

**THE INFLUENCE OF TRAINING AND DEVELOPMENT ON
EMPLOYEES' PERFORMANCE OF LOCAL GOVERNMENT AUTHORITY
IN TANZANIA - A CASE OF MPANDA MUNICIPAL COUNCIL**

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CERTIFICATION

I the undersigned, certify that I have read and hereby recommend for acceptance by the Open University of Tanzania, this Dissertation Titled; **“The Influence of Training and Development on Employees' performance of Local Government Authority in Tanzania - a Case of Mpanda Municipal Council”** in partial fulfillment of the requirement for the award of Master in Human Resources Management.

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DECLARATION

I, **Lilian J Wanna**, declare that this dissertation is my original work and that it has not been presented to any other university for a similar or any other degree award. It is hereby presented in partial fulfillment of the requirement for the award of Master in Human Resources Management.

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Signature

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Date

DEDICATION

I dedicate this Dissertation to my parents Mr. & Mrs. Roy Wanna.

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First, I would like to thank God the Almighty for giving me the opportunity, strength and ability to go through all the processes of conducting this study.

Second, I would like to thank my supervisor Dr. Chacha Matoka for his valuable contributions, guidance and direction towards the completion of this study.

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ABSTRACT

The study sought to assess the effect of training and development on the performance of employees in the Tanzanian local government authorities. The study was guided by three specific objectives; to determine the effect of off-job training on the performance of employees of Mpanda Municipal, to determine the effect of on-job training on the performance of employees of Mpanda Municipal and to determine the effect of refresher training on the performance of employees of Mpanda Municipal. A case study design was adopted with a quantitative approach. A total of 188 employees were sampled from the population of 355 Mpanda Municipal Council employees to take part in the study. A structured questionnaire was employed in data collection. The collected data were analyzed through descriptive statistics and multiple regression analysis. According to the findings, Off-Job Training has a positive and significant impact on employee performance. Also, on-the-job training had a positive and significant impact on employee performance. Moreover, findings indicated that Refresher Training has a positive and significant impact on employee performance. The study therefore recommends more training should be conducted to enhance the performance of employees. Therefore, the study concludes that off-job training, on-job training and refresher training all have a positive and significant effect on employee performance.

Key Words: *On job Training, Off-Job training, Refresher Training, Employees Performance*

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT`	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT	vii
ABSTRACT	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Chapter Overview	1
1.2 Background of the Study.....	1
1.4 Objectives of the Study	5
1.4.1 General Objective.....	5
1.4.2 Specific Objectives.....	5
1.5 Research Questions	5
1.6 Scope of the Study.....	6
1.7 Significance of the Study	6
1.8 Organization of the Study	7
CHAPTER TWO	8
LITERATURE REVIEW.....	8

2.1	Chapter Overview	8
2.2	Definition of Key Terms	8
2.2.1	Training	8
2.2.2	Development	8
2.2.3	On the Job Training.....	9
2.2.4	Off the Job Training	9
2.2.5	Refresher Training.....	9
2.2.6	Employees` Performance	10
2.3	Theoretical Literature Review.....	10
2.4	Empirical Literature Review	12
2.4.1	The Influence of Off-the-Job Training on the Performance of Employees	12
2.4.2	The Influence of On-the-Job Training on the Performance of Employees	13
2.4.3	The Influence of Refresher Training on the Performance of Employees	14
2.5	Research Gap.....	15
2.6	Conceptual Framework	16
	CHAPTER THREE	19
	RESEARCH METHODOLOGY	19
3.1	Chapter Overview	19
3.2	Research Philosophy	19
3.3	Research Approach	19
3.4	Research Design.....	20

3.5.	Area of the Study.....	20
3.6	Population of the Study	21
3.7	Sample Size	21
3.8	Sampling Technique.....	22
3.9	Types of Data	22
3.10	Data Collection Methods.....	23
3.11	Validity.....	23
3.12	Reliability	23
3.12	Data Analysis	24
3.12.1	Normality Test.....	25
3.12.2	Multicollinearity Test.....	25
3.12.3	Heteroscedasticity Test	25
3.13	Ethical Consideration	26
	CHAPTER FOUR.....	27
	PRESENTATION OF FINDINGS	27
4.1	Chapter Overview	27
4.2	Respondents` Demographic Characteristics.....	27
4.2.1	Respondents` Gender	27
4.2.2	Respondents` Age	28
4.2.3	Respondents` Education Level.....	28
4.2.4	Respondents` Work Experience	28
4.3	Descriptive Statistics	29
4.3.1	The Effect of Off-Job Training on the Performance of Employees of Mpanda Municipal	29

4.3.2	The Effect of On-Job Training on the Performance of Employees of Mpanda Municipal	31
4.3.3	The Effect of Refresher Training on the Performance of Employees of Mpanda Municipal	32
4.4	Regression assumption Results	33
4.4.1	Normality Test.....	33
4.4.2	Multicollinearity Test.....	34
4.4.3	Heteroscedasticity Test	35
4.5	Multiple Regression Analysis Results.....	36
4.5.1	ANOVA	36
4.5.2	Model Summary	37
4.5.3	Multiple Regression Coefficients.....	37
4.6	Discussion of Findings	38
4.6.2	The Effect of Off-Job Training on the Performance of Employees of Mpanda Municipal	38
4.6.3	The Effect of On-Job Training on the Performance of Employees of Mpanda Municipal	40
4.6.4	The Effect of Refresher Training on the Performance of Employees of Mpanda Municipal	41
	CHAPTER FIVE.....	43
	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	43
5.1	Introduction	43
5.2	Summary of Findings	43
5.3	Conclusion.....	44

5.4	Recommendations	45
5.5	Areas for Further Study	45
	REFERENCES	47
	APPENDICES	50

LIST OF TABLES

Table 3.1	Reliability Test Results.....	24
Table 4.1	Respondents` demographic Characteristics.....	29
Table 4.2	Descriptive Characteristics on the Effect of Off-Job Training on the Performance of Employees.....	30
Table 4.3	Descriptive Characteristics on the Effect of On-Job Training on the Performance of Employees.....	32
Table 4.4	The Effect of Refresher Training on the Performance of Employees of Mpanda Municipal	33
Table 4.5	Normality Test.....	34
Table 4.6	Multicollinearity Statistics.....	35
Table 4.7	Model Goodness of Fit Test	37
Table 4.8	Multiple Regression Model Summary.....	37
Table 4.9	Multiple Regression Coefficients	38

LIST OF FIGURES

Figure 2.1 Conceptual Framework..... 17

Figure 4.1 Heteroscedasticity Test..... 36

LIST OF ABBREVIATIONS

LGA	Local Government Authorities
PSMEP	Public Service Management and Employment Policy
SPSS	Statistical Package for Social Sciences
NGO	Non-Government Organization

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

The backdrop of the study, the problem statement, the aims of the investigation, the research questions, the significance of the study, the scope of the study, and the arrangement of the dissertation are all provided in this chapter as an introduction to the study.

1.2 Background of the Study

Taking a global perspective, the concepts of employee performance and productivity are of paramount importance within the realm of international economics, as highlighted in the study by Ngwasi in 2022. Public sector organizations are increasingly pressured to enhance employee performance and productivity on a global scale. This pressure is underpinned by the fact that a significant portion of the public sector's workforce is sustained by substantial support from government funding, donor contributions, and taxes paid by the general public. Notably, despite various restructuring efforts and reforms aimed at increasing employee productivity and efficiency, the experiences of many public sector employees reveal that measures such as layoffs, increased workloads, and the allocation of roles to less qualified personnel have failed to bring about meaningful changes in service delivery, as observed in Gitonga's research in 2018.

The public sector in African countries, including Tanzania, has faced criticism due to its subpar performance and service delivery, as evidenced by the findings of

Fernandes and Fresly in 2017. The problem of poor, insufficient, or absent service delivery remains a significant challenge for local municipalities in emerging economies, as emphasized by Mamokhere in 2020. The importance of employee performance becomes evident in achieving organizational objectives and ensuring customer satisfaction, particularly for companies focused on delivering innovative, high-quality products and services. An organization's reputation is heavily reliant on the performance of its workforce, as elucidated by Govender in 2017.

Nyhus, in 2015, underscores the significance of employee development in the realm of human resource management. Employee development encompasses both individual progress and the overall prosperity of an organization, achieved through enhanced employee performance and, consequently, increased organizational effectiveness. Employee development involves pushing both individual and organizational capabilities to their limits, a point strongly emphasized by Kinyili in 2012. The Tanzanian government has grappled with the challenge of maintaining an efficient public service since gaining independence. The government has implemented several policies and reforms in its pursuit of this goal. Notably, in 1999, the government introduced the Public Service Management and Employment Policy, with a specific focus on staff development, as highlighted in Ngwasi's research in 2022. The advantages of training and development in the public sector, as outlined by Obi-Anike and Ekwe in 2014, encompass increased job satisfaction and reduced employee turnover. Additionally, training fosters improved interpersonal relationships and teamwork within organizations, leading to enhanced productivity.

There is substantial evidence supporting the assertion that training and development enhance the workforce's capacity to meet organizational objectives. A key advantage of training is its ability to adapt to changes driven by technological advancements, market competition, organizational restructuring, and, most crucially, employee performance, as acknowledged by Abbas in 2014. Consequently, the objective of this study is to elucidate how training and development impact employee performance. Training and development have become pivotal components of the human resource department, playing a vital role in the success of organizations by enhancing employee performance, as emphasized by Mozael in 2015. This study will be guided by David Kolb's Experiential Learning Theory, which places a strong emphasis on the importance of individual job experiences within organizations. The theory asserts that knowledge is constructed through transformative reflection on personal experiences and that training should be tailored to individual job roles within an organization.

1.3 Statement of the Problem

The interaction between job performance and employee training and development is a well-documented aspect of workplace dynamics, often overseen by the Human Resources department, as articulated by Akila in 2012. The influence of off-the-job training on the performance of employees in Tanzanian local government organizations is highlighted by Ngwasi in 2022. Additionally, Tkunimulongo's research in 2016 established a substantial and direct correlation between employee job requirements and on-the-job training techniques. Furthermore, Asimwe's study in 2019 demonstrated that refresher training plays a pivotal role in reinforcing

employees' commitment to adapting to new practices, thus enhancing their performance.

The Tanzanian government upholds the principle that all government employees should receive ongoing training. This commitment is reflected in the Public Service Management and Employment Policy (PSMEP) of 1999, revised in 2008, where it is mandated that "all Public Service organizations shall develop a training program based on the skills requirements identified in their human resource plans." This policy emphasizes that the practical application and outcomes of training programs should take precedence, as underscored by Michele in 2015. However, it is worth noting that despite these efforts, the actual results of training sometimes deviate from initial expectations, as observed by Ngwasi in 2022.

While employee training and development and its impact on performance have been extensively studied, it is notable that the majority of prior research, conducted by scholars such as Ajeme in 2017, Twesigye and Magero in 2018, Nwali and Adenkule in 2021, and Nama et al. in 2022, was not conducted within the context of Tanzania. Limited studies on training have been carried out in Tanzania, with contributions from researchers like Waziri in 2018, Mndeme in 2018, Magai in 2018, and Bana in 2017. However, the predominant focus of Tanzanian research has been on examining the relationship between training, organizational performance, and employee satisfaction. Notably, the studies conducted in Tanzania have largely centered on training and development programs and staff performance within local government

organizations, such as the Mpanda Municipal Council. This study endeavors to address this research gap by exploring the impact of training and development on employee performance in the public sector, with a particular emphasis on the Mpanda Municipal Council.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of the study was to assess the effect of training and development on the performance of employees in the Tanzanian local government authorities.

1.4.2 Specific Objectives

- i. To determine the effect of off-job training on the performance of employees of Mpanda Municipal
- ii. To determine the effect of on-job training on the performance of employees of Mpanda Municipal
- iii. To determine the effect of refresher training on the performance of employees of Mpanda Municipal

1.5 Research Questions

- i. What is the effect of off-job training on the performance of employees of Mpanda Municipal?
- ii. What is the effect of on-the-job training on the performance of employees of Mpanda Municipal?

- iii. What is the effect of refresher training on the performance of employees of Mpanda Municipal?

1.6 Scope of the Study

The study focused on assessing the influence of training and development on the performance of employees in the local government authorities in Tanzania. Specifically, the study determined the influence of off-the-job training and development, on-the-job training and development and refresher training on the performance of employees. The study was conducted in Mpanda municipal council one of the local government authorities in Tanzania.

1.7 Significance of the Study

Through its findings and references, this research study offers significant benefits for improving work performance among local government personnel. This paper study is also anticipated to assist local government in building training and development plans and strategies that allow employees of local government to receive high-quality training and development regarding their specific professions to improve their work performance. Additionally, it can be applied as a motivational tool for workers aspiring to higher positions in their careers.

The results of this study are also helpful to policymakers, especially for policies about training. This is due to the study's illumination of the degree to which each style of training affects employees' performance. Due to the various employee training and development techniques, the training policies may need to be evaluated

or modified. The study produced suggestions for how the policy should be improved, especially about the plans for training and development.

1.8 Organization of the Study

This work consists of six chapters. The initial chapter delves into the research problem, encompassing its historical background, problem definition, research goals, research inquiries, significance of the research, study boundaries, and the structural organization of the proposal. Chapter two explores the definition of crucial terminology and concepts employed throughout the study, along with an examination of existing theoretical and empirical literature, an exploration of the research gap, and the presentation of the conceptual framework. In chapter three, the research design, geographical scope, target population, sample selection methods, data types, data collection techniques, data reliability and validity, data analysis procedures, and ethical considerations are detailed. Chapter four presents the research findings, while chapter five engages in an in-depth discussion of these findings. Finally, chapter six offers a summary of the research outcomes, conclusions drawn, and prospects for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter reviews different literature related to the study. The chapter has a definition of key terms, a theoretical literature review, an empirical literature review, a research gap and a conceptual framework indicating the relationship between variables.

2.2 Definition of Key Terms

2.2.1 Training

Cole (2004) defined training as a learning activity aimed at acquiring particular knowledge and skills for a job or task. Ngirwa (2006) defined training as the process by which people are given the knowledge, skills, experience, and attitudes they need to perform their jobs. According to McLeland (2002), training is the process that equips employees with the information and skills necessary to function within the framework of the management-established procedures and standards. This is to say that training courses have the potential to significantly improve the overall performance of a company.

2.2.2 Development

Development is a learning process that is rarely connected to an employee's present position in an organization; instead, it prepares workers for future jobs in companies by enhancing their skills and understanding of their current duties (Armstrong, 2014). Since the new century began, there has been a significant need for career

development programs, and the number of firms adopting them has continuously expanded as more organizations work to meet the needs of their employees (Delow, 2013).

2.2.3 On the Job Training

According to Durham (2017), on-the-job training and development entails equipping workers with standard tools and equipment for a variety of tasks and activities. Classroom lectures, simulation exercises, coaching, mentorship, induction, apprenticeship, workshops and conferences, formal training, and development courses are all examples of on-the-job training (Nama et al., 2022). It is training an employee receives while performing their actual job duties (Gomez-Mejia et al., 2001). OJT, according to Armstrong (2014), is defined as imparting information, skills, and competencies required for a particular profession within the context of the workplace and workplace environment. OJT is typically used for occupations that call for a substantial level of prior knowledge.

2.2.4 Off the Job Training

Off-the-job training, according to Kleynhans et al. (2007), is a type of education in which workers receive instruction away from their place of employment to learn more about their jobs or the most recent developments in their industry. In essence, this kind of training makes workers more effective at their jobs (Armstrong 2014).

2.2.5 Refresher Training

Refresher training is retraining in a subject you previously trained in to refresh your memory and make sure your knowledge is up to date (Sahinidis & Bouris, 2017). It

is a training programme designed for the old or existing employees of an organization, with the purpose to acquaint them with the new skills, methods, and processes required to improve their performance on the jobs (Yiman, 2022).

2.2.6 Employees` Performance

Below (2013) defines employee performance as how well a person carries out the tasks and duties of their position. Many businesses evaluate the performance of their eight employees annually or quarterly to identify areas that require improvement. For a company to succeed, performance is crucial. the duties a worker was required to perform on the job and how successfully they were carried out. On a yearly or quarterly basis, many firm personnel directors evaluate each employee's performance to discover potential areas for development.

2.3 Theoretical Literature Review

David Kolb's Experiential Learning Theory will serve as the study's guiding principle. A psychologist devised the theory. David Kolb (1984) developed an experiential learning model that provides insight into reflection processes and the transformative and recurrent procedures that exploit the participant's experiences for attaining and applying knowledge. The entire procedure includes setting goals, rationality, preparations, testing, reflection, remarks, application, and review. Based on (Baker 2002).

In his explanation of the experiential learning theory, which is fixed in four learning stages and a training cycle, David Kolb (1984) provided four concrete learning

methods. This cycle of learning appeals to many people, therefore it displays various learning preferences while also exemplifying a cycle of experiential learning theory applied to various training settings for optimal application of the skills and knowledge acquired. The four stages of experiential learning are as follows. According to Kolb (1983), the first is concrete experience (C), which is for feelings and kinesthetic responses; the second is reflecting observation (RO); the third is abstract conceptualization (AC), which stands for critical thinking; and the fourth is active experimental (AE).

The theory offers a comprehensive model of learning progression and a multi-linear pattern of adult development that takes into account how gained skills and knowledge are used in the workplace. 2002, Baker said. While knowledge is built through transformative reflection on individual experience as of Tanzania's local government authorities, the learning theory suggests that individuals would be trained by the importance and differences between adult learning of that of the particular framework in the organization or corporation. The experiential learning theory focuses on experiences from individual jobs that stand as the main driving force in learning theory.

The Experiential Learning theory has primarily been criticized for failing to effectively address the part that non-reflective experience plays in the learning process. The theory does a decent job of explaining how learning happens for individuals, but it does a poor job of examining learning that takes place in larger

social groupings (Cole, 2009). The criticism won't have an impact on the study's conclusions, though, because it will centre on employee training.

2.4 Empirical Literature Review

2.4.1 The Influence of Off-the-Job Training on the Performance of Employees

In Tanzania, Licombe (2018) observed that in a study on the effects of training and development on workers' performance, 60% of workers strongly agreed that training enhances staff motivation. Employee performance is ultimately improved by training because it increases commitment and motivation (Gachengo and Wekesa, 2017).

Ngwasi (2022) studied how off-the-job training affected employees' performance in Tanzanian local government organizations. The research method employed was a case study. A qualitative approach was employed to obtain and analyze the study's findings. The study's sample consisted of 39 people, including 26 other employees and 13 department bosses. The other staff members were chosen at random, whereas the HODs were chosen through a planned sampling approach. Focus groups, interviews, and document analysis were used as data collection methods. The data that had been acquired was examined using thematic and content analysis. The findings of the study demonstrated that SMC employees were driven by off-the-job training, which also helped them develop their skills and feelings of teamwork.

Nwali and Adenkule (2021) evaluated the effects of training and development on employee performance using quantitative research methods. A quantitative research approach was used to acquire the necessary information from 260 owners or managers of Small and Medium Size Businesses in Lagos, Nigeria, to achieve the study's objectives. Findings The results of the study show that both on-the-job and

off-the-job training help increase employee productivity. Training and development also help employees stay motivated by expanding their skill sets.

2.4.2 The Influence of On-the-Job Training on the Performance of Employees

Tkunimulongo (2016) looked into the effects of on-the-job training on worker performance in Kenya. An approach to descriptive research was adopted in this work. The study's target population consisted of 115 employees, and a sample size of 90 was selected. Data was acquired by distributing questionnaires to a certain group of workers as well as the managers of finances and human resources. Frequency tables were employed to illustrate it and the chi-square was used to analyze the data. The study's findings show that staff capacities are almost certainly improved by on-the-job training programs. Work requirements for employees and the company's on-the-job training practices are significantly correlated.

Ajeme (2017) investigated the impact of on-the-job training on employee performance at a few private commercial banks in Ethiopia. Since the overall number of the target population was unknown, data were collected from six selected private commercial banks in Ethiopia using a purposeful sampling method. The information was gathered using self-administered questionnaires and the descriptive survey approach. The data from the surveys were quantitatively evaluated using descriptive statistics from SPSS, such as frequency counts. The results of the study show that in a small number of private commercial banks in Ethiopia, on-the-job training, an independent variable, has a positive effect on employees' performance.

Ndunguru (2015) investigated how employees' performance in secondary schools in the Songea Municipality of the Ruvuma region was impacted by on-the-job training. Thirty-three (33) male teachers and thirty-one (31) female teachers made up the sample for the effect study of training, which involved sixty-four (64) instructors. This study found that after obtaining training, trained employees were more likely to wish to continue working for the same organization. One important finding is the strong association between having a clear career path in mind while working at one's current job and developing the precise abilities required to do the tasks related to that job successfully after training.

2.4.3 The Influence of Refresher Training on the Performance of Employees

To evaluate the effects of staff refresher training on job performance in the NGO sector, Asimwe (2019) looked into Partners in Health in Rwanda. 220 workers participated in a cross-sectional survey that was designed. A thorough random selection procedure was utilized to choose a sample of 44 employees from the most current employee registration. Data were acquired using a self-administered questionnaire. Demographics of the participants and the effect of staff training on job performance were collected. In-depth training promotes employees' commitment to adopting new practices, which enhances their performance, according to a study on how employee training influences job performance. The results show that workers are ready to adapt to changes in their performance and pick up new skills to generate high-quality work. Twesigye and Magero (2018) conducted a study on worker performance and human resource training in Ugandan public firms. The study used a cross-sectional research design that blends qualitative and quantitative approaches

with a sample size of 60 individuals. Simple random sampling methods and deliberate selection were both used to pick the respondents for the study. To analyze the information gathered, SPSS was employed. Refresher training programs greatly impact employees' performance, according to the study's findings.

Nama et al. (2022) assessed the impact of training and development on employee performance and service delivery at a local municipality in South Africa. Using a cross-sectional study design, a survey was carried out. A stratified random sample of 115 municipal workers, who represented the 265 employees in the target demographic, responded to a questionnaire. The employees held positions as general managers, general assistants, and administrators and had a variety of years of experience. The impact of training and development on worker performance and service delivery was the subject of a quantitative survey of responses from municipal employees. The results demonstrated that training and development increased the likelihood that employee performance would rise.

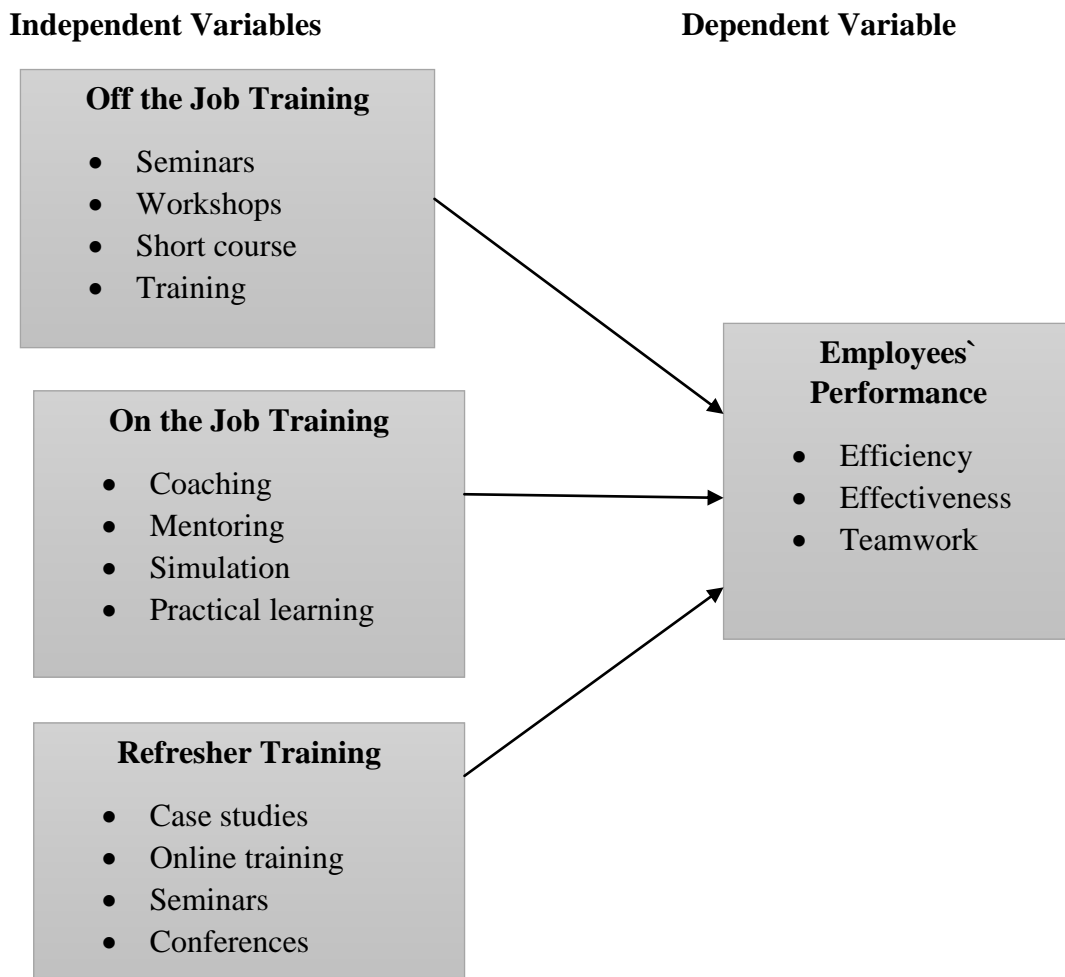
2.5 Research Gap

For many years, researchers have been examining the link between employee training and development and performance; however, the majority of the earlier studies (Ajeme, 2017, Twesigye and Magero, 2018, Nwali and Adenkule, 2021, Nama et al., 2022) were carried out outside of Tanzania. In Tanzania, there haven't been many studies done on training. (Waziri, 2018, Mdeme, 2018, Magai, 2018, Bana, 2017) and others are among them. However, the majority of these Tanzanian studies that were examined focused on analyzing how training affected employee

satisfaction and how training affected organizational performance. Few studies in Tanzania that have been analyzed have evaluated staff performance and training development programs in local government agencies like the Mpanda Municipal Council.

2.6 Conceptual Framework

Three independent variables and one dependent variable will be used in the study. Employee performance is the dependent variable, and off-the-job training, on-the-job training, and refresher training are the three independent variables. As a result, the conceptual framework below shows how the study's variables are related.



Source: Literature (2023)

Figure 2.1 Conceptual Framework

According to Gachengo and Wekesa (2017), off-the-job training improves employee performance by having a favorable impact on the level of motivation of the workforce through employee recognition, alignment with corporate goals, exemplary leadership qualities, and incentives for job performance. Licombe (2018) found that in a study on the effects of training and development on workers' performance, off-the-job training boosts staff motivation. Employee commitment and motivation are increased through training, which eventually increases performance.

On-the-job training programs are more likely than not to increase employee competencies, claims Tkunimulongo (2016). Work requirements for employees and the company's on-the-job training practices are significantly correlated.

Additionally, according to Asimwe (2019), employee refresher training has an impact on work performance, and overall training promotes employees' commitment to adopting new practices, which enhances performance. The results show that workers are ready to adapt to changes in their performance and pick up new skills to generate high-quality work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

The methods used in this study are covered in this chapter. The research philosophy, research design, research methodology, study area, population and sampling techniques, data collection methods, validity and reliability, data analysis techniques, and ethical considerations are all covered in this chapter.

3.2 Research Philosophy

Through its presumptions and guiding ideas, research philosophy directs scientific findings (McLeod, 2013). The positivist research philosophy, which was applied in this study, is in line with the hypothetical-deductive model of science, which builds on experimentation and the verification of a priori hypotheses by operationalizing variables and measures. The outcomes of hypothesis testing are used to develop science. Generalizable inferences, replication of findings, and controlled experimentation have been the guiding principles of positivist science in this regard (Bunniss & Kelly, 2010). Studies aligned with positivism typically focus on identifying explanatory associations or causal relationships through quantitative approaches, where empirically based findings from large sample sizes are preferred. This philosophy was chosen since the goal of the investigation is to determine the causal connection between the variables.

3.3 Research Approach

A quantitative research methodology was used in the study to create a quantitative relationship between variables (Kumar, 2019). According to Mahajan (2018), a

quantitative approach enables a more thorough investigation with a bigger sample size, improving the generalizability of the findings. makes it possible for results to be more objective and precise; quantitative methods are typically employed to produce data summaries that support broad generalizations about the topic being studied.

3.4 Research Design

According to Kothari (2019), research design is the method for gathering and analyzing data in a way that aims to link efficiency in the process with significance to the study objectives. A case study with a single unit as its focus was the research design chosen for this project (Creswell, 2014). This approach allows the researcher to conduct a penetrating examination of the problem under consideration. The research methodology used in this example allowed the researcher to examine the impact of personnel training and development on local government in Tanzania (Kothari, 2019). The study's biggest advantage for the researcher was how simple it was to acquire primary data on how staff training and development affect work performance at Mpanda Municipal. What are the current procedures for the local government's staff development and training? What effects do staff training and development have on Mpanda Municipal's workforce performance?

3.5. Area of the Study

Katavi region municipal council for Mpanda. The Mpanda District, Nsimbo District, and Mlele District Council are the three districts in the area. The Kigoma Region to the northwest, the Tabora Region to the northeast, and the Mbeya Region to the east border the area. The study location was selected because it offers staff training and

development programs, making it ideal for determining how much training and development affect employees' performance.

3.6 Population of the Study

According to Creswell (2014), whose definition is quoted by Kombo and Tromp, a population is any complete group of entities or individuals who share some features. Employees of the Mpanda Municipal Council made up the population. This aids in obtaining trustworthy information on the impact of employee performance on local government authority in Tanzania; In a case study of the Mpanda municipal council; the total workforce is approximately 355 employees. All of these were used as the study's population.

3.7 Sample Size

A sample is a subset of the population that is chosen for the investigation (Kumar, 2019). As a result, respondents for the study were chosen from the workforce of the Mpanda Municipal Council. The following sample size was calculated using the Cochran (1963) sample size formula:

$$n = N / (1 + Ne^2)$$

Where; N = Population Size = 355

 n = Sample Size

 e = Error term = 5% (0.05)

Substituting in the Formula;

$$n = 355 / (1 + 355 \times 0.05^2)$$

$$= 355 / 1.8875$$

$$= 188$$

Therefore, the Sample size was all 188 employees from the Mpanda Municipal Council. This sample size resulted in a margin of error of $\pm 5\%$ with a confidence interval of 95%.

3.8 Sampling Technique

The procedures used to choose a sample from the population are referred to as sampling techniques (Kumar, 2019). Employees of the Mpanda Municipal Council will be chosen for the study using convenience sampling. According to their accessibility and desire to participate in the study, respondents are chosen through convenience sampling (Kothari, 2019). Therefore, convenience sampling was helpful in determining the appropriate sample size because the study's objective is to determine the relationship between training and development and employees' performance. As a result, the convenience sampling method was effective in choosing 188 participants for the study.

3.9 Types of Data

Primary data were used in the investigation. According to Adam (2008), these are referred to as primary because they have not been tainted and no other human has ever modified them. The researcher was able to collect primary data that was highly helpful in addressing the study's specific objectives, which included determining the impact of employee training and development on job performance at Mpanda Municipal.

3.10 Data Collection Methods

To gather the study's primary quantitative data, a questionnaire was used. According to Kombo and Tromp (2006), these are the questions that the researcher developed for the subject's data collection. The questionnaire was employed in this technique to acquire data. The assignment was completed by giving the prepared questionnaire to all respondents, in this case, Mpanda Municipal employees. The entire procedure was carried out during business hours, and appointments had been made in advance for the respondents to ensure seamless operation.

3.11 Validity

The term "validity" describes how accurately the findings among the study's participants reflect actual outcomes among people of a similar nature outside the study. It clarifies the extent to which the data cover the subject of the inquiry (Ghauri and Gronhaug, 2005). In a nutshell, "measure what is intended to be measured" is the definition of validity (Field, 2005). So, the validity of the study tools was evaluated using a pilot study. To determine the validity of the study instruments, a total of 15 questionnaires were piloted with the chosen respondents.

3.12 Reliability

The degree to which a measurement of a phenomenon yields a steady and consistent result is what reliability refers to. Repeatability is another aspect of reliability. The reliability of the predictor variables was calculated using a reliability analysis utilizing Cronbach's alpha (α). An effective method for assessing the internal consistency and homogeneity of groups of items in exams and surveys is Cronbach's

analysis (Burns & Burns, 2008). The accepted lower bound for Cronbach's alpha is 0.70. As a result, the study accepted all the variables because their Cronbach's alpha values were 0.7 or higher.

Table 3.1 Reliability Test Results

S/N	VARIABLE	NUMBER OF ITEMS	CRONBARCH'S ALPHA
1	Off of the Job Training	4	.879
2	On the Job Training	4	.725
3	Refresher Training	4	.819
4	Employees performance	3	.843

Source: Field Dppata, 2023

3.12 Data Analysis

Descriptive statistics were used to analyze the demographic information. The respondents' characteristics, such as sex, age, education level, and work experience, were examined using descriptive statistics. The same was applied to the presentation of the survey responses. Multiple regression models were used to establish the link between the variables. The analysis was carried out using SPSS. The following multiple regression model was used;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Whereas:

Y = Employees` Performance,

B1=Off the Job Training

B2=On-the Job Training

B3 =Refresher Training

ϵ = Error Term.

However, before running multiple regressions, diagnostic tests such as normality test, multicollinearity test, heteroscedasticity test and goodness of fit test were conducted. These multiple regressions assumptions are explained hereunder;

3.12.1 Normality Test

A normality test is used to determine whether or not the sample data were obtained from a population with a normally distributed distribution, according to Mishra et al. (2019). As a result, a hypothesis was tested using a Kolmogorov test since, according to Sundaram et al. (2014), this test can be applied to samples with more than 50 distinct observations.

3.12.2 Multicollinearity Test

Multicollinearity, according to Daoud (2018), is the strength of the independent correlation between several variables. As a result, a test for multicollinearity was performed using the Variance Inflation Factor (VIF), which establishes the strength of the correlation between independent variables.

3.12.3 Heteroscedasticity Test

Heteroskedasticity pertains to a circumstance in which the dispersion of the residuals exhibits inequality across a spectrum of observed values. In the presence of heteroskedasticity, it is possible that the population utilised in the regression exhibits unequal variance, which may lead to invalidation of the analysis outcomes (Creswell, 2015). Therefore, the study adopted a scatter plot method to test for Heteroskedasticity.

3.13 Ethical Consideration

According to Saunders (2000), authorization was obtained from various departments within the municipal hierarchy throughout the entire research period to conduct this study with careful consideration of ethical considerations and with the respondent's consent. The principles of anonymity, avoidance of bodily injury, and avoidance of deceit were upheld, and the names of respondents were not mentioned during data collection, analysis, or presentation only their titles were (Saunders, 2000).

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Chapter Overview

In accordance to the particular objectives, the study's findings are presented in this chapter. Assessing the impact of training and development on the productivity of employees in Tanzania's local government authority was the study's main goal. The first of the study's three specific goals was to ascertain the impact of off-the-job training on the productivity of Mpanda Municipal employees. Finding out how on-the-job training affected Mpanda Municipal employees' performance was the second specified goal. Finding out how refresher training affected Mpanda Municipal employees' performance was the third particular goal. Three distinct sections—the respondents' demographic data, their descriptive features, and an analysis of multiple regressions make up the chapter.

4.2 Respondents` Demographic Characteristics

4.2.1 Respondents` Gender

It was determined how respondents saw the effect of training and development on the performance of employees in the Tanzanian local government authorities. According to the study's findings, 123 of the respondents were men and 65 were women. This is equivalent to 65.4% men and 34.6% women. As a result, men made up the vast majority of respondents, while few women did. However, given that there were more male employees than female employees at Mpanda municipal, the results were predicted. The sample is hence representative.

4.2.2 Respondents` Age

In order to gather useful data from all age groups, respondents were also evaluated by age group. The majority of respondents (53.7%, n=101) were aged between 28 and 37 years, followed by those aged between 38 and 47 years (22.7%, n=39), those aged between 18 and 27 years (15.4%, n=29), and those older than 47 years (10.1%, n=19). Due to the study's inclusion of all age groups, the sample was well-representative.

4.2.3 Respondents` Education Level

The respondents' level of education was also evaluated in order to determine how well-equipped they were to comprehend how staff training influences employees' performance. The majority of respondents (41.5%, n=78) had bachelor's degrees, followed by diploma holders (25.0%, n=47), those with master's degrees or above (22.9%, n=43), and those with certificates (10.6%, n=20), according to the findings. As a result, the majority of them were well-educated enough to comprehend how staff training influence employees performance.

4.2.4 Respondents` Work Experience

In order to measure how reliable and valid, the respondents could be for the survey, the study also looked at their work experience. The majority of them, or 36.5% (n=, had experience of 6 to 10 years, followed by those who had experience of 4 – 6 years (42.6%, n=80); followed by those who had an experience of more than 6 years (31.9%, n=60). Others had 1 – 3 years (21.3%, n=40) and less than a year experience (4.3%, n=8). It is clear that the majority of them had sufficient experience to offer

trustworthy comments on the study's objectives. Table 4.1 below indicates the findings of the study in relation to the demographic characteristics of the respondents;

Table 4.1 Respondents` demographic Characteristics

Variable	Category	Frequency	Percentage
Gender	Male	123	65.4
	Female	65	34.6
Age	18 – 27 Years	29	15.4
	28 – 37 Years	101	53.7
	38 – 47 Years	39	20.7
	Above 47 Years	19	10.1
Education Level	Certificate	20	10.6
	Diploma	47	25.0
	Bachelor`s Degree	78	41.5
	Master`s Degree and Above	43	22.9
Work Experience	Less than a Year	8	4.3
	1 – 3 Years	40	21.3
	4 – 6 Years	80	42.6
	More than 6 Years	60	31.9

Source: Research Findings (2023)

4.3 Descriptive Statistics

4.3.1 The Effect of Off-Job Training on the Performance of Employees of Mpanda Municipal

On the first specific objective, the study assessed the effect of off-job training on the performance of employees of Mpanda municipal. Therefore, a 5-point likert scale questionnaire from 1 strongly disagree to 5 strongly agree was used to assess the respondents' level of agreement on the measurement of off-job training.

According to the findings, it was revealed that majority of the respondents agreed that there are frequent seminars at the job. This was evidenced from the responses

where a mean of 4.34 indicating that majority of the responses were under agree and strongly agree. This also resulted to a standard deviation of 0.939 implying that majority of the responses were close to the mean. Also, the findings revealed that there are frequent workshops at the job. This was because most of the respondents agreed and strongly agreed resulting to a mean of 4.28 and a standard deviation of 1.049 indicating that data were not far spread from the mean.

Findings also revealed that majority of the employees often attend short courses at the job. On this, most of the respondents agreed and strongly agreed resulting to a mean of 4.32 and standard deviation of 1.078. Moreover, a mean of 4.41 was also reported from whether There are regular training programmes at work. Therefore, majority of the respondents agreed on the fact. A standard deviation of 0.980 was also produced to indicate that majority of the responses were around the mean. The descriptive statistics on farmers participation in research are indicated on Table 4.2 below;

Table 4.2 Descriptive Characteristics on the Effect of Off-Job Training on the Performance of Employees

Statement	N	Min.	Max.	Mean	Std. Dev
There are frequent seminars at the job	188	2	5	4.34	0.939
We have frequent workshops at the job	188	1	5	4.28	1.049
We often attend short courses at the job	188	1	5	4.32	1.078
There are regular training programmes at work	188	2	5	4.41	0.980

Source: Research Findings (2023)

4.3.2 The Effect of On-Job Training on the Performance of Employees of Mpanda Municipal

The second specific objective of the study was to determine the effect of On-Job Training on the Performance of Employees of Mpanda Municipal. On a 5point likert scale questionnaire, respondents were told to show their levels of agreement on the mentioned indicators of on-job training.

On assessing whether coaching is important on enhancing employees training; findings revealed that majority of the respondents learn a lot through coaching from their superiors. This was derived from the majority of the respondents who agreed and strongly agreed when asked about this. The findings resulted to a mean value of 4.12 falling under the agree category. A standard deviation of 1.122 indicates that majority of the responses were not far from the mean.

Also, findings of the study revealed that majority of the respondents learn through simulation from their superiors. On this, a mean value of 4.23 was found to mean that majority of the respondents agreed and strongly agreed on the fact. Also, a standard deviation of 1.078 indicates that most of the responses were close to the mean. Moreover, according to the results, practical learning helps majority of the respondents learn a lot from their jobs. When asked about this, majority of the respondents agreed and strongly agreed (mean=4.39, standard deviation=1.004).

The descriptive statistics on the effect of on-job training on employees' performance are displayed on Table 4.3 below;

Table 4.3 Descriptive Characteristics on the Effect of On-Job Training on the Performance of Employees

Statement	N	Min.	Max.	Mean	Std. Dev
I learn a lot through coaching from my superiors	188	1	5	4.12	1.122
I have mentors who always train me on my job	188	1	5	4.07	1.186
I learn through simulation from my superiors	188	2	5	4.23	1.078
Practical learning helps me learn a lot from my job	188	1	5	4.39	1.004

Source: Research Findings (2023)

4.3.3 The Effect of Refresher Training on the Performance of Employees of Mpanda Municipal

On the third specific objective, the study determined **the** effect of refresher training on the performance of employees of Mpanda municipal. Therefore, likert scale questionnaires were administered to the selected respondents to show their levels of agreement on the assessed refresher training indicators.

The study revealed that refresher training reminds majority of the respondents on their jobs through case studies. This was evidenced from the findings where majority of the respondents agreed and strongly agreed resulting to a mean value of 4.37 and a standard deviation of 1.029. Moreover, the study revealed that online trainings help majority of the respondents remind themselves on how to perform their duties. A mean value of 4.27 and a standard deviation of 0.961 were obtained indicating that majority of the respondents agreed and strongly agreed on the fact.

Also, findings had a mean of 4.32 and a standard deviation of 1.097 when assessed about the usefulness of trainings. This indicates that majority of the responses fell under the agree and strongly agree category when asked if seminars are helpful as reminders on their duties and responsibilities at work.

Additionally, conferences were assessed and findings revealed that the conferences they attend save as refreshers for their responsibilities (Mean=4.22 and Standard deviation=1.194). Table 4.4 below displays the results on the effect of refresher training on the performance of employees in Mpanda Municipal.

Table 4.4 The Effect of Refresher Training on the Performance of Employees of Mpanda Municipal

Statement	N	Min.	Max.	Mean	Std. Dev
I remind myself on my job through case studies	188	2	5	4.37	1.029
Online trainings help me remind myself on how to perform my duties	188	2	5	4.27	0.961
Seminars are helpful as reminders on our duties and responsibilities at work	188	1	5	4.32	1.097
The conferences we attend save as refreshers for our responsibilities	188	1	5	4.22	1.194

Source: Research Findings (2023)

4.4 Regression assumption Results

4.4.1 Normality Test

A normality test is used to determine whether or not the sample data were obtained from a population with a normally distributed distribution, according to Mishra et al. (2019). As a result, a hypothesis was tested using a Kolmogorov test since, according

to Sundaram et al. (2014), this test can be applied to samples with more than 50 distinct observations. Therefore, according to the Kolmogorov-Smirnov test, all four variables (Off-Job training, On-Job training and Refresher Training and Employees Performance) had p-values of 0.000, which is less than 0.05. These p-values indicate that there is a significant relationship between the variables. As a result, the findings demonstrate that the data for all of the variables were distributed in a normal distribution. Table 4.5 below indicates the findings.

Table 4.5 Normality Test

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Off-Job Training	0.278	188	0.000
On-Job Training	0.237	188	0.000
Refresher Training	0.315	188	0.000
Employees Performance	0.244	188	0.000

Source: Research Findings (2023)

4.4.2 Multicollinearity Test

Multicollinearity, according to Daoud (2018), is the strength of the independent correlation between a number of variables. As a result, a test for multicollinearity was performed using the Variance Inflation Factor (VIF), which establishes the strength of the correlation between independent variables. The independent variables are less correlated when the VIF value is less than 10, while they are strongly correlated when the VIF value is greater than 10, which may cause the results of the multiple regression to be skewed (Bagya et al., 2018). As a result, in accordance with the findings of the multicollinearity test, each of the three independent variables had

VIF values that were lower than 10. This is suggesting that there was no multicollinearity issue. Table 4.6 below indicates the findings;

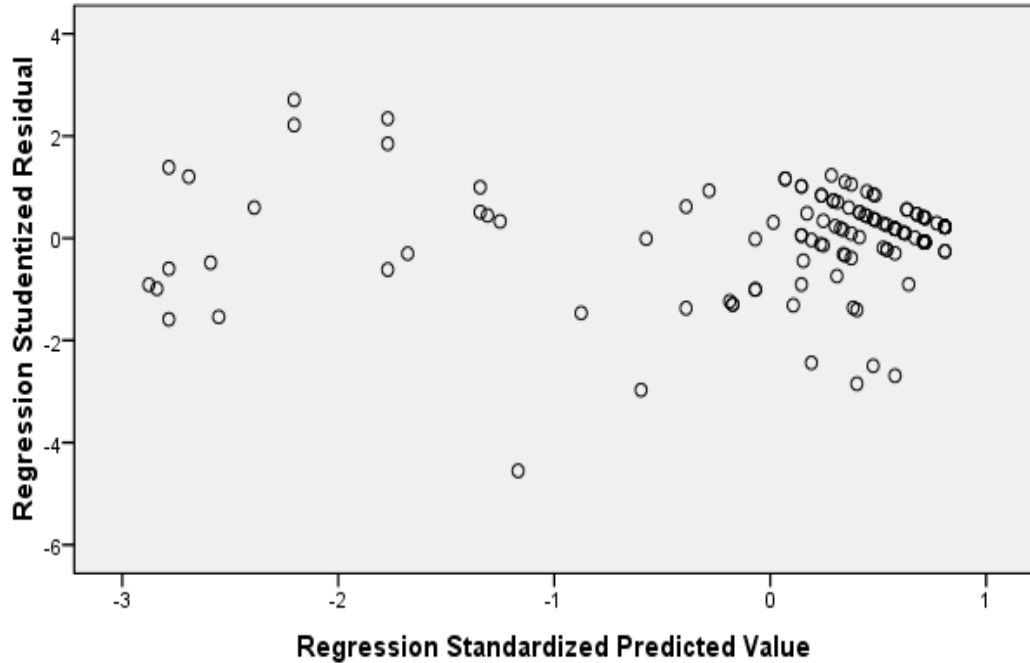
Table 4.6 Multicollinearity Statistics

Variable	Collinearity Statistics	
	Tolerance	VIF
Off-Job Training	0.249	4.023
On-Job Training	0.270	3.700
Refresher Training	0.359	2.783

Source: Research Findings (2023)

4.4.3 Heteroscedasticity Test

A scatter plot was used to test if there is a problem of heteroscedasticity for the data. If there is a heteroscedasticity problem, the scatter plots are expected to form a pattern. However, if there is no heteroscedasticity problem, no pattern will be formed. Therefore, since there was no pattern for the scatter plots then there was no heteroscedasticity problem, hence good for running multiple regressions. Figure 4.1 below indicates the findings;

Figure 4.1 Heteroscedasticity Test

Source: Study Findings (2023)

4.5 Multiple Regression Analysis Results

Therefore, using multiple regressions analysis, the study was able to identify the degree to which Off-Job training, On-Job training and refresher Training all had an influence on the dependent variable that is employee's performance.

4.5.1 ANOVA

To determine whether the model adequately accounts for changes in the dependent variable, the analysis of variance test was used. A p-value of less than 0.05 indicates that the model is suitable for the task of explaining the variance in the employee's performance because it was evaluated using a significance threshold of 0.05. The results showed that the P-value for the ANOVA test was calculated to be 0.000,

which is less than 0.05. This suggests that the model was effective in significantly explaining the dependent variable, employee's performance. The results are shown in Table 4.7 hereunder;

Table 4.7 Model Goodness of Fit Test

	Sum of Squares	df	Mean Square	F	Sig.
Regression	148.967	3	49.656	508.799	0.000
Residual	17.957	184	0.098		
Total	166.924	187			

Source: Research Findings (2023)

4.5.2 Model Summary

The model generated a joint correlation of 94.5% ($R = 0.945$) for all three independent variables to be correlated with one another. This indicates that there is an 94.5% joint correlation between the variables that are independent of each other and the variable that is being studied. The model also explains 89.2% (R Square = 0.892) of the variation in the dependent variable, as shown by the model summary. The findings are displayed in Table 4.8

Table 4.8 Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.945	0.892	0.891	0.31240

Source: Research Findings (2023)

4.5.3 Multiple Regression Coefficients

The model produced the regression coefficients which indicate the extent at which independent variables influence the dependent. According to the findings, Off-Job

Training has a positive and significant impact on employee's performance with a regression coefficient of 0.361 and a p-value of 0.000. Also, according to the findings, On-Job Training had a positive and significant impact on Employees Performance producing a regression coefficient of 0.152 and a p-value of 0.001. Moreover, findings indicated that Refresher Training has a positive and significant impact on employee's performance (B=0.488, p-value=0.000). The findings are displayed in Table 4.9 hereunder;

Table 4.9 Multiple Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.035	0.113		-0.309	0.758
Off-Job Training	0.361	0.048	0.364	7.513	0.000
On-Job Training	0.152	0.043	0.164	3.522	0.001
Refresher Training	0.488	0.040	0.486	12.059	0.000

Source: Research Findings (2023)

4.6 Discussion of Findings

This section discusses the findings of the study in relation to each specific objective. The discussion has been conducted by comparing the findings of the current study and the studies of other researchers conducted earlier.

4.6.2 The Effect of Off-Job Training on the Performance of Employees of Mpanda Municipal

On the first specific objective the effect of Off-Job training on the performance of employees of Mpanda Municipal was assessed. Findings revealed that off-job

training has a positive and significant effect on employee's performance with a regression coefficient of 0.361 and p-values of 0.000. A regression coefficient of 0.361 indicates that an increase in one unit of off-job training leads to 0.361 units increase in the performance of employees.

The findings were similar to those obtained by previous researchers. In Tanzania, Licombe (2018) found that 60% of workers strongly agreed that training increases staff motivation in a study on the effects of training and development on employees' performance. Training boosts employees' dedication and motivation, which ultimately improves their performance (Gachengo and Wekesa, 2017).

Moreover, Ngwasi (2022) conducted research on the impact of off-the-job training on worker performance in Tanzanian local government agencies. A case study was used as the research strategy. The study's conclusions showed that SMC employees were motivated by off-the-job training, which also helped them advance their knowledge and abilities and foster a sense of teamwork.

Also, using quantitative research techniques, Nwali and Adenkule (2021) assessed the effects of training and development on worker performance. According to the study's findings, both on-the-job and off-the-job training are beneficial in raising employee productivity and training and development not only expands workers' skill sets but also serves as a source of motivation for them.

4.6.3 The Effect of On-Job Training on the Performance of Employees of Mpanda Municipal

The second specific objective determined the effect of on-job training on the performance of employees. According to the findings, a unit increase in on-job training leads to 0.152 units increase in the performance of employees. This was evidenced from the regression coefficient of 0.152. The causal relationship was also found to be significant since a p-value of 0.000 was established.

The findings were comparable with those obtained by previous researchers such as Tkunimulongo (2016) investigated how employee performance in Kenya was impacted by on-the-job training. The results of the study demonstrate that on-the-job training programmes are more likely than not to improve employee capabilities. The firm's on-the-job training practises and employee work requirements have a significant direct correlation.

Also, Ajeme (2017) examined how employee performance in a few Ethiopian private commercial banks was affected by on-the-job training. The study's findings indicate that on-the-job training, an independent variable, has a favourable impact on employees' performance in a limited group of private commercial banks in Ethiopia.

Similar findings were obtained by Ndunguru (2015) who looked into how on-the-job training affected employees' performance in secondary schools in the Songea Municipality of the Ruvuma region. According to this study, trained employees are more likely than untrained employees to want to stay on as employees in the same company after receiving training. One significant finding is the substantial

correlation between envisioning a career path in one's present employment and mastering the specific skills one needs to do the activities relevant to his or her current job successfully following training.

4.6.4 The Effect of Refresher Training on the Performance of Employees of Mpanda Municipal

The effect of refresher training on the performance of employees was assessed in the third specific objective. According to the findings of the study, refresher trainings had a regression coefficient of 0.488 indicating that, an increase in one unit of refresher training leads to 0.488 units increase in the performance of employees. The causal relationship of refresher training on employee's performance was significant since a p-value of 0.000 was obtained.

Asimwe (2019) got similar findings when investigated partners in health in Rwanda as a case study for the impact of staff refresher training on work performance in the NGO sector. According to research on how employee training affects work performance, overall training strengthens employees' commitment to change procedures, which improves their performance. According to the findings, employees are willing to accept changes in their performance and to learn new abilities in order to produce high-quality work.

A study on human resource training and worker performance in Ugandan public businesses was conducted by Twesigye and Magero (2018) also, got similar findings.

The results of the study showed that refresher training programmes significantly affect employees' performance.

Moreover, the effect of training and development on worker performance and service delivery at a local municipality in South Africa was evaluated by Nama et al. (2022). The findings showed that employee performance was more likely to improve with training and development.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides an overview of the findings of the study in relation to the specific objectives. Also, the chapter provides the conclusion, recommendations and areas for further study.

5.2 Summary of Findings

The general objective of the study was to assess the effect of training and development on the performance of employees in the Tanzanian local government authorities. The study was guided by three specific objectives; the first one was to determine the effect of off-job training on the performance of employees of Mpanda Municipal. The second specific objective was to determine the effect of on-job training on the performance of employees of Mpanda Municipal. The third specific objective was to determine the effect of refresher training on the performance of employees of Mpanda Municipal.

On the first specific objective the effect of Off-Job training on the performance of employees of Mpanda Municipal was assessed. Findings revealed that off-job training has a positive and significant effect on employee's performance with a regression coefficient of 0.361 and p-values of 0.000. A regression coefficient of 0.361 indicates that an increase in one unit of off-job training leads to 0.361 units increase in the performance of employees.

The second specific objective determined the effect of on-job training on the performance of employees. According to the findings, a unit increase in on-job training leads to 0.152 units increase in the performance of employees. This was evidenced from the regression coefficient of 0.152. The causal relationship was also found to be significant since a p-value of 0.000 was established.

The effect of refresher training on the performance of employees was assessed in the third specific objective. According to the findings of the study, refresher trainings had a regression coefficient of 0.488 indicating that, an increase in one unit of refresher training leads to 0.488 units increase in the performance of employees. The causal relationship of refresher training on employee's performance was significant since a p-value of 0.000 was obtained.

5.3 Conclusion

Off-job trainings are important for enhancing employee's performance. When employees get off-job trainings such as seminars, professional development and workshops; the process enhances their productivity and therefore, improve the performance of employees.

Also, on job training is important for enhancing the performance of employees. Through on-job training staff get relevant and enough experience to perform their duties and responsibilities. The attachments of staff to their superiors and supervisors enhances the performance of the staff.

Apart from off-job and On-job training, refresher trainings are also important and crucial in making sure that employees perform better. It is through the refresher trainings where employees are reminded on their daily duties and responsibilities. Also, through refresher trainings employees get new ways of implementing their duties and responsibilities.

5.4 Recommendations

Based on the findings above, the study comes up with recommendations in relation to the specific objectives;

First, more off-job trainings are needed for improving their performance. The study recommends that the Mpanda municipal council should often take employees to different seminars, workshops and professional development courses to enhance their performance.

Second, there should be designed programmes to enhance on-job trainings. This may include rotating employees into different departments and units so as to make them learn different duties and responsibilities and hence boost their performance.

Third, more refresher programmes are needed for the sake of rejuvenating their work morale. Therefore, when staffs are taken to refresher course, apart from learning new ideas of implementing their duties and responsibilities, they also refresh their minds.

5.5 Areas for Further Study

The study focused on assessing the effect of staff training on employees' performance. Specifically, the study focused on three types of trainings which are

on-job trainings, off-job trainings and refresher trainings. Specifically, these were the short course trainings. Therefore, other researchers are encouraged to focus on long-term trainings such as professional development on the performance of employees.

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APPENDICES

Appendix I: Questionnaire for Mpanda Municipal Council Employees

Dear Respondents, I am a student from the Open University of Tanzania pursuing a Master of Human Resources Management. This questionnaire aims at collecting data that will enable the assessment of **“THE INFLUENCE OF TRAINING AND DEVELOPMENT ON EMPLOYEES’ PERFORMANCE OF LOCAL GOVERNMENT AUTHORITY IN TANZANIA - A CASE STUDY OF MPANDA MUNICIPAL COUNCIL”**. The study is for the purpose of academic as partial fulfillment of the requirement for the award mentioned above. I kindly request you to take a few minutes to answer the questions below. I would like to assure you that your answers will be kept completely confidential.

PART A: RESPONDENT’S PROFILE

Please circle the right answer

1. What is your Gender?

- a. Male b. Female

2. What is your Age?

- a. 18 – 27 years b. 28 – 37 years c. 38 – 47 years d. 48 and

above

3. What is your highest education level?

- a. Secondary Education b. Certificate c. Diploma
d. Bachelor’s Degree e. Master’s Degree and Above

4. How long have you been working at Mpanda Municipal Council?

- a. Less than a year b. 1 – 3 Years c. 4 – 6 Years d. 7 years and

above

PART B: THE INFLUENCE OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE

Please circle a number from the scale below to show how you Agree/Disagree with each of the following statements in relation to your knowledge and experience.

Whereby, 1= Strong Disagree (SD) 2= Disagree (D) 3= undecided (U) 4= Agree (A) and 5= Strongly Agree (SA)

STATEMENTS	SCALE				
	SD	D	U	A	SA
Off-Job Training	*	*	*	*	*
1. There are frequent seminars at the job	1	2	3	4	5
2. We have frequent workshops at the job	1	2	3	4	5
3. We often attend short courses at the job	1	2	3	4	5
4. There are regular training programmes at work	1	2	3	4	5
On-Job Training	*	*	*	*	*
1. I learn a lot through coaching from my superiors	1	2	3	4	5
2. I have mentors who always train me on my job	1	2	3	4	5
3. I learn through simulation from my superiors	1	2	3	4	5
4. Practical learning helps me learn a lot from my job	1	2	3	4	5
Refresher Training	*	*	*	*	*
1. I remind myself on my job through case studies	1	2	3	4	5
2. Online trainings helps me remind myself on how to perform my duties	1	2	3	4	5
3. Seminars are helpful as reminders on our duties and responsibilities at work	1	2	3	4	5
4. The conferences we attend save as refreshers for our responsibilities	1	2	3	4	5
Employees Performance					
1. Training and development improves my efficiency at work	1	2	3	4	5
2. I fulfill my responsibilities effectively as a result of training and development	1	2	3	4	5
3. Training and development has improved team work spirit at work	1	2	3	4	5

Thanks for your Cooperation.

THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/ PG202001731

21st July, 2023

Municipal Director,
Mpanda Mucipal Council,
P.O. Box 216,
KATAVI.

Dear Director,

RE: RESEARCH CLEARANCE FOR MS. LILIAN J WANNA, REG NO: PG202001731

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

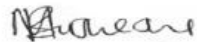
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Lilian J Wanna, Reg. No: PG202001731** pursuing **Master of Human Resource Management (MHRM)**. We

Kagera". He will collect his data as indicated at you area from 26th September to 10th November 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
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Ofisi ya Mkurugenzi,
Halmashauri Ya Manispaa,
S.L.P 216,

MPANDA.

31.07.2023.

Kumb.Na.KTV/MMC/P.10/1/Vol.III/115.

Mkuu wa Chuo,
Chuo Kikuu Huria cha Tanzania,
S.L.P.23409,
Dar es Salaam.

YAH: KIBALI CHA KUFANYA UTAFITI KWA NDUGU LILIAN J WANNA.

Tafadhari husika na mada tajwa hapo juu.

Otisi ya Mkurugenzi imepokea bama kutoka Otisi yako yenye kumb.No
OUT/PG202001731, inayomtambulisha ndg, **Lilian J. Wanna** ambaye anasoma shahada ya
Uzaniyu ya Rasilimahi Watu. Kutoka Chuo Kikuu Huria cha Tanzania. amayetaka kufanya
utafiti juu ya mada isemayo "The Influence of Training and Development on
Employees' Performance of Local Government Authority in Tanzania" kwa kuzingatia
Sheria na Muongozo wa tafiti.

Mwanafunzi huyu ameruhusiwa kufanya utafiti huo kama alivyooomba.

Ndini katika utumishi wa Umma.



Decimus C. Kangu,
KNY:MKURUGENZI WA MANISPAA
MPANDA.

MKURUGENZI WA MANISPAA
MANISPAA YA MPANDA
S.L.P 216
MPANDA-KATAVI

**EFFECT OF OFF-JOB TRAINING ON THE PERFORMANCE OF
EMPLOYEES OF MPANDA MUNICIPAL COUNCIL**

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ABSTRACT

The study aimed at examining the effect of off-job training on the performance of employees of Mpanda municipal council. A case study design was adopted with a quantitative approach. A total of 188 employees were sampled from the population of 355 Mpanda Municipal Council employees to take part in the study. A structured questionnaire was employed in data collection. The collected data were analyzed through descriptive statistics and linear regression analysis. According to the findings, Off-Job Training has a positive and significant impact on employee performance. The study therefore recommends more training should be conducted to enhance the performance of employees.

Key words: *Off the Job Training, Effectiveness of Off-Job Training, Training Needs Assessment, Employees Performance,*

INTRODUCTION

Taking a global perspective, the concepts of employee performance and productivity are of paramount importance within the realm of international economics, as highlighted in the study by Ngwasi in 2022. Public sector organizations are increasingly pressured to enhance employee performance and productivity on a global scale. This pressure is underpinned by the fact that a significant portion of the public sector's workforce is sustained by substantial support from government funding, donor contributions, and taxes paid by the general public. Notably, despite various restructuring efforts and reforms aimed at increasing employee productivity and efficiency, the experiences of many public sector employees reveal that measures such as layoffs, increased workloads, and the allocation of roles to less qualified personnel have failed to bring about meaningful changes in service delivery, as observed in Gitonga's research in 2018.

The public sector in African countries, including Tanzania, has faced criticism due to its subpar performance and service delivery, as evidenced by the findings of Fernandes and Fresly in 2017. The problem of poor, insufficient, or absent service delivery remains a significant challenge for local municipalities in emerging economies, as emphasized by Mamokhere in 2020. The importance of employee performance becomes evident in achieving organizational objectives and ensuring customer satisfaction, particularly for companies focused on delivering innovative, high-quality products and services. An organization's reputation is heavily reliant on the performance of its workforce, as elucidated by Govender in 2017.

Nyhus, in 2015, underscores the significance of employee development in the realm of human resource management. Employee development encompasses both individual progress and the overall prosperity of an organization, achieved through enhanced employee performance and, consequently, increased organizational effectiveness. Employee development involves pushing both individual and organizational capabilities to their limits, a point strongly emphasized by Kinyili in 2012.

The Tanzanian government has grappled with the challenge of maintaining an efficient public service since gaining independence. The government has implemented several policies and reforms in its pursuit of this goal. Notably, in 1999, the government introduced the Public Service Management and Employment Policy, with a specific focus on staff development, as highlighted in Ngwasi's research in 2022. The advantages of training and development in the public sector, as outlined by Obi-Anike and Ekwe in 2014, encompass increased job satisfaction and reduced employee turnover. Additionally, training fosters improved interpersonal relationships and teamwork within organizations, leading to enhanced productivity.

There is substantial evidence supporting the assertion that training and development enhance the workforce's capacity to meet organizational objectives. A key advantage of training is its ability to adapt to changes driven by technological advancements, market competition, organizational restructuring, and, most crucially, employee performance, as acknowledged by Abbas in 2014. Consequently, the objective of this study is to elucidate how training and development impact employee performance. Training and development have become pivotal components of the human resource

department, playing a vital role in the success of organizations by enhancing employee performance, as emphasized by Mozael in 2015.

This study was be guided by David Kolb's Experiential Learning Theory, which places a strong emphasis on the importance of individual job experiences within organizations. The theory asserts that knowledge is constructed through transformative reflection on personal experiences and that training should be tailored to individual job roles within an organization.

The interaction between job performance and employee training and development is a well-documented aspect of workplace dynamics, often overseen by the Human Resources department, as articulated by Akila in 2012. The influence of off-the-job training on the performance of employees in Tanzanian local government organizations is highlighted by Ngwasi in 2022. Additionally, Tkunimulongo's research in 2016 established a substantial and direct correlation between employee job requirements and on-the-job training techniques. Furthermore, Asiiimwe's study in 2019 demonstrated that refresher training plays a pivotal role in reinforcing employees' commitment to adapting to new practices, thus enhancing their performance.

The Tanzanian government upholds the principle that all government employees should receive ongoing training. This commitment is reflected in the Public Service Management and Employment Policy (PSMEP) of 1999, revised in 2008, where it is mandated that "all Public Service organizations shall develop a training program based on the skills requirements identified in their human resource plans." This

policy emphasizes that the practical application and outcomes of training programs should take precedence, as underscored by Michele in 2015. However, it is worth noting that despite these efforts, the actual results of training sometimes deviate from initial expectations, as observed by Ngwasi in 2022.

While employee training and development and its impact on performance have been extensively studied, it is notable that the majority of prior research, conducted by scholars such as Ajeme in 2017, Twesigye and Magero in 2018, Nwali and Adenkule in 2021, and Nama et al. in 2022, was not conducted within the context of Tanzania. Limited studies on training have been carried out in Tanzania, with contributions from researchers like Waziri in 2018, Mndeme in 2018, Magai in 2018, and Bana in 2017. However, the predominant focus of Tanzanian research has been on examining the relationship between training, organizational performance, and employee satisfaction. Notably, the studies conducted in Tanzania have largely centered on training and development programs and staff performance within local government organizations, such as the Mpanda Municipal Council.

This study endeavors to address this research gap by exploring the impact of training and development on employee performance in the public sector, with a particular emphasis on the Mpanda Municipal Council.

LITERATURE REVIEW

Training

Cole (2004) defined training as a learning activity aimed at acquiring particular knowledge and skills for a job or task. Ngirwa (2006) defined training as the process

by which people are given the knowledge, skills, experience, and attitudes they need to perform their jobs. According to McLeland (2002), training is the process that equips employees with the information and skills necessary to function within the framework of the management-established procedures and standards. This is to say that training courses have the potential to significantly improve the overall performance of a company.

Off the Job Training

Off-the-job training, according to Kleynhans et al. (2007), is a type of education in which workers receive instruction away from their place of employment to learn more about their jobs or the most recent developments in their industry. In essence, this kind of training makes workers more effective at their jobs (Armstrong 2014).

Employees` Performance

Below (2013) defines employee performance as how well a person carries out the tasks and duties of their position. Many businesses evaluate the performance of their employees annually or quarterly to identify areas that require improvement. For a company to succeed, performance is crucial. The duties a worker was required to perform on the job and how successfully they were carried out. On a yearly or quarterly basis, many firm personnel directors evaluate each employee's performance to discover potential areas for development.

Theoretical Literature Review

David Kolb's Experiential Learning Theory will serve as the study's guiding principle. A psychologist devised the theory. David Kolb (1984) developed an

experiential learning model that provides insight into reflection processes and the transformative and recurrent procedures that exploit the participant's experiences for attaining and applying knowledge. The entire procedure includes setting goals, rationality, preparations, testing, reflection, remarks, application, and review. based on (Baker 2002).

In his explanation of the experiential learning theory, which is fixed in four learning stages and a training cycle, David Kolb (1984) provided four concrete learning methods. This cycle of learning appeals to many people, therefore it displays various learning preferences while also exemplifying a cycle of experiential learning theory applied to various training settings for optimal application of the skills and knowledge acquired. The four stages of experiential learning are as follows. According to Kolb (1983), the first is concrete experience (C), which is for feelings and kinesthetic responses; the second is reflecting observation (RO); the third is abstract conceptualization (AC), which stands for critical thinking; and the fourth is active experimental (AE).

The theory offers a comprehensive model of learning progression and a multi-linear pattern of adult development that takes into account how gained skills and knowledge are used in the workplace. 2002, Baker said. While knowledge is built through transformative reflection on individual experience as of Tanzania's local government authorities, the learning theory suggests that individuals would be trained by the importance and differences between adult learning of that of the particular framework in the organization or corporation. The experiential learning

theory focuses on experiences from individual jobs that stand as the main driving force in learning theory.

The Experiential Learning theory has primarily been criticized for failing to effectively address the part that non-reflective experience plays in the learning process. The theory does a decent job of explaining how learning happens for individuals, but it does a poor job of examining learning that takes place in larger social groupings (Cole, 2009). The criticism won't have an impact on the study's conclusions, though, because it will centre on employee training.

In Tanzania, Licombe (2018) observed that in a study on the effects of training and development on workers' performance, 60% of workers strongly agreed that training enhances staff motivation. Employee performance is ultimately improved by training because it increases commitment and motivation (Gachengo and Wekesa, 2017).

Ngwasi (2022) studied how off-the-job training affected employees' performance in Tanzanian local government organizations. The research method employed was a case study. A qualitative approach was employed to obtain and analyze the study's findings. The study's sample consisted of 39 people, including 26 other employees and 13 department bosses. The other staff members were chosen at random, whereas the HODs were chosen through a planned sampling approach. Focus groups, interviews, and document analysis were used as data collection methods. The data that had been acquired was examined using thematic and content analysis. The findings of the study demonstrated that SMC employees were driven by off-the-job training, which also helped them develop their skills and feelings of teamwork.

Nwali and Adenkule (2021) evaluated the effects of training and development on employee performance using quantitative research methods. A quantitative research approach was used to acquire the necessary information from 260 owners or managers of Small and Medium Size Businesses in Lagos, Nigeria, to achieve the study's objectives. Findings The results of the study show that both on-the-job and off-the-job training help increase employee productivity. Training and development also help employees stay motivated by expanding their skill sets.

METHODS

Research Philosophy

Through its presumptions and guiding ideas, research philosophy directs scientific findings (McLeod, 2013). The positivist research philosophy, which was applied in this study, is in line with the hypothetical-deductive model of science, which builds on experimentation and the verification of a priori hypotheses by operationalizing variables and measures. The outcomes of hypothesis testing are used to develop science. Generalizable inferences, replication of findings, and controlled experimentation have been the guiding principles of positivist science in this regard (Bunniss & Kelly, 2010). Studies aligned with positivism typically focus on identifying explanatory associations or causal relationships through quantitative approaches, where empirically based findings from large sample sizes are preferred. This philosophy was chosen since the goal of the investigation is to determine the causal connection between the variables.

Research Approach

A quantitative research methodology was used in the study to create a quantitative relationship between variables (Kumar, 2019). According to Mahajan (2018), a quantitative approach enables a more thorough investigation with a bigger sample size, improving the generalizability of the findings. makes it possible for results to be more objective and precise; quantitative methods are typically employed to produce data summaries that support broad generalizations about the topic being studied.

Research Design

According to Kothari (2019), research design is the method for gathering and analyzing data in a way that aims to link efficiency in the process with significance to the study objectives. A case study with a single unit as its focus was the research design chosen for this project (Creswell, 2014). This approach allows the researcher to conduct a penetrating examination of the problem under consideration. The research methodology used in this example allowed the researcher to examine the impact of personnel training and development on local government in Tanzania (Kothari, 2019). The study's biggest advantage for the researcher was how simple it was to acquire primary data on how staff training and development affect work performance at Mpanda Municipal. What are the current procedures for the local government's staff development and training? What effects do staff training and development have on Mpanda Municipal's workforce performance?

Population of the Study

According to Creswell (2014), whose definition is quoted by Kombo and Tromp, a population is any complete group of entities or individuals who share some features.

Employees of the Mpanda Municipal Council made up the population. This aids in obtaining trustworthy information on the impact of employee performance on local government authority in Tanzania; In a case study of the Mpanda municipal council; the total workforce is approximately 355 employees. All of these were used as the study's population.

Sample Size

A sample is a subset of the population that is chosen for the investigation (Kumar, 2019). As a result, respondents for the study were chosen from the workforce of the Mpanda Municipal Council. The following sample size was calculated using the Cochran (1963) sample size formula:

$$n = N / (1 + Ne^2)$$

Where; N = Population Size = 355

 n = Sample Size

 e = Error term = 5% (0.05)

Substituting in the Formula;

$$n = 355 / (1 + 355 \times 0.05^2)$$

$$= 355 / 1.8875$$

$$= 188$$

Therefore, the Sample size was all 188 employees from the Mpanda Municipal Council. This sample size resulted in a margin of error of $\pm 5\%$ with a confidence interval of 95%.

Sampling Technique

The procedures used to choose a sample from the population are referred to as sampling techniques (Kumar, 2019). Employees of the Mpanda Municipal Council will be chosen for the study using convenience sampling. According to their accessibility and desire to participate in the study, respondents are chosen through convenience sampling (Kothari, 2019). Therefore, convenience sampling was helpful in determining the appropriate sample size because the study's objective is to determine the relationship between training and development and employees' performance. As a result, the convenience sampling method was effective in choosing 188 participants for the study.

Data Collection Methods

To gather the study's primary quantitative data, a questionnaire was used. According to Kombo and Tromp (2006), these are the questions that the researcher developed for the subject's data collection. The questionnaire was employed in this technique to acquire data. The assignment was completed by giving the prepared questionnaire to all respondents, in this case, Mpanda Municipal employees. The entire procedure was carried out during business hours, and appointments had been made in advance for the respondents to ensure seamless operation.

Data Analysis

Descriptive statistics were used to analyze the demographic information. The respondents' characteristics, such as sex, age, education level, and work experience, were examined using descriptive statistics. The same was applied to the presentation

of the survey responses. linear regression models were used to establish the link between the variables. The analysis was carried out using SPSS. The following multiple regression model was used;

$$Y = \alpha + \beta_1 X + \epsilon$$

Whereas:

Y = Employees` Performance,

B1=Off the Job Training

ϵ = Error Term.

However, before running multiple regressions, diagnostic tests such as normality test, multicollinearity test, heteroscedasticity test and goodness of fit test were conducted.

These multiple regressions assumptions are explained hereunder;

Normality Test

A normality test is used to determine whether or not the sample data were obtained from a population with a normally distributed distribution, according to Mishra et al. (2019). As a result, a hypothesis was tested using a Kolmogorov test since, according to Sundaram et al. (2014), this test can be applied to samples with more than 50 distinct observations.

Multicollinearity Test

Multicollinearity, according to Daoud (2018), is the strength of the independent correlation between several variables. As a result, a test for multicollinearity was performed using the Variance Inflation Factor (VIF), which establishes the strength of the correlation between independent variables.

Heteroscedasticity Test

Heteroskedasticity pertains to a circumstance in which the dispersion of the residuals exhibits inequality across a spectrum of observed values. In the presence of heteroskedasticity, it is possible that the population utilised in the regression exhibits unequal variance, which may lead to invalidation of the analysis outcomes (Creswell, 2015). Therefore, the study adopted a scatter plot method to test for Heteroskedasticity.

FINDINGS

On the first specific objective, the study assessed the effect of off-job training on the performance of employees of Mpanda municipal. Therefore, a 5-point likert scale questionnaire from 1 strongly disagree to 5 strongly agree was used to assess the respondents' level of agreement on the measurement of off-job training.

According to the findings, it was revealed that majority of the respondents agreed that there are frequent seminars at the job. This was evidenced from the responses where a mean of 4.34 indicating that majority of the responses were under agree and strongly agree. This also resulted to a standard deviation of 0.939 implying that majority of the responses were close to the mean. Also, the findings revealed that there are frequent workshops at the job. This was because most of the respondents agreed and strongly agreed resulting to a mean of 4.28 and a standard deviation of 1.049 indicating that data were not far spread from the mean.

Findings also revealed that majority of the employees often attend short courses at the job. On this, most of the respondents agreed and strongly agreed resulting to a mean of 4.32 and standard deviation of 1.078. Moreover, a mean of 4.41 was also

reported from whether There are regular training programmes at work. Therefore, majority of the respondents agreed on the fact. A standard deviation of 0.980 was also produced to indicate that majority of the responses were around the mean. The descriptive statistics on farmers participation in research are indicated on Table 4.2 below;

Table 4.2 Descriptive Characteristics on the Effect of Off-Job Training on the Performance of Employees

Statement	N	Min.	Max.	Mean	Std. Dev
There are frequent seminars at the job	188	2	5	4.34	0.939
We have frequent workshops at the job	188	1	5	4.28	1.049
We often attend short courses at the job	188	1	5	4.32	1.078
There are regular training programmes at work	188	2	5	4.41	0.980

Source: Research Findings (2023)

Model Summary

The model generated a joint correlation of 94.5% ($R = 0.945$) for all three independent variables to be correlated with one another. This indicates that there is an 94.5% joint correlation between the variables that are independent of each other and the variable that is being studied. The model also explains 89.2% ($R \text{ Square} = 0.892$) of the variation in the dependent variable, as shown by the model summary.

The findings are displayed in Table 4.8

Table 4.8 Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.945	0.892	0.891	0.31240

Source: Research Findings (2023)

ANOVA

To determine whether the model adequately accounts for changes in the dependent variable, the analysis of variance test was used. A p-value of less than 0.05 indicates that the model is suitable for the task of explaining the variance in the employee's performance because it was evaluated using a significance threshold of 0.05. The results showed that the P-value for the ANOVA test was calculated to be 0.000, which is less than 0.05. This suggests that the model was effective in significantly explaining the dependent variable, employee's performance. The results are shown in Table 4.7 hereunder;

Table 4.7 Model Goodness of Fit Test

	Sum of Squares	df	Mean Square	F	Sig.
Regression	148.967	3	49.656	508.799	0.000
Residual	17.957	184	0.098		
Total	166.924	187			

Source: Research Findings (2023)

Linear Regression Coefficients

The model produced the regression coefficients which indicate the extent at which independent variables influence the dependent. According to the findings, Off-Job Training has a positive and significant impact on employee's performance with a regression coefficient of 0.361 and a p-value of 0.000.

Linear Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.035	0.113		-0.309	0.758
Off-Job Training	0.361	0.048	0.364	7.513	0.000

Source: Research Findings (2023)

DISCUSSION

On the first specific objective the effect of Off-Job training on the performance of employees of Mpanda Municipal was assessed. Findings revealed that off-job training has a positive and significant effect on employee's performance with a regression coefficient of 0.361 and p-values of 0.000. A regression coefficient of 0.361 indicates that an increase in one unit of off-job training leads to 0.361 units increase in the performance of employees. The findings were similar to those obtained by previous researchers. In Tanzania, Licombe (2018) found that 60% of workers strongly agreed that training increases staff motivation in a study on the effects of training and development on employees' performance. Training boosts employees' dedication and motivation, which ultimately improves their performance (Gachengo and Wekesa, 2017). Moreover, Ngwasi (2022) conducted research on the impact of off-the-job training on worker performance in Tanzanian local government agencies. A case study was used as the research strategy. The study's conclusions showed that SMC employees were motivated by off-the-job training, which also helped them advance their knowledge and abilities and foster a sense of teamwork. Also, using quantitative research techniques, Nwali and Adenkule (2021) assessed the effects of training and development on worker performance. According to the study's findings, both on-the-job and off-the-job training are beneficial in raising employee productivity, and training and development not only expands workers' skill sets but also serves as a source of motivation for them.

CONCLUSION

Off-job trainings are important for enhancing employee's performance. When employees get off-job trainings such as seminars, professional development and

workshops; the process enhances their productivity and therefore, improve the performance of employees.

RECOMMENDATIONS

First, more off-job trainings are needed for improving their performance. The study recommends that the Mpanda municipal council should often take employees to different seminars, workshops and professional development courses to enhance their performance.

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