of individual learning and development as the mechanisms for solving individual problems and planning of the activities to be carried by the employees. Moreover, employees require different types of coaching and counseling, and employees are motivated to learn when coaching and counseling are relevant to their jobs. Scholars have found that the performance of the employees depends on the individual ability to organize ideas, knowledge in an effective way, and motivation to work. Therefore, coaching and counseling can help to enhance employee performance as their ability to provide employees the opportunity to increase knowledge, skill, and motivation.

Coaching and counseling as used in an institution is a recent development. Apprenticeships and other forms of individualized coaching and counseling have been in existence for decades however the earliest form of coaching that has been used in the workplace is "developmental counseling"(Flory, 2015). Kampa-Kokesch and Anderson (2011) portray that from 1940 to 1979, consultants were the ones

performing organizational coaching and counseling. Coaching and counseling during that time were mainly organization development professionals and psychologists whose main focus was organization development issues. However, the coaching and counseling fields went through a growth spurt and were used in various areas of services such as career coaching, outplacement, and life coaching.

Hudson (1999) describes that the growth of coaching and counseling was hastened by the complexities that developed with mergers, placements, and downsizing that have excelled in the latest. With time the administrative role was mainly developing solutions for the rising form of various pressures and ambiguities in the global context. Top administrators were required to be both strategic makers and masters of the soft skills needed for the effective management of people (Sherman & Freas, 2014). Coaching and counseling were growth which was observed in the workforces and executive since 1995 (Sherman & Freas, 2014).

Ference (2011) describes that staff motivation is an important factor which can be improved through coaching and counseling processes. When an individual is willing to increase his or her effort to achieve goals and objectives, the administrator needs to increase his or her effort to offer constructive feedback. For instance, if an administrator recognizes a new or improved behavior in staff, the administrator needs to praise such behavior. On other hand, if the administrator would identify an improper behavior, it should be discussed as an area of improvement. Counselors or coaches can interview the employees about how they could handle the same situation in a better way after analyzing the employee response, the reasons behind the response can be determined by the coach or counselor. Coaching and counseling could be

employed to keep employees working towards the achievement of the employees' learning, performance, and organization goals.

Individual coaching and counseling, mentoring, and workgroups are related to play a significant role in organizational performance (Dougherty, 2013; Ekpang, 2015). Research indicates that there are several possibilities for using coaching and counseling as management tools and they should be the parts of the management process. The development of skills in an organization can help employees to perform at a maximum level and satisfy.

The objective of coaching and counseling is to motivate employees in delivering better performance. The leader has more meaningful work and strengthens as supportive instruments for coaching and counseling to increase employee performance which in return achieving organizational better results (Ekpang, 2015; Rugumyamheto, 2003).

In different work organizations today, the job performance of workers seems to be decreased in a geometrical progression. This is because most employees have a negative attitude toward their jobs. The finding of a study conducted by (Inzai et al., 2016) indicated that " forty-seven percent (47%) of employees admitted that personal problems sometimes affect their work performance. The findings have shown that more than sixteen percent (16%) of employees reported that their challenges resulted in absenteeism, while about half the respondents admitted that it makes it difficult for them to concentrate on their jobs." In a situation where an employee's job performance is declining, organizational productivity is often seriously affected. In this study, the

notion of coaching and counseling for effective employee performance as a way for service improvement in work organization would be investigated.

It is worth noting that Tanzania like other developing countries has a huge public sector, employing the highest number of human resources with varied skills (Rugumyamheto, 2003). The situation implies that most of the citizens depend on the public sector institutions for their daily socio-economic services and, therefore possession of adequate, current, and appropriate professional knowledge and technical skills for quality performance by a civil servant in serving people is crucial (Rugumyamheto, 2003). The government is always obliged to take adequate steps to ensure that employees acquire the necessary knowledge and skills for increasing the job performance of the employees.

According to Mbuta (1999) as cited with Mwenda, (2018) the Tanzanian local governments' authorities during the late1990's had experienced poor provision of social services due to lack of competent workers. Furthermore, Nkondola, (2008) observes that the problem of the poor performance of local councils should not be considered in isolation without taking into account the competence of the manpower prevailing in the councils. A lack of competent manpower makes the local councils fail to execute projects effectively and efficiently. Moreover, some of the local government authorities lack clear policies of coaching and counseling programs, and in consequence coaching and counseling during this time were ineffectively offered.

Local authorities are thought to be facilitators of grassroots development, the basis of reflection, and decision making for local development projects that are economic,

social, and cultural projects which reflect on the life and interests of the local populace (Warioba, 1999). Local authorities are intended to enhance the central government to be more responsive to the demands and wishes of the people either directly or through their representatives (Liviga, 1992). This could be achieved by improving the performance of these local government authorities by encouraging the role of coaching and counseling.

Coaching and counseling workers to attain the institutional objectives has been a problem to several local government authorities in Tanzania, including Nanyumbu District Council as elsewhere, the need for improved delivery of services has become universally accepted, and that it depends on efficient and effectiveness of coaching and counseling. Hence this research investigated the role of employees coaching and counseling on local government authorities' performance with a case study of the Nanyumbu District council.

1.2   Problem of Statement

Public service delivery in local government authorities is not satisfactory as customers experience poor service from the local government employees (Ngomuo & Wang, 2015). This is identified by the existing high number of complaints from the general public as well as public servants; it is obvious that coaching and counseling have not worked as expected (Rugumyamheto, 2004).

Due to an increase in the responsibilities and lack of motivation in carrying coaching and counseling to the employees, local government authorities have turned a blind eye to coach and counsel employees as a way of improving the performance of the

authorities. Instead, they have sought solutions for improving performance by employing more workers which have led to a decline in work performance in the local government authorities (Mwenda, 2018). Therefore, this study examined the power of coaching and counseling for employee performance in the local government authorities, specifically the Nanyumbu local government authority.

1.3 Main Research Objective

The general objective of the study was to examine the power of employee coaching and counseling to the performance of employees in local government authorities of Tanzania taking the Nanyumbu District council as a case study.

1.3.1 Specific Research Objectives

The study specifically intended to:

(i) To examine existing practices for coaching and counseling employees at the Nanyumbu District Council

(ii) To determine the effectiveness of employee coaching and counseling towards work performance in Nanyumbu District Council

(iii) To determine the benefits of employees coaching ad counseling on work performance in Nanyumbu District Council.

(iv) To examine challenges that encounter employee coaching ad counseling and their effects on individual employee performance.

1.4 Main Research Question

What was the power of coaching and counseling for employee performance in local government authorities in Tanzania?

1.4.1   Main Research Question

(i)   What are the existing practices for coaching and counseling employees of the Nanyumbu District Council?

(ii)   How coaching and counseling of employees contributed towards work performance at Nanyumbu District Council?

(iii)   What are the benefits of employee coaching and counseling on work performance in the Nanyumbu District Council?

(iv)   What are the challenges facing employee coaching and counseling and their effects on individual employee performance?

1.5   Significance of the Study

This study was helpful in several ways; the study was useful through its findings and recommendations to increase work performance through the coaching and counseling of local government employees. The study was also expected to assist local government authorities to formulate coaching and counseling plans and strategies that enhanced employees in the local government authorities to go for further coaching and counseling on things that can be of help to them in improving their work performance. Moreover, the study contributed to the existing body of knowledge and enhances the understanding of the strategies that could be employed to motivate employees to further coaching and counseling for their current positions and not for future posts.

1.6   Scope and Limitations of the Study

Many components make up coaching and counseling according to Douge and Hastie (1993). The organization under study has established a coaching and counseling

program that trains line employees and managers who enhance the skills they have in coaching and counseling. The organization uses a coaching and counseling model which allows the model to be coaches centered. The research targeted the HR Department, Head of Departments, and other staff who were involved in informal coaching and counseling at Nanyumbu District Council.

1.7 Structure of the Dissertation

This study was well organized into five chapters. Chapter one being the introductory chapter which involved; background of the problem, statement of the problem, research objectives, research questions, significance of the study and scope of the study. Chapter two included; overview, conceptual definitions, literature review based on theoretical review, empirical literature review and research gap. Chapter three showed research methodologies based on; area of the study, research design, research approach, targeted population, sampling techniques, sample size, data collection method, data analysis procedures, validity and reliability of the research tools, research philosophy and ethical consideration. Chapter four included; data analysis, presentation and discussion of the findings. And chapter five dealt with the summary, conclusion and recommendations. The dissertation ended with the references and appendices, which were attached at the end of chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1   Overview

This chapter examines the concepts, propositions, and theories produced by different scholars in the field of Human Resource, with a major focus on the power of coaching and counseling on employee performance in Local Government Authorities taking the Nanyumbu District Council as a case study. It also focused on the empirical studies done by other researchers related to the coaching and counseling on employee performance. The intention of this chapter was also to guide the researcher to be able to eliminate repetition of what has been done by others in previous studies relating to the same problem, work out on the areas not yet done in the study area, and therefore examined on the prevailing gap that needs further research.

2.2   Definitions of Key Terms

2.2.1   Coaching

According to Utrilla, Grande, & Lorenzo (2015), coaching is a form of systematic feedback intervention that is designed to improve professional skills, interpersonal awareness, and personal effectiveness.

2.2.2   Types of Coaching

2.2.2.1 Team Coaching

It is a type of coaching which establishes a group of individuals into a functioning business network (Fielden, 2005). The team is then inquired to brainstorm the options available to them and agree on an action plan formulated by the group. Developing a

set of ground rules which are acceptable to all team members is vital because this will guarantee that the group is working toward the same agenda. Regular meetings are needed, and team members may also want to structure social time together. The reason why team coaching is important is that it helps the employees to become up-to-date with the current trends concerning their jobs instance using updated software for programming, this will also increase the efficiency of the employee. Therefore, Management is always concerned with team coaching as a stepping stone for improving organizational performance, particularly in the Nanyumbu district council.

2.2.3 Executive Coaching

Executive coaching is the type of coaching which is centered on developing fast-track and high-performing leaders and focuses on technical issues and psychological considerations (Fielden, 2005). It is based on the dynamics of being near or at the top of an organization and fully recognizing the need for constant improvement. Executives must have a neutral, objective individual with whom they can discuss opportunities and challenges.

2.2.4 Counseling

Counseling is the act of helping an employee to have a positive perception about a job and organization in general (Ekpang, 2015). It aims to assist the employees to possibly perceive things or job from a different point of view from what the initially perceive it, to enable the employee function effectively. Counseling can enable an employee to develop positive feelings, experiences, and behaviours that would enhance positive change.

2.2.5 Performance

Performance can be defined as endeavors along with the ability to exert efforts supported by the organization's policies to achieve particular objectives (Mwenda, 2018).

2.3 Literature Review

2.3.1 The Concept of Employees Performance

Employee performance is defined as a knowledge transfer mechanism induced to employees as an integral aspect to improve the workers 'capability and workplace performance (Mwangi et al., 2018). Employee performance is important in determining a firm's capacity to confer sustainable competitive advantage and high performing employees are those who improve a firm's performance (Shafloot, 2012).

Employees' performance is the ability of the employees to achieve both their own goals and that of the organization (Blume et al., 2010). Employee performance is considered a critical determinant of an organization's capacity to confer sustainable competitive advantage and is directly associated with organizational performance. Performance is the accomplishment, execution, carrying out, working.

Moreover, employee performance is of high relevance for organizations and individuals alike. Showing high performance when accomplishing tasks results in satisfaction, feelings of self-efficacy, and mastery (Bandura, 1997; Kanfer, 2005). Moreover, high performing employees get promoted, awarded, and honored. Career opportunities for employees who perform well are much better than those of moderate

or low performing individuals (Van Scotter, 2000). Researchers agree that performance has to be considered as a multi-dimensional concept.

2.3.2 Factors Affecting Performance

A primary focus of many reforms intended at improving service delivery is therefore to strengthen incentives. The proof from developed countries supports the view that, in addition to incentives, personalities play a significant role in determining individual performance (Heckman et al., 2011). This suggests the possibility of strengthening service in developing countries through the separate avenue of personality traits.

Literature in psychology and economics depicted a potential relationship between measures of no-cognitive traits, employee performance, and reactions to changes in incentives. For instance, Heckman *et al.*, (2011) standardized adolescent measures of locus control and self-esteem predict adult earnings to a similar degree as cognitive ability. Specific to the Big Five personality index, Nyhus and Pons (2005) and using Dutch household data that wages are related to two of the Big Five personality traits, emotional stability, and conscientiousness. Relying on job task performance rather than earnings, Hogan & Holland (2003) and in a meta-analysis that all have big five measures positively forecast performance on specific job criteria and that the predictions become stronger as the job criteria become more specific.

There is also more evidence that the traits of senior executives are highly significant in determining the performance outcomes of the entities that they manage. At the level, Johnson & Kenneth (1993)and that shareholder wealth is positively related to measures of arm's executive's 'talents' and 'decision-making responsibility.

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

2.3.3   Influence of Coaching on Employee Performance

The evidence from the literature shows that coaching has been considered by researchers and practitioners as important for enabling employee performance among organizational members (Mwangi, Wario, Nzulwa, &Odhiambo, 2018; Taruru, *et al.* 2003; Utrilla *et al.,* 2015). However, till today, only a few studies have established the link between coaching and employee performance within the context of the local government authorities, and specifically in Tanzanian local government authorities. Furthermore, most of the studies that have utilized coaching and performance have been conducted from academics (Taruru et al., 2003) and Industries context (Utrilla *et al.,* 2015).

In the study conducted by Taruru *et al.,* (2003), involving 81 industrial staff from Nairobi Kenya, it is indicated that experience, as an antecedent of coaching, has a significant influence on employee performance. On the other hand, the study conducted by Wooldridge (2003) among 498 participants from a Spanish firm in Spain, revealed coaching has a significant effect on employee performance. All these authors have suggested the need for future studies in different contexts, like in local government authorities, to identify its influence in a new context and better generalize the findings.

2.3.4 Influence of Counseling Design on Employee Performance

Evidence from previous studies has indicated that counseling regarded by researchers as significant for enhancing employee performance (Inzai *et al.,*2016; Astorino, 2012). However, the review of the literature shows that there are only a few studies that have presented the link between counseling and employee performance within the context of the local government authorities, especially in Tanzanian local government authorities. Most studies were conducted out of Tanzania. Though, the literature review shows significant findings on the relationship between counseling and performance (Inzai *et al.,*2016; Astorino, 2012). For instance, in the studies carried out by Inzai *et al.,* (2016) on 366 respondents in Kenya; counseling is found to have a significant impact on employee performance.

2.3.5 Challenges Facing Local Government Authorities in Coaching and Counseling its Employees

Coaching and counseling are important in any organization. However, some problems, do emerge in the course of facilitating these programs to the employees. The major

challenge facing the local government authorities in implementing coaching and counseling for their employees was a lack of well skilled and experienced employees to carry programs, time, and budget constraints. This means that when people want to go for coaching and counseling they are told that there is a lack of enough time and funds and that they should wait. Coaching and counseling are among the programs which are the most significant and dependable human resource techniques to improve organizational and employee efficiency (Kabir, 2017; Mwangi et al., 2018). It directly influences the local government and employee performance (Mwenda, 2018). It also assures that coaching and counseling have a significant impact on employee commitment which in turn influences their performance (Anwari & Amin, 2011).

It is found in the previous studies that the performance improvement programs are faced with several challenges, including budget constraints, lack of a clear schedule for coaching and counseling, not enough employees to allow others to go for further coaching and counseling, and a lack of clear coaching and counseling policy (Mwenda, 2018).

It was revealed that approaches for coaching and counseling and other performance improvement programs were often conducted informally and unsystematically with most Local government authorities relying tremendously on the top management judgments to make coaching and counseling decisions including types of coaching and counseling to undergo and which employee to receive coaching and counseling. Similarly; the study carried by Muriithi (2016) evidence that coaching and counseling conducted in Kenyan organizations were often strategic similar to those in Tanzania,

as the coaching and counseling need were not properly assessed to determine how much need contributed to the overall strategic objectives of the organizations.

Also, a study was done by Ekpang (2015); Utrilla *et al* (2015) claimed that a lot of organizations investments in coaching and counseling failed to return and suggested that was probably due to the organizations' failure to connect coaching and counseling efforts with their objectives and strategies, this indicates similar environment with Tanzania whereby such as these mistakes could have reduced if coaching and counseling practitioners were aware of the importance of assessing the requirements of the employee before allowing employees to go for coaching and counseling.

The study found that there is a lack of coaching and counseling program prepared, structured, and delivered systematically this is due to the lack of systematic coaching and counseling requires which are geared at preparing public servants to occupy higher positions in the Local Government Authorities. Currently, the management of the coaching and counseling functions in the Local Government Authorities faces the challenge of limited appreciation of the importance of coaching and counseling by employers leading to a lower priority in planning, budgeting, and implementation. Similarly,(Ekpang, 2015; Utrilla *et al.,* 2015) argues that coaching and counseling programs facilitate the learning process and in most cases, it is run in the short term to help people to do their jobs better. Organizations use coaching and counseling to develop the necessary technical and task skills that the employee requires for better achievement of the job's task. Therefore coaching and counseling programs facilitate the socialization of new model behaviors.

2.3.6   Adequate Coaching and Counseling Policies in Tanzania

The study established that many respondents considered that there are inadequate coaching and counseling policies in Tanzania (Mwenda, 2018). This means that the government should try and improve these coaching and counseling policies for all the local government authorities to use to maximize the potential of the staff available. Various human resource functions give an institution a competitive edge, but most scholars argue that human resource functions become only operational when coaching and counseling have run through them all. This places coaching and counseling as the essential functions in the survival of any local government authority. Employee performance depends on various factors like knowledge, job satisfaction, and management but there is a relationship between coaching and counseling and performance (Ekpang, 2015; Utrilla *et al.,* 2015).

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

Also, the studies found that there are no legal provisions to support employee competence building, specifically on coaching and counseling in the public service

including Local Government Authorities. The Public Service Act, No.8 of 2002 has no provision for coaching and counseling in the public service. Coaching and counseling in the public service have until now been guided by staff circulars, standing orders, management standards, and various guidelines issued to the Service from time to time. This makes the coaching and counseling functions in the LGAs not mandatory to the Public Service Employers including the LGAs.

2.4   Theoretical Literature Review

Several theories can describe the trend of coaching and counseling on employee performance including the social learning theory, expectancy theory (Vroom, 1964), and experiential learning theory (Kolb,1983). Therefore, the current study was to be guided by Experiential Learning Theory (ELT) to explain the power of coaching and counseling on employee performance of local government authorities in the case of the Nanyumbu District Council.

2.4.1   Experiential Learning Theories by David Kolb

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

Experiential Learning Theory "provides a holistic model of the learning process and multilinear model of adult development reflecting on the outcomes of the skills and

knowledge acquired for work performance" (Baker, 2002). This theory intends to elaborate on the importance and differences, between adult learners within a single framework in an organization. This theory is based on experiences from an individual job, which serves as the main driving force in learning as knowledge is constructed through transformative reflection on one's experience. In the case of Local government authorities, this theory proposes that each member of an organization has to be coached and counseled according to his/her occupation within an organization to stimulate the already knowledge and skills of an individual experience. The coaching and counseling programs of an employee depend on his responsibilities within the organization. By depending on his responsibilities within an organization, an employee can acquire useful knowledge and skills that will support him or her in performing duties efficiently and effectively hence raise the performance of an organization (Baker, 2002).

The coached and counseled person who does experiments with models and manipulates them in the process of learning should have the ability to conceptualize and forms, observation based on what he or she experience (Mwagisa, 2014). Baker (2002) contends that this must happen even if the coached and counseled persons do not regard themselves as strong in positions they work. This is at the inner shell of the experiential learning theory model, and Kolb (1983), view of the adult learner. Therefore, coaching and counseling of staff take a model of this theory, whereby coached and counseled people involved in the process are adults who seek to add knowledge and skills to the existing one (experienced), for quality work performance. Adult learners (coached and counseled employees) require to be provided

opportunities to improve their existing knowledge and skills, and also created a conducive environment for them to acquire useful skills and knowledge, for effective service delivery. Coaching and counseling should be carried out theoretically, but practices should be done to a larger extent (Kolb,1983).

2.4.1.1 Application of the Experiential Learning Theory

There are currently numerous applications of Experiential Learning Theory within coaching and counseling as the parts of training systems for organization acceptable results, especially on the job training. These examples include field courses, study abroad, and mentor-based internships (Millenbah, Campa, &Winterstein, 2004). Additional examples of well-established experiential learning applications include cooperative training, internships, and service-learning. There are also numerous examples of computer-based interventions based on experience (Mwagisa, 2014).

Coaching and counseling are structured strategies integrating with work-based learning, related to workers' activities. It is expected that the coached and counseled employee will raise his/her working capability and increase effectiveness and efficiency in performing his/her responsibilities. Coaching and counseling give the field-based experience that integrates theory and practice. Coached and counseled employees typically earn credit and grades for their organizational experience, while working in paid or unpaid capacity. Organizations should support the development of quality work-integrated learning programs (Mwagisa, 2014).

The notion behind this model was to include the learners own subjective reality as a starting point of experience, Then, a disruptive experience occurs, which challenges

the ability patterns of the learners through coaching and counseling. Once the experience has been encountered learner inter a stage of watching, analyzing what important skills and knowledge is relevant to his/her field in which they become cognizant of his/her performance in reaction to the experience.

These abilities then play a role in the next step, which is a stage of reflective observation similar to that outlined by Kolb in his model. Thereafter employees can do in practice identified knowledge and skills relevant to him during the coaching and counseling process, which therefore will be applied in actual work in an organization and deliver quality organizational services (Mwagisa, 2014).

2.4.1.2 Strengths of the Experiential Learning Theory

With all of the criticisms of the Experiential Learning Theory, it may be too easy to overlook its merit in the field of adult education through coaching and counseling, each adult has his/her own unique set of experiences and set of learning abilities that he/she feels comfortable employing (Mwagisa, 2014). Kolb's theory accounts for this fact and shows how the learner can utilize his/her experiences and learning strengths in the process of constructing knowledge.

Kolb also did a good job of integrating the two dialectical entities into the model to develop a complete learning cycle in which the entire learning process can be traced. Besides, Kolb did a great job of showing how the learner can be effective utilizing his/her learning strengths, while at the same time using skills that are underdeveloped to complete the learning cycle and perform its responsibilities effectively and efficiently (Mwagisa, 2014).

2.4.1.3 Weakness of the Experiential Learning Theory

Apart from the strength of Kolb's theory (Experiential Learning Theory and accompanying learning model), his theory has been characterized by a lot of criticism about its efficiency and effectiveness. Among the criticism is that the concrete experience part of the learning cycle is not appropriately explained in the theory, and remains largely uninvestigated.

Herron (as cited in Yorks, Kasl, 2002) believes that the notion of feeling is nowhere defined or elaborated, thus the concrete experience is not properly explored. The model is really about reflective observation, abstract conceptualization, and active experimentation. Another common criticism of the theory that discloses a weakness is that the idea of immediate and concrete experience is problematic and unrealistic (Miettinen, 2000). Despite the weaknesses of this theory, it is still being used even today in adult learning through coaching and counseling.

2.5   Research Gap

There several studies which have been conducted (Dougherty, 2013; Inzai *et al.,*2016; Mwangi *et al.,*2018). However, there are limited studies that provide an adequate picture of changes over the last few years or predict the trends in the influence of coaching and counseling on employee performance in Tanzania. Moreover, not enough has been written about the adequacy of policies and strategies, systematic procedures for managing coaching and counseling functions in the Local Government Authorities in Tanzania. The different environment brings about the difference between coaching and counseling infrastructure and learning methodologies.

In addition to that, it remains a matter of serious concern that there is no research-based model designed to evaluate challenges faced by public service organizations in managing coaching and counseling functions. It is upon this premise that this study was designed to fill these gaps and provide the foundation for further research studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Overview

This chapter discusses the research methodology employed in establishing the power of coaching and counseling for employee performance in the local government authorities, specifically the Nanyumbu local government authority. The chapter illustrates the research methods used for collecting and analyzing data. Among others, issues of credibility and transferability as well as the ethical concerns that were encountered during data collection are also addressed. The first chapter provides the reason for choosing a research design.

3.2   Research Design

Kombo and Tromp (2006) define a research design as the glue that holds all of the elements in a research project together to track the knowledge objectives. The current study used a qualitative approach. The method entails a detailed analysis of individuals' perceptions towards experiences and attributes sense to those experiences. Through the close interpretation of individual narratives, it enables the researcher to grasp the essence of how people experience and understand the world (Graffigna et al., 2012). The research design refers to the overall strategy that you choose to integrate the different components of the study coherently and logically, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. The design of a research topic is used to explain the type of research (experimental, survey, correlation, semi-experimental, review) and also its sub-type (experimental design, research problem, and descriptive

case-study). There are three main sections of research design: Data collection, measurement, and analysis (Kothari, 2004).

This approach was suitable for this study's purposes because it helped to achieve the subjective processes by which individuals make sense of their perceptions (Goodman, et al., 2005). Furthermore, the analytical process makes it possible to uncover implicit beliefs, meanings, and emotions that were conveyed by interview transcripts, although individuals are not completely cognitively aware of those psychological states (Graffigna et al., 2012).

3.3 Area of Study

The selection of the Nanyumbu District Council was motivated by its qualification to the research topic since the District is one of the rural districts under (LGAs). According to Ngomuo & Wang, (2015) Local government authorities are characterized by poor performance complaints. It is upon these premises that the study wanted to prove. It is also easily accessible therefore easy in the collection of data.

3.4 Population

A population is a group of individual objects or items from which samples are taken for measurement (Kombo & Tromp, 2006). The targeted population comprised of the heads of departments and staff in the departments, this helped to get reliable information concerning the power of coaching and counseling on employees' performance in local government with a case study of Nanyumbu District Council. Up to early 2020 according to the Nanyumbu district council human resource department, the population is 1,258 people.

3.5   Sampling and Sampling Procedures

A sample is a representation of elements of the target population. It comprises of the list or set for identifying the target population (Naresh, 2010). In the current study, purposive sampling was used in picking research respondents. Maykut & Morehouse (1995) contend that purposive sampling assists qualitative researchers to gain a deep understanding of the phenomena experienced by a carefully chosen group of people with knowledge and experience about the subject. Therefore, purposive sampling implies that respondents that are selected to take part in the study ought to be relevant concerning the subject matter under inquiry. The careful and deliberate choice of respondents and the research site are therefore intended at drawing into the study; a sample of respondents who were relevant to the research objectives.

The current study used a sample size of 63 respondents who were selected using the purposive sampling technique to represent to entire populations. According to the current study, these participants were large enough to discover reasonable effects and sufficient for analysis that leads to desirable result findings (Roscoe, 1975). Furthermore, this sample size is decided following the manageability, cost, and time constraints for conducting the study.

The study was employing participants from each department to gain a general insight into each department. The study also used a disproportionate sampling decision which involves drawing respondents from every stratum by not considering a particular percentage (Sekaran & Bougie, 2010). Disproportionate sampling decision was made, since some stratum (department) or strata comprised too large a population and others

too small. It was also done to reduce expenses in collecting data from a single or more stratum compared to other strata (Sekaran, 2003).

Thus, Thirteen of the participants in the actual health department staff while 9 comprised planning department, 13 as representatives from the education department, 11 community development department, 8 natural resource department, 4 finance, and marketing department, and 5 are participants from the administration department as shown in Table 3.1.

Table 3.1: Sample of Respondents

Sample of respondents	Number of Respondents
Administrative department	5
Finance department	4
Health department	13
Planning department	9
Community development department	11
Natural resource department	8
Education department	13
Total	63

Source: Field Data 2020

3.6 Data Collection Methods

This study employed, semi-structured interviews to gather information on the power of coaching and counseling for the employee. The use of this method of data collection is allowing discussion with the interviewee rather than a straightforward question and answer format (Kombo & Tromp, 2006).

3.6.1 Semi-structured Interviews

A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions (Ba,1994). Semi-structured interviews were employed because are an appropriate technique for the present study on the premise that in-depth information is gathered due to the open-ended structure of the questions (Kombo & Tromp, 2006). To help the researcher arrive at the desired knowledge about the power of coaching and counseling for employee performance, semi-structured interviews will be used to explore detailed information from local government staff.

A semi-structured interview guide was utilized to collect comprehensive data from the Nanyumbu district council that addressed the issues raised in both the objective of the study. The flexible nature of the semi-structured interview enhances probing for information and seeking for clarification when requirement arose.

3.7   Data Analysis

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo & Tromp, 2006). Kombo & Tromp, (2006) describes that data analysis involves uncovering underlying structures as well as drawing important variables. The data analysis began with data collection. This is in agreement with White (2005), who proclaimed that the analysis of qualitative data takes place simultaneously with data collection. The first step is that of managing the data so that they can be studied. For example, the researcher informed participants on the introduction of the importance of coaching and counseling for employee

performance. The researchers recorded all information as soon as possible after data collection to avoid the distortion of data. For reaching the objective of this study, data collected were analyzed by using content analysis. Kombo and Tromp (2006) content analysis is a systematic procedure designed to examine and analyze the recorded information. Through content analysis, the researcher was able to synthesize and search for the general pattern by grouping data into meaningful categories. This approach essentially involves a thorough and repeated reading of all the written responses of each respondent, underlying the main ideas, and then extracting the core meaning. Also allowed the exploration of qualitative similarities and differences of respondents' ideas, responses were categorized based on similarities and core meanings. Each category represents a unique way of understanding the study objectives.

3.8   Credibility and Transferability

For any form of research to be authenticated, issues of credibility and transferability should be paid attention to. In this section, information is provided on how the issues of credibility and transferability will be dealt with in the study on the perceptions of local government staff on the power of coaching and counseling for employee performance(Bryman, 2008).

3.8.1 Credibility

Matters, Schumacher, & McMillan   (2006) define credibility as "the degree of congruence between the explanations of the phenomena and the realities of the world". Credibility of qualitative design, therefore, refers to the degree to which the interpretations have mutual meanings for the participant and the researcher. Liao

(2015) states that "credibility is an important key to effective qualitative research. If a piece of research is invalid, then it is worthless." To ensure the credibility of this study, the researcher prepares research instruments. Credibility will be used through prolonged and persistent fieldwork, tape recording and transcription of interviews as well as using verbatim accounts in the analysis. Furthermore, the researcher endeavored to be truthful by avoiding intentionally distorted accounts. This was done through the respondent's credibility wherever possible to allow participants to confirm that what the researcher captured well what has been said.

3.8.2   Transferability

Qualitative researchers consider transferability as the elimination of casual errors that can influence results. Since situations are continually changing, qualitative research is said to be difficult to replicate as it can be affected by several factors (Maotoana2014). Nevertheless, the transferability of this study's results were developed by the researcher's use of multisite investigation data collection techniques (interview from all departments found in the district). The use of an interview multisite investigation enhances the researcher to cross-check the information that was gathered. The data collection technique used to prove useful as they each contributed to the gathering of a rich source of information, thereby adding to the transferability of the findings.

3.9   Ethical Considerations

Confidentiality was an essential element of the research agenda. In trying to create anonymity of all the informants involved in the research, pseudonyms were used in the study. This was done to ensure that no form of information could be traced back to them.

According to Resnik (2008), ethics are guidelines or set of principles for reliable, professional practice which serves to advise and steer researchers as they conduct their work. In qualitative research, ethical concerns require to be given vital prominence regarding that one must enter into the inner lives and experiences of the respondents. In this vein, Bryman (2008) is of the view that the social researcher must do everything in their power to minimize disturbances to subjects as well as the subjects "relationships with the environment. Respect for one's respondents is therefore of paramount importance and the researcher kept this in mind throughout the research period and his writing of the thesis.

In connection to the present study, an introductory letter from his college (university) was presented to the administrators of Nanyumbu District Council who gave consent to be interviewed and hold interviews with the staff of different departments. Confidentiality is an essential element of the research agenda. In trying to develop the anonymity of all the respondents involved in the research, pseudonyms were used in the study. This was done to ensure that no form of information can be traced back to them.

CHAPTER FOUR

RESEARCH FINDING AND DISCUSSION

4.1   Overview

This chapter presents findings of the current study on the power of coaching and counseling for employee performance in the local government authorities, specifically the Nanyumbu local government authority. These findings are based on semi-structured interviews carried with employees of different departments of the Nanyumbu District Council.

4.2   Coaching and Counseling Of Employees at Nanyumbu District Council

Human resources are the main asset at modern organizations, which makes the skills, mastered by employees an important factor in determining the current situation as well as the future of an organization, which are impacted by the performance of the human resources. The way an organization coach and counsel its staff can influence its efficiency (Utrilla *et al.,* 2015). Thus, there is a high need for the organization to strive in imparting knowledge, skills, and capability to its employees through coaching and counseling.

Inzai *et al.,*(2014) and Mwangi *et al.,* (2018) mentioned in their articles that Human Resource Management, that coaching, and counseling are more of learning activities to acquire better skills and knowledge needed to perform a task. Employees can either build or break their council's reputation as well as profitability. Moreover, they oversee most of the activities which can influence customer employee performance (Mwangi *et al.,* 2018). The responses in this study were recorded by a notebook and

tape recording. There were several issues raised by both the superior and subordinates about the existing practices for coaching and counseling employees at the Nanyumbu District Council. The findings are presented in the sub-themes below.

4.2.1 Coaching and Counseling Since Joining the District Council

The respondents were asked if they had ever undergone any form of coaching and counseling since they had joined the institution. 42 (67%) of the respondents said yes they had undergone coaching and counseling while 21(33%) of the respondents said no they have never undergone any form of coaching and counseling since joined the District council. When asked during the interview the reason as to why some of the respondents would answer that they have never received any coaching and counseling, the answer came that coaching and counseling of the staff at the district council are conducted after an employee has shown poor performance and those given special duties. Those who answered no had not fulfilled the requirements needed to attend coaching and counseling. The respondent had this to say during the interview;

> "...*several employees here in the district have undergone several coaching and counseling with their superiors since joining this council".*

4.2.2 Coaching and Counseling Schedule

From the responses of the respondents, there is no specific schedule for employees to go for coaching and counseling at the District Council. When asked how it is that coaching and counseling are undergone only once the respondents answered that depends on the coaching and counseling being conducted as well as the budget of the district council in hiring coaches and counselors to coach and counsel the employees. According to the human resource officer during the interview, he said that:

"……..There are the coaching and counseling schedule the only problem is the lack of enough time and budget for conducting intensive coaching and counseling for employee performance".

It implies that management should spare enough budget and time for their employees to acquire coaching and counseling. Since enough budget and time are considered to be significant factors for conducting coaching and counseling to employees as the ways of imparting knowledge, skills, and capabilities. The notion is supported by the previous studies in human resource management (Yang, 2008; Glewwe, 2002; Mwenda, 2018) which proclaims that coaching and counseling are stepping stone for imparting new knowledge, skills, and capabilities for enhancing the performance improvement of the employees, therefore, budget and time are prerequisites for the success of the programs.

4.2.3   Facilitation of Coaching and Counseling

It was expressed during the interview that the method used to facilitate coaching and counseling depends on the job being performed by the employee. From the above finding the lecture, motivation, and mentoring, and clarifying thinking methods seem to be the most used method of facilitating, coaching, and counseling attended by the employees at the district council. According to District Executive Director during the interview, he said that;

"……… employees here receive coaching and counseling following their job they are entitled, and there several methods superiors try to utilize, such methods are motivation, clarifying and mentoring to make sure employees are competent to perform their tasks effectively and efficiently."

The methods of coaching and counseling for improving the performance of the employees should be appropriately related to the job employee is performing to make the process to yield a good outcome which is performance improvement. Moreover, the methods to be employed should make employees able to understand what they are being coached and counseled. This is supported by the previous studies (Ekpang, 2015; Utrilla, Grande, & Lorenzo 2015) which portrayed that motivation, mentoring, and clarifying on how the job should be performed are appropriate methods for effective coaching and counseling programs.

4.2.4 The Quality of the Coaching and Counseling Programs Taken

During the interviews, the respondents were asked to explain why the performance was excellent and the majority of them said that the excellent quality in coaching and counseling is that which has been taken out of the District. Those coaching and counseling conducted outside of the District usually are considered to yield positive outcomes than those coaching and counseling carried in the District, which was not regarded as the priority for the District since no enough time was spared for running programs.

> *"....... Some people received quality coaching and counseling out of the district helped them to show excellence in performance compare to those coaching and counseling, which were carried in the district which characterized with lack of enough time"*

Based on the above findings, there will highly a need for district management to ensure quality coaching and counseling by sparing enough time to bring positive outcomes which is excellence in the performance of the employees.

4.2.5 Relevance of the Coaching and Counseling to Work Performance

Most of the respondents said that coaching and counseling were not relevant to their work, since most of the programs related to the employee lifestyle. Those who said that the coaching and counseling they have undertaken were not relevant to the work was because the coaching and counseling they did had no bearing on their work.

During the interviews the respondent said that;

> "............. Sometimes people go for coaching and counseling in fields which are not related to their work in the hope that when they return to work they may change their jobs if a chance arises, the problem comes if a chance does not arrive, then the person will have gone for further coaching and counseling which are not related to the work they are currently doing. This means that the work performed will not improve after attending coaching and counseling."

This is a problem faced by many local governments as there is no mechanism to make sure those employees attending coaching and counseling programs that are related to the field that they are currently working in.

4.2.6 The Benefits of Coaching and Counseling in Improving your Job Performance

The respondents were asked if the coaching and counseling they have received have helped in improving their work performance. The respondents portrayed that coaching and counseling they have received have helped in improving their work performance.

When the interview conducted, the respondent said that;

> "...........The coaching and counseling, they have received, had helped us to provide quality service, increase confidence and effectiveness in performing our works"

However, respondents said that most coaching and counseling were not helping to improve their work performance and they provided the reasons. During the interview the participant said that;

> *".........The coaching and counseling they received had no impact on their work performance was because the coaching and counseling that they go to do are not related to their jobs, so when they come back they have nothing new to add to their job performance."*

It is the role of management of the district to make sure that coaching and counseling which are offered to the employees are related to their job description.

4.2.7   Coaching and Counseling Attended Related to Educational Background

The respondents were asked if the coaching and counseling attended were related to their educational background. The respondent said that coaching and counseling were related to their educational background;

> *"…..….the coaching and counseling they received appropriate to their educational background were because the coaching and counseling that they go to do are related to their professionals so when they come back they have something very important increased in their educational background ."*

On other hand, some respondents said that the coaching and counseling they have undergone were not related to their educational background.

During the interview, the respondents said:

> *"….….the coaching and counseling they received were not related to their educational background was because the coaching and counseling that they attend are not related to their professionals they acquired from academic institutions so when they come back they have nothing new to add to their education and job performance".*

The management of the district should strive to make sure that the coaching and counseling which employee attended should relate to their educational background to help them to grow in their professionals and performance.

4.3 Coaching and Counseling Plans and Strategies at the District Level

The results revealed that the majority of the respondents said that there are various strategies and plans at the district. When further probed during the interview if they had seen it none were sure if they had ever seen if they were just assuming that it was there.

> *"...........there are coaching and counseling plans and strategies for the employee performance improvement in the district, these plans and strategies were just presented by human resource officer during district works' council, no one had verified the presence of these plans and strategies for coaching and counseling"*

It is the role of the human resource officer and its management to lay down plans and strategies for coaching and counseling since are very significant for the welfare development of an organization and they should be linked with the organizational goals. The strategic context of coaching and counseling was underscored by Ekpang and Utrilla who said coaching and counseling had to be closely linked with organizational strategic goals (Ekpang, 2015; Utrilla et al., 2015). The importance of coaching and counseling plans and strategies in the management of coaching and counseling functions in the public services was also underlined by Fielden, 2005 and Leikomaa, 2016 as these plans and strategies would normally prescribe the very purpose behind the design of programs namely, learning, skill development, and behavioural change.

4.3.1 Introduction of Coaching and Counseling Programs in Local Government Authorities

The participants were asked why they thought the coaching and counseling programs were introduced in the local governments. The respondents were urged to name various reasons as to why coaching and counseling programs were introduced. From the findings, the respondents said that the main reason was that it was a policy of the Council for all employees to attend coaching and counseling. Specifically, the respondents answered that coaching and counseling were introduced to empower employees with the skills and knowledge to undertake their duties effectively and efficiently. In the interview the respondent said that;

> *".........The coaching and counseling were introduced in our district as the district policy and to equip employees with the necessary skills, knowledge, and capability to perform their jobs effectively and efficiently."*

The district uses coaching and counseling to develop the necessary technical and task skills that the employees need better achievement of the job's task. Therefore coaching and counseling programs facilitate the socialization of new model behaviors. The notion was supported by Ekpang, (2015); and Utrilla *et al.,* (2015) who argue that coaching and counseling programs facilitate the learning process and in most cases, it is run in the short term to help people to do their jobs better.

4.3.2 Importance of Coaching and Counseling of Employees Important for Local Government Authorities

The respondents were asked if the reasons for introducing coaching and counseling to staff members at the local government level been effective, is the coaching and

counseling important? All the respondents replied that the coaching and counseling were important to the local governments as it helped to improve the performance of the staff member who works to serve the people in the local area. During the interview the respondents said that a reason for some of the respondent saying that;

> *"...........the coaching and counseling they received had crucial significance for their local government authorities because of the coaching and counseling that they attend related to their jobs, so when they come back they add something new to their job performance".*

Therefore, the district council should monitor closely those employees attending coaching and counseling to make sure that they are attending coaching and counseling which are related to their educational background and job performance to yield positive results which are the improvement of the performance. The finding is supported by Kabir, 2017, and Mwangi *et al*., 2018 who propounded that coaching and counseling are among the programs which are the most significant and dependable human resource techniques to improve organizational and employee performance. Furthermore, coaching and counseling policies would determine a clear link between coaching and counseling and an organization's career development and reward system to excel in the performance of the employee.

4.3.3 Challenges Facing Local Government Authorities in Implementing Coaching and Counseling its Employees

The respondents were asked to depict the challenges facing local government authorities in coaching and counseling its employees. The respondents said that the major challenges facing the local government authorities in implementing coaching

and counseling for their employees were, lack of well skilled and experienced employees to carry programs, time, and budget constraints. When respondents asked to portray those challenges during the interview said that:

> *"……. Coaching and counseling are conducted to the employees here in the district, however, are encountered several challenges such as lack of sufficient budget to run programs, lack of a clear schedule for coaching and counseling, lack of time, and lack of well skilled and experienced supervisors and employees to conduct programs"*

This means that when people want to attend coaching and counseling they are told that there is a lack of enough time and funds and that they should wait. From the above findings, it is revealed that approaches for coaching and counseling were often conducted informally and unsystematically with most Local government authorities relying tremendously on the top management judgments to make coaching and counseling decisions including types of coaching and counseling to undergo and which employee to receive coaching and counseling. The findings have supported the study carried by Muriithi (2016) evidence that coaching and counseling conducted in Kenyan organizations were often strategic similar to those in Tanzania, as the coaching and counseling need were not properly assessed to determine how much need contributed to the overall strategic objectives of the organizations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1   Summary of the Study

This research was about an investigation of the power of coaching and counseling on the employee performance of local government authorities in Tanzania, a study of the Nanyumbu District council. The specific objectives of the study were to examine existing practices for coaching and counseling employees at the Nanyumbu District Council, to determine the effectiveness of employee coaching and counseling towards work performance in Nanyumbu District Council, to determine the benefits of employees coaching ad counseling on work performance at Nanyumbu District Council and lastly, to examine challenges that encounter employee coaching and counseling and their effects on individual employee performance.

To acquire acquainted with the problem stated, the study reviewed both theoretical and empirical literature with regards to the power of coaching and counseling on employee performance in local government authorities. Through the theoretical review, different concepts concerning coaching and counseling and performance were defined. The review also examined various theories related to this study.

The empirical literature review was done by investigating some different previous studies. The empirical part of the study aimed at providing insights into information

about the actual power of coaching and counseling on employee performance. The review was employed to make a correlation between the theories and the actual findings of the previous studies. The researcher adopted a case study design through which a total of 63 informants were drawn. The study used interviews and document review as data collection tools. The data collected were qualitatively analyzed. Generally, it was revealed that the findings of the current study provide some knowledge of the fact that coaching and counseling are therefore essential to engage in capacity building to the public servants and private sector in general as a component of development.

5.2   Conclusion

Local government authorities should ensure that guidelines are effectively followed and employee empowerment through coaching and counseling that are urgently demanded. In addition to that, there is still a requirement to change the methods of coaching and counseling that are not effective and provide more methods of practical nature. This means that changing how coaching and counseling are conducted could excel in the performance of employees in the local governments.

It was revealed that the majority of local Government Authority's employees are not familiar with the content and the type of the existing plans and strategies to the District as compared to the heads of departments which seems that the policies and strategies are vested to them. This is because most of the policies are kept to the shelves for departmental heads and not the general staff this contributes to the lack of awareness and knowledge to the general staff about the coaching and counseling policies and strategies guiding the management of coaching and counseling functions

in the study area. If employees know and understand the plans and strategies, then they can better understand when to seek coaching and counseling as it is very important in improving the performance of the worker in local government institutions. Coaching and counseling as part and parcel of employee competence building in the public service have until now been guided by staff circulars, standing orders, and various guidelines issued to the Service from time to time. The study found that the LGAs do not adhere to the systematic application of employee competence building, particularly coaching and counseling, competence-based building assessment is not done as per the policy requirements, LGAs view coaching and counseling as something to be implemented when time and budgets allow.

The institution must ensure that employees are adequately coached and counseled as planned and that there is a reasonable return on investment that is endorsed into coaching and counseling. Particular attention must be paid to the characteristics of ideal coaching and counseling programs during the design and implementation stage.

5.3 Recommendations

From the findings of this study, the researcher recommends to the local government authorities that it should be knowledgeable that coaching and counseling policy should be in place if there is a need for improving the performance of the employees. Therefore, effective management of coaching and counseling functions lead to the quality of productivity, improve motivation and morale of employees, they build an image of the council and improve employer and employee relationship. Also, it

diminishes the council's dependence on outside consulting one the workers feel comfortable in the workplace, they do their jobs better and all this is done through coaching and counseling of the employees in the workplace coaching and counseling leads to better performance.

Employee coaching and counseling in local government authorities can benefit LGAs, in realizing profit maximization and quality delivery of the services. Thus, they should also adopt retention strategies of key staff members who have undergone several coaching and counseling and have become very potential in their particular field of profession.

Therefore, there is a need to instill department, which is responsible for undergoing coaching and counseling assessments across the council, employees should participate thoroughly in determining the kind of coaching and counseling workers need. The whole process should be transparent and feedback should be given and coaching and counseling should be frequently evaluated and improved concerning the power of coaching and counseling on the organizational objectives.

5.4   Areas of Further Studies

The following are areas for further studies

(i)   To assess the effectiveness of policies related to employees' capacity building in the local governments

(ii)   To investigate how motivation influence workers' performance in the local governments.

(iii) To analyze the relationship between mentoring and employee performance in the local governments

(iv) To analyze the relationship between work and work environment in the local governments.

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APPENDICES

Appendix 1: Interview questions for the employees of the Nanyumbu District Council.

The power of coaching and counseling for the employees' performance in Local

Government Authorities in Tanzania. A Case Study of Nanyumbu District Council:

1. Have you had any form of coaching and counseling since you joined the district council?

2. How often have you undergone coaching and counseling?

3. What are the methods of facilitation at the coaching and counseling you have attended?

4. How will you rate the quality of coaching and counseling programs taken?

5. How relevant were the coaching and counseling you received to your work?

6. Were the programs related to your job?

7. In your opinion, do you think coaching and counseling have helped improve your job performance?

8. Were the programs related to your educational background?

9. What are the challenges do you face about coaching and counseling within the district council?

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

11. In your view does your District Council have adequate coaching and counseling plans and strategies to guide the management of coaching and counseling activities?

12. Why do you think staff coaching and counseling programs were introduced in LGA?

13. Our Coaching and Counseling of Employees Important for Local Government Authorities?

Appendix 2:   Demographic information of the respondents

1.   Sex

   a) Female ( )   b) Male ( )

2.   Age

   a) 18 – 25 ( )

   b) 26 – 35 ( )

   c) 36 – 45 ()

   d) 46 – 55 ( )

   e) 56 –59 ( )

3. Marital status

   a) Single   ()

    b) Married ()

   c) Separated ( )

   c) Divorced ( )

4. Qualification of staff

   a)   Postgraduate degree ( )

   b)   Bachelor degree ( )

c) Diploma()

d) Certificate ( )

5.   How long have you worked for the District Council? …… ………Years

Appendix III: Kibali cha Kufanya Utafiti kutoka Ofisi ya Mkuu wa Wilaya Nyumbu

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

WILAYA YA NANYUMBU
Anuani ya Simu: NANYUMBU
Simu nambari: 2934120 – 2934121
2934122
Email: nanyumbu@mtwara.go.tz.
Fax Na. 023 - 2510027

Ofisi ya Mkuu wa Wilaya,
S.L.P. 289,
NANYUMBU.

Kumb Na. NA./111/346/01B/18

Tarehe: 13/03/2020

Mkurugenzi Mtendaji (W),
S.L.P 246,
NANYUMBU.

YAH: KIBALI CHA KUFANYA UTAFITI

Tafadhali husika na mada tajwa hapo juu.

Ofisi ya Katibu Tawala Wilaya imepokea barua yenye **Kumb. Na. FA/73/253/01L/122** ya tarehe 10/03/2020 kutoka kwa Katibu Tawala Mkoa ikimtambulisha **Bw. Palango, Salum** Mwanachuo wa Chuo Kikuu Huria cha Tanzania (Open University of Tanzania).

Mwanachuo huyo amepewa kibali cha kufanya utafiti katika Halmashauri ya Wilaya Nanyumbu kuanzia tarehe 06 Machi, 2020 hadi tarehe 05 Juni, 2020.
Mada ya utafiti wake ni; *"The power of Coaching and Counseling on Local Government Authority"*.

Tafadhali apewe ushirikiano wa kutosha ili aweze kutimiza adhima yake.

Asante.

Baraka O. Mlahagwa,
Kny: KATIBU TAWALA WILAYA
NANYUMBU

KNY. KATIBU TAWALA WILAYA
NANYUMBU

Nakala:
- Mhe. Mkuu wa Wilaya — *Aione kwenye Jalada.*
- **Bw. Palango, Salum**

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

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Asante.

Baraka O. Mlahagwa,
Kny: KATIBU TAWALA WILAYA
NANYUMBU

KNY. KATIBU TAWALA WILAYA
NANYUMBU

Nakala:
- Mhe. Mkuu wa Wilaya — *Aione kwenye Jalada.*
- Bw. Palango, Salum

Appendix IV: Plagiarism Report

The power of coaching and Counseling for employees performance in LGA

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