

**THE ROLE OF TRAINING ON EMPLOYEE JOB PERFORMANCE IN
PUBLIC SERVICES: THE CASE OF KINONDONI MUNICIPAL COUNCIL
IN TANZANIA**

MACKLINA NICHOLAUS

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CERTIFICATION

The undersigned certifies that he has read and, at this moment, recommends for acceptance by the Open University of Tanzania a dissertation titled: “**Training And Employee Job Performance On Public Services: The Case Of Kinondoni Municipal Council In Tanzania**” in partial fulfilment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania

.....
Dr. Winfrida Malingumu

(Supervisor)

.....
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DECLARATION

I, **Macklina Nicholaus**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.



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Date

DEDICATION

To my beloved parents and brothers for making the foundation of my education and my beloved husband Andrew Chacha Phabian and my two sons Arcadius and Adrian for prayers, affection and moral support.

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First and foremost, I thank God, the almighty who has sustained my life to this point.

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ABSTRACT

The main objective of the study to investigate the role of training on employee job performance at KMC. The study has four specific objectives, first, to investigate types of training conducted by employee at KMC. Second, to examine the relationship between training and employee motivation, competence and confidence at KMC. Third, to examine the relationship between employee motivation, competence, confidence and performance at KMC. And fourth, to determine the association between training programmes and employee performance. The study involved 100 respondents from ten public secondary schools at Kinondoni Municipal Council. It includes sixty-six (66) female and thirty-four (34) male teachers. Females dominated gender respondents. This is influenced by the large number of female teachers in KMC. The study employed - method research, combining qualitative and quantitative analysis. The study found that the training program influences on skill growth, employee learning and self-direct. Not only that but also employee attitude and behavior and delegation. Apart from that, the study also found that training enhances the employee's confidences, which made employee confidence the most significant factor affecting employee', making employee confidence the most significant factor affecting, making employee confidence the most significant factor affecting employee performance. Recommendations were made where it was identified that the HRs should provide regular training for their staff and assessment should be done regularly to ensure positive feedback of training programs. Also KMC should create a desire for learning so that employees will be interested in training.

Key words: *Training, Employees, Job performance, motivation, Confidence, Competence*

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LIST OF ABBREVIATION

HR	Human Resource
OFJT	Off Job Training
OJT	On The Job Training
SPSS	Statistical Package For Social Studies

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter discuss some critical issue related to the background to the problem which give an overview of the role of training on employee performance. It also highlights statement of the problem, objectives of the study, research questions, and significance of the study, scope of the study and limitation and delimitation

1.2. Background to the Problem

The history of training can be traced to the industrial revolution in the eighteen century when technological advancements created an ongoing need for workers' training (Fejoh & Faniran, 2016). Training is a systematic approach to effecting individuals' knowledge, skills and attitudes to improve individual (Kihango, 2011). Mayo (2018) states that training provides the required skills to the employee for doing the job effectively, skillfully and qualitatively. Imran and Elnaga (2013) argued that training closes the gap between current performance and expected average performance. In that way, training helps to improve staff skills and performance (Goldstein & Ford, 2002). Improves the skills, abilities, and awareness of talented employees and is an essential source of competitive advantage in international markets identified by McKinsey (2006). Developing employees' knowledge, skills, and ability to succeed in the workplace requires a good training program that can also affect employee motivation and participation (Allen & Meyer, 1991).

Elnaga and Imran (2013) argued that organizations provide training to prepare their employees to do their job the way they want and increase the capacity their employees. Many companies, through long-term planning, invest in real estate, bring new skills related to their employees, allow them to enter unpredictable situations, and thus improve employee job performance to the maximum motivation and commitment. (Meyer & Allen, 1991). When employees realize the value of the organization to them by providing training programs, they deviate from their approach to achieving the organization's goal and demonstrate excellence in the workplace (Elnaga & Imran, 2013).

Organizations consider its employees to be the most liable asset that can repair or damage the company's health and may affect its profitability. Employees are often responsible for many important tasks, customer satisfaction, product quality and occasions (Ozoh, 2016). Without proper training, new or retired employees do not receive information and do not develop the skills to do their job well. Employees who receive proper training tend to stay longer than those who do not. Training becomes training becomes crucial in any workplace as it serves as part of employee retention. Without training, employees will have no clear idea of their roles or responsibilities (Elnaga & Imran, 2013). Employer training refers to programs that provide information, new skills, or opportunities for professional development. Companies looking for competitive advantage understand the importance of training to improve the performance of their employees.

The earlier study provides evidence of the affirmative impact of training programs on employee job performance and the organization. On the one hand, empirical evidence

has shown that effective training programs lead to higher investment returns, while other studies show that an excellent academic report achieves high levels of savings staff (Wei-Tai, 2006). The reason behind this argument is that, with the speed at which the world and technology are growing, organizations are now facing new changes and challenges. Technological advances have created requirements for the necessary skills and competencies necessary to perform specific tasks. Therefore, all organizations need a better training program to meet these challenges. Effective training programs help organizations create a more learning environment to support employees and teach them to deal with future problems quickly.

Farooq and Aslam (2011) stated that managers strive to develop the capacity of employees and create a conducive working environment within the organization. With capacity building, supervisors develop good training programs for their employees to give them the skills and capabilities to achieve organizational goals. These struggles of key players not only improve employee job performance but also create a positive image of the company worldwide (Jia-Fang, 2010). Effective training programs help employees achieve new technological breakthroughs beyond the skills and ability to perform specific tasks and avoid mistakes (Robert, 2006). Highly trained employees commit few mistakes and thus improve.

Empirical evidence indicates that training activities have been positively linked to staff performance in an organization and prepare staff to successfully carry out the mission of the organization (Goldstein & Ford, 2002). Moreover, Kihango (2011) found a correlation between companies' training expenditures and economic performance. Indeed training is beneficial to both employers and employees of an organization, and it

has been credited for its ability to revamp the performance of all the personnel for organizational growth and success; through thorough training, employees become more efficient and productive. Hence, firms develop and enhance the quality of the current employees by providing comprehensive training and development (Elnaga & Imran, 2013), employees' attitudes, and acting as a motivator (Mullins, 2005). They increase the confidence, motivation and commitment of staff; provide recognition, enhanced responsibility and the possibility of increased pay and promotion; give a feeling of personal satisfaction and achievement and prodded opportunities for career progression and improve the availability, quality and skills of staff. Training is, therefore, an essential element of improving organizational performance.

1.3 Statement of the problem

The training program is an essential tool that can never be tested directly; nevertheless, changes in attitude and behaviour may be taken as a result of the training programs (Debrah & Ofori 2006). Employee Training is key to any organization's survival, growth and success. For an organization to stay at a competitive edge needs to have an employee training program for them to perform better, updated employees in terms of knowledge, skills and techniques' through training make organizations compete with other organizations. Training makes employees perform their duties efficiently and according to the organizational needs (Elnaga & Imran, 2013). Training and development programs were found to strengthen skills, skills and capacity to perform specific tasks (Elnaga & Imran, 2013). A good training program is essential in the process of in improving organizational performance. With advances in the modern

world, it has become essential to invest in training. Thus, staff training and development role cannot be overstated (Nassazi, 2013).

Employee training is based on the fact that employee skills must be improved for organizations to grow. Employee job performance depends on many factors, such as knowledge and management, and job satisfaction, not to mention the relationship between training, job performance and employee efficiency (Amisano, 2010). From a skills perspective, training is the main characteristic of individual performance. It is emphasized that training improves knowledge, skills, abilities and competencies and, ultimately, staff performance and productivity in organizations (Cole, 2004).

Despite the established evidence and existing publications which confirms the effectiveness of employee training and development on the organization's performance some organizations have not been able to integrate training and development into organizational systems. Such a situation has resulted in having to have a less significant contribution of training and development to the performance of many organizations. The majority of government, private organisations and international organizations recognize the importance of training to increase employee productivity. Regardless of the benefits vested in training, it is surprising that when the economy slows and profits decline, many organizations cut their training budgets. This leads to low employee performance and high job turnover, which increases the cost of hiring new employees. This study examined the role of employee training and performance at Kinondoni Municipal Council (KMC) in Tanzania. Especially by going beyond mere training and performance, expanding the study on issues related to employee motivation, competence and confidence towards employees' performance.

1.4 Research Objectives

1.4.1 General Objective

The study's main objective was to investigate the role of training on employee job performance at KMC.

1.4.2 Specific Objectives

The specific objectives of this study will be as follows:

- i. To investigate types of training programmes conducted by employee at KMC.
- ii. To examine the relationship between training and employee motivation, competence and confidence at KMC.
- iii. To examine the relationship between employee motivation, competence, confidence and performance at KMC
- iv. To determine the association between training programmes and employee performance.

1.5 Research Questions

- i. What are the types of training programs provided by Kinondoni Municipal council?
- ii. How training enhance employees' motivation, competent and confidence in the job at KMC
- iii. How motivation, competence and confidence enhance employee job performance at KMC
- iv. To what extent do the training programmes influence employee performance?

1.6 Significance of the Study

The study is significant to the KMC, its employees, partners and the private sector. It will help them understand and appreciate the impact of employee training and development and how it affects organisation performance, thus designing proper training and development programs. Also, the study's findings serve study's findings serve as a stepping stone for future researchers on similar topics by suggesting areas where further studies need to be conducted on the issue of employee training and development.

1.7 Scope of the Study

The study was conducted of ten selected within Tanzania based in Kinondoni Municipality. The study cover ten selected public secondary schools by assessing the role of training on employee performance. The reason for choosing public secondary schools is that, the government put a lot of efforts to enhance teachers performance and provide facilities purposely to improe performance. So it was is easier for researcher to get needed information to fulfill task.

1.8 Limitations of the study

Lack of funds to cover a big area of could help to include several teachers and other KMC departments apart from the secondary department. This forced me to use the most straightforward transport (Bodaboda) to reach the schools during data collection. The study involves only four schools out of 25 schools at KMC. I advise future studies to go deeply into other KMC departments for research about training programs for better result.

Not only that but also, the response rate was expected to be low in some cases due to respondents being in a hurry and sometimes occupied with their activities in the office and others were not present at the office during the time the researchers required the information.

1.9 Delimitation of the study

In order to avoid above mentioned limitation, the following measures were taken by the researcher to overcome the limitations. Each respondent was informed about the study's purpose, significance and benefit to an individual and the organization as well as other private sectors at large. The researcher also explained to the respondent the privacy of the information they provide sets them free during information provision. In order to maintain privacy and secrecy, the names of all respondents were not taken in any form.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to training and employee job performance. The effectiveness of training will be discussed in relation to employee motivation, competent and confidence which enhances performance. The chapter discusses the Theoretical Literature Review, Empirical Literature Review and Conceptual

2.2 Theoretical Literature Review

Many earlier studies provides evidence of the affirmative impact of training programs on employee job performance and the organization. The researchers has developed a lot of theories that help to explain the issue of training and performnace. The theory that guide this study is Donald Kirkpatrick theory(1959).

2.2.1 Kirkpatrick theory

The idea of delivering training to the organization has been noted from the view of Kirkpatrick. Donald Kirkpatric had proposed the theory of effectiveness evaluation which is most well-known theory and widely uses model since 1959. This is the earliest mode to evaluate training effectiveness. The model was then updated in 1975 and again 1994, evaluating training programs according to the model includes four levels which are; Reaction, Larning, Behaviour and Results. In this theory Kirkpatrick noticed tha the four- levels.

Training evaluation can help someone objectively analyze the effectiveness and impact of training in the future. This implies that in order to develop employee performance in secondary schools teachers it is necessary to train them.

According to Kirkpatrick(1975) Level 1; Reaction measures how trainees reacted to the training. This means its important to measure reaction because it helps to understand how well the training to school teachers in secondary schools receive training and compatanace gained to perform their task well. Kirkpatrick(1975)

Level 2, measures what trainees have learned. How much their knowledge increased as a results of training? This stage is very important in evaluating teachers by looking their performance in their school after training. Kirkpatrick(1975) when planned the traing section, it helps to measure learning in different ways depending on the objectivs and depending on whether ones are interested in changes to knowledge, skills or attitude. It is important to measure this because knowing what the trainees are learning and what aren't helping in organization to improve future traning .

Level 3: Behaviuor and Level 4: Results by Kirkpatrick(1975) indicated that it is important to evaluate how far trainees have changed their behavior, based on the training they receied. Specifically , this looks at how teachers apply the knowledge in teaching and learning process. Basing on the Results it is important to analyze the final results of training. This includes outcomes tha organization has determined to be good for business, good for employees, or good for the bottom line. However in this study there is a positive correlation that has been found between an individual's performance.

According to Kirkpatrick, measuring reaction is important for four reasons. First, it allows for suggestions on improving the program in the future. Second, it is a way of informing the trainees that the trainers are there to help them to do better job. Third, it allow for collection of quantative data for managers. Fourth, it helps in collecting quantitative data for trainers to use in the future. According to this perspective, it is important to train school teachers in four domains in order for them to become effective.

2.3 Definition of the Key Terms and Concept

2.3.1 Employee Performance

Armstrong (2014) defines performance as the development of quantified objectives. Performance is but what they achieve and how they achieve it. Performance is also defined by Sultana et al. (2012) as the achievement of specified tasks against predetermined or identified standards of accuracy, completeness, cost and speed. High performance is a step towards the achievement of organizational goals and tasks. Platt and Sobotka (2010) assert that employee performance is the combined result of effort, ability and perception of tasks. The factors that affect individual performance are motivation, ability and opportunity to participate (Armstrong, 2009).

2.3.2 Motivation

According to Re'em (2011), motivation is coined from the Latin word *motus*, a form of the verb *movere*, which means to move, influence, affect and excite.

Motivation, by definition, refers to what activates and directs human behaviour and how this behaviour is sustained to achieve a particular goal. Also, it can be defined as the set

of processes that arouse, direct and maintain human behaviour towards attaining some goals. Jones (1955) argues that “motivation is concerned with how behaviour gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organization while all this is going on.

Dessler (2001) also defined motivation as the intensity of a person’s desire to engage in some activity. Motivation can be intrinsic or extrinsic. Extrinsic motivation refers to the external factors which can be measured in monetary terms, e.g. salary and benefits, promotion and disciplinary. Extrinsic motivation has an immediate and powerful effect but does not last long. Intrinsic motivation refers to external factors, e.g. responsibility, freedom to act, scope to use and develop skills and abilities and challenging work and opportunities for development. Intrinsic motivation lasts longer since they are concerned with quality of working life. Motivation can therefore be classified into financial and non-financial.

2.3.3 Training programs conducted for employees

Laird and Schleger (1985) defined training as an experience and a discipline that causes people to learn new determined behaviours. In addition, training is a method used to give employees the skills demanded in performing different tasks at their workplace (Dessler, 2005). Training is also described as a learning process that enables participants to gain the necessary skills, experience and attitudes to accomplish tasks and achieve the organization's objectives (Mathias & Jackson, 1998). In addition, training is a planned, organized form of knowledge and skills to function appropriately (Gordon 1992).

Kourtesopoulou and Kriemadis (2008) in their study describe training and development as the heart of an organization that seeks continual growth and improvement. It is a

process of learning provided to new and existing employees acquiring knowledge and technical skills, and developing attitudes of behaviour in order to be more effective in their job.

Milhem, Abushamieh and Arostegui (2014) asserted that training and development refer to the obtaining or transferring of knowledge, skills and abilities processes needed to carry out specific functions; so, the benefits of training and development both for organization and individuals are strategic and hence much broader.

There are different types used to train an employee in organizations. However, all types aim at modifying or changing an employee's attitude, skills and knowledge to modify or change an employee's attitude, skills and knowledge within the organization.

Rolhwel & Kanas, (2014) categorized the types into two, which are On-the-job training (OJT) and Off-the-job training (OFJT). OJT is carried out in the work places during the working day, and OFJT is carried out off-side and off-line. Within these two types of training there are many ways of implementing training. Many others call these methods of training, including seminars, discussions, lectures, presentations, and so on.

Lastly, training is a process that makes an employee, comfortable and able to perform different works which are very important for business's success. Training is linked to the performance of staff and retention. Furthermore, workers cannot meet their high production standards and will be available only if the staff is adequately trained. Poorly trained staff eventually leads to poor performance and severe errors (Becker 1993). In this study, training is also defined as an organized process that allows workers to gain knowledge, skills and experience necessary for the organization to achieve predetermined objectives.

Legal compliance, is an unglamorous but necessary essential reason for training. It includes sexual harassment, security awareness, accounting and tax regulation, confidentiality (company/patients/customer records), hazardous waste handling and disposal, appropriate use of e-mail and other company resources and more; and team building - team-oriented training can enrich the corporate culture and foster team spirit. Most employers understand that good employee training is essential for an organization's success.

Training topics that can boost compliance may include general skills such as literacy, discrimination, technical skills, and orientation about the organization, as well as programs designed to prevent lawsuits, audits, and fines, such as sexual harassment training, safety training, and ethics training. No matter the type of industry, legal and regulatory compliance is essential to protect the organization and its employees.

2.4 The relationship between training and employee motivation, competence and confidence

2.4.1 Training and employee motivation

Different author's Different authors have discussed training and motivation. Different authors discussed training and motivation; Shirsath and Sharma (2014) in their study argued that internal training could be perceived as a motivation for personal development, which leads directly to an organizational development. Because business and organization benefit significantly when it encourages employees to learn and generate knowledge. The result is job satisfaction, increased level of performance and successful business. Gullu (2016) found that training and development programs

positively impact employees' motivation in the banking sector. The research colludes that if the organization has good training and development programs for employees can enhance the motivation of the employees ,which is helpful in an increase in the motivation of employees as well as of an organization. In a related study, Twumasi (2018) also agree that there is a relation between training and motivation to the employee's performance; his study revealed that regular training of the employee boosts their motivation to show outstanding commitment to the work. So one key factor employee motivation is training.

In general, there are three critical elements in defining motivation: intensity, direction, and long-term (Robbins, 2003). Intensity is related to how hard a person attempts to perform the task. Direction would consider channelling the quality and intensity of efforts to a target that is profitable to an organization. Meanwhile, long-term indicates the persistence of individuals to be motivated to stay for an extended period to reach the target. Motivation is a process that stimulates a person for something they want and is related to one's willingness, and hard work to achieve the Organization's goals that are stimulated by incentives or something perceived to be an incentive if it could help them achieve the goals (Kumar et al., 2003). Motivation pushes someone to act or behave and makes a person start, execute, and maintain certain activities (Hanafi, 2003 in Subari, 2014).

Motivation is the force that activates behaviour and goes directly to a destination than others (Likewise in 1997, James et al., 2008 Subari in 2014). It is also a process which determines individuals' direction, intensity, and persistence in an attempt to reach the target (Robbins, 2003), beginning with the physiological deficiency that drives the

behaviour or the motivation to reach a goal or gain incentives (Luthans, 2005). Some of the above definitions generally share the same topic concerning how individuals work to achieve goals through hard work and incredible perseverance. From the literature study, the history of motivation can be traced back to the era of Taylor (1911) known as Tyrisism, until the era of McClelland (1975) and his theory of Need for Achievement. Taylor (1911) said that money motivates someone to do a job.

Meanwhile, Mayo (1933) revealed that motivation is associated with money and social needs. In formulating the theory of motivation, Abraham Maslow (1943) defined basic human needs into five levels (psychology, security, social, awards, and self-actualization). The theory is widely referenced and simplified into a motivational theory that talks about three aspects, Existence, Relatedness, and Growth (ERG) that possess the same substance as the theory of Maslow. Mirray (1938) introduced the theory of Needs and Presses that humans have twenty different needs; satisfying one's need will stimulate other needs. Herzberg (1968) introduced a two-factor theory describing the concept of motivator, namely encouraging interest and demotivators, which tends to be avoided at work. The last and latest generation is the theory of needs by McClelland (1975), which divides human needs into three, namely the Need for Power, the Need for Achievement, and the Need for Affiliation.

The core of the Need for Achievement (N-ach) concerns the issue of excellence, competition, challenging goals, persistence, and difficulties. Moreover, the characteristic of motivation for achievement (Subari, 2014) includes: working harder and more persistent to complete the task; following up negative feedback positively and effectively willing to neglect temporary things for long-term goals; having a

competitive advantage; the need to keep being high achievers; accepting responsibility; self-organizing to achieve the realistic goals; being positive in responding feedback; achievement is everything; carrying out the duties diligently with hard work; and having good relations with superiors and subordinates.

In measuring employees to make achievement, McClelland argue employees' motivation level to make achievement, McClelland argues that employees' motivation level to make achievement should be based on the characteristics of individuals with high N-ach. McClelland's opinion was supported by Lussier and Achua (2010). Other opinions suggest that measuring the motivation for achievement refers to the characteristics of individuals with the N-ach, including taking responsibility to solve problems, setting up moderate responsibility, and showing the need for speed (Hanafi, 2003; Subari, 2014).

2.4.2 Training and Employees' confidence

There exists a link between employees' training and confidence. According to Twumas, (2018) the study's findings revealed that training employees will first boost their motivation and confidence to perform their work perfectly. On the other hand, Adriansyah and Ratnasari (2014) Self-confidence negatively impacts performance. This indicates that building confidence should be done by everyone and should be followed by developing other social skills. It also asserted that, learning and maintaining skills could boost employees' confidence. With greater confidence, they will enjoy a greater sense of value and enthusiasm on the job. This often translates into increased productivity.

2.4.3 Employees' training and competent

Training can leads someone to be competent for what he performs. In their study, Huang, Fang and Yang (2017) revealed that there is a significant impact on professional competency, technical competency and core competency on the relationship between training and task performance. Ferdinand's and Kuhuparuw (2014) asserted that training and competence a significantly affect organizational commitment at PT Bank Danamon in Ambon City.

The background that supports the Organization and the industry to begin focusing on competence is based on several issues, namely: Organization issues and employee issues. Thus, competence is still considered significant in the industrial scenario (Gupta in Subari, 2014). Previous experts agree that competence Affects performance (such as Boyantzis 2008, Palan 2007, & Gupan; 2011). Although competence within the framework of science is still relatively new and open to debates, it is indeed seen as important. Competence is the ability to execute a work based on the knowledge, skills and attitude to work. With competencies, an individual will be able to carry out the work responsibly and effectively responsible and effectively, so that the quality of their work increases and they can deliver impressive performance. The results of McClelland (1978) point out that competence is a fundamental characteristic attached to a person and directly affects performance or could predict better performance.

Achievement of outstanding work performance of an individual (Wibowo, 2007) is effects by: (1) Knowledge, skills, and attitudes; (2) Work style, personality, interest, attitude and leadership style. From the viewpoint of Spencer and Spencer (1993), competence shows a person's basic characteristics and indicates how to behave or think,

adjust to a situation, and support the person for quite an extended period. According to the descriptions above, competence is inherent in one's self from the knowledge, skills, attitudes, and behaviours to play a role in the real life successful.

Competence can be divided into several levels, namely: Core competencies, related to the Organization's strategy so all employees must own it; Managerial competencies, reflecting managerial activities and performances required to do certain roles, and Functional competence, which describes the capabilities to do a particular role and usually associated with professional or technical skills. In terms of individual performance, competent individuals show several traits, namely having full and proper capabilities, being productive, creative and innovative in ensuring product quality at the right time with minimum effort without stress (Gupta, 2011).

Employees in the competition are fundamentally different from general employees in terms of work performed. Hence, competencies and performance share a similarity (Palan, 2007). The viewpoint of Gupta and Palan above is in line with the opinion of Rothwell and Kanaza (2003) that competence is associated with performing the work not only stated in the job description; it is indeed competence that will lead to success in work. Hayton and Kelly (2006) in Subari (2014) explained that competence focuses on a specific job, and that means the competence measurement will focus on the type of associated work. Parry (1998) proposed four clusters in identifying and measuring core competency: administration, communication, supervision, and knowledge. Meanwhile, Palan (2007) observed individual competence based on several aspects, including knowledge, skills, concepts of self, values, personal characteristics, and motives.

According to some of the views above, it can be restated that measuring the level of employee competence might involve a variety of parameters, including Knowledge, the employees understand the task description, performance targets, and the problems faced by the Organization; Skills, skilled employees could perform on their duties well; Ability, employees, can run the duties, being able to cope with the problems, and able to cooperate; other characteristics; having a vision in work and sticking to integrity principles, and Compliance between the background and the associated job.

2.5 The relationship between employee training, motivation, competency confidence and performance

There is a link between training, motivation, competence and confidence of an employee in performing a task given, employee training creates motivation, improve confidence and improves competency, which leads to improvement in the performance, and there is huge difference between the trained employee and untrained employee. Most of the previous studies prove that Adriansyah and Ratnasari (2014), People who are confident about their in their abilities and have realistic expectations, even if their expectations are not realized, stayed positive and can accept them.

Wright and Geroy in Matlokoa et al. (2018) Argued that effective employee training enhances employee performance not only by making employees competent effective employee training enhances employee performance by making employees competent and improves their knowledge, skills, abilities and attitudes. Therefore the improvement in all aspects (including competencies) on the part of an employee enables them to perform their work effectively and efficiently.

In a related study, Mlingi et al. (2012) examine the relationship between on-the-job training and employee performance in Courier Companies in Dar es Salaam, Tanzania. In this study, the conclusion revealed that on-the-job training to a considerable extent leads to an improved employee's performance but still it is not the sole factor that leads to good performance rather it is a combination of factors and the rest of the factors are working environment, employees skills and knowledge, motivation and rewards, communication flows and organization culture.

In another study, Abomeh and Peace (2015) study the effect of training on employee's productivity in the Nigeria Insurance Industry. The study showed that employee productivity was varied based on the training given to employees to handle responsibilities in the organization, and employees showed better performance when trained. Furthermore, training had a relationship with employee productivity.

2.5.1 The Association between training programmes and employee performance

Performance is the result of work that is closely related to the objectives of the Organization and consumers, contributes to the economy (Armstrong & Baron, 2009), records the functions of work during a certain period (Bernardin and Russel, 2003), which result can be measured (Whitmore, 1997), can be compared with the predetermined targets (Cushway, 2002) of what is done or isn't done by the employees (Mathis & Jackson, 2004). In other words, performance shows the process of performing on a required job, whatever is done, and how the employees do it for a certain period. Good performance management will bring benefits to the employees and the organization (Ruky, 2009 in Idris, 2014) in the form of increased achievements; encouraged productivity; developing of a personality; becoming the basis of

development and training programs; being the basis of setting compensation, and allowing employees to express their feelings. In order the performance management can create benefits, the actors must look at the principles of management while considering the supporting factors and performing measurements periodically.

Principles in preparing good performance management programs (Wibowo, 2008) include: drawing up strategic planning; starting measurements; conducting persistent performance improvement; implementing development building work culture; and consensus, cooperation and two-way communication. The factors encouraging performance management (Kreitner & Kinicki, 2009) involve Ability, potential, reality; and Motivation for work. Parameters of individual performance measurement can be practically evaluated (Campbell, 1990 in Woods et al., 2010 in Subari, 2014), including: Adequately meeting specific and non-specific tasks and duties; Spoken and written communication skills; Showing effort; Maintaining self-discipline; Maintaining the performance management; and management and administration.

Brown (2008) defined job performance as a person working with a view that they do these tasks. Hersen (2004) defined job performance as the employee works level which evaluated the issue of the outcomes of the behaviour of the work as the volume of sales, the number of sales and also for behavioural tests that may include communication-related to work, decision, solve the problem and other skills.

Baldwin (2008) describes employee performance as the achievement of actions efficiently and effectively to achieve the targeted goals. Afshan Sultana et al. (2012) defined performance as the success in pursuing the specific tasks measured against pre-determined standards or recognition for accuracy, completeness, cost and speed.

Employers' performance can be demonstrated by the best production, ease of use of new technologies, compelling and motivated staff. Job performance is directly related to the level of energy and specific form of action characterizing a worker's behaviour to the extent that motivation raises a worker's energy and shapes an appropriate behavioural pattern (Douglas et al., 1987)

Practical training is always aimed at refining the performance of the work-staff at the organisation by creating a gap between required performance and current performance. It can be provided in different ways like teaching and consultation, partners 'interactions and helpers' support. This will encourage the full participation of the workers in performing different activities for the better performance, thus improving the organisation's performance.

Training programs are not only for employees development but also for the better use of the organisation's human resources, which helps to gain a competitive advantage. Therefore, is crucial for an organization to an organization must develop training programs for its staff to improve their skills and competencies needed in the workplace (Jie & Roger, 2005).

Training is not only the capacity of an employee, but it improves his thinking and creative skills to make better decisions on time and better (David, 2006). In addition, it also enables employees to work effectively with the client and respond to their complaints quickly (Hollenbeck et al., 2004).

Training develops self-effectiveness and leads to better work performance (Svenja, 2007); replacing traditional work positions and work-related practices (Kathiravan,

Devadason & Zakkeer, 2006). It is about improving skills needed to achieve the organization's goals. Training programs can also help employees reduce their concerns or frustration because of work at work. Employees who feel unable to work at the level of performance often decide to leave the company (Chen et al., 2004); otherwise, staying home will not be able to weaken efficiency (Kanelopoulos & Krivos, 2006).

The most significant gap between the skills is needed and those of the work, more than the refusal of staff. Rowden (2002) shows that training can also be an effective tool to improve job satisfaction, as the best performance of the employee results in management appreciation, making it more efficient and training at work. According to Rowden and Connie (2005), trained staff can meet customers and (Tsai et al., 2007), staff who attend training programs have a high level of satisfaction and high performance. A trained staff demonstrates a high capability of handling duties and creativity in fulfilling their responsibilities in any working environment.

According to Torrington and Hall (2008), in most cases, training is intended to bring about changes by employees gaining new skills, knowledge, and attitudes which in the end aim at improving employee performance and eventually meeting organizational objectives. According to Bramley (1991), Organizations need to conduct training to achieve the following; new employee orientation - here, training provides the new hires with opportunities to learn about their new company and acquire job-specific skills. This is typically a combination of skill development and authentic learning.

Performance improvement organizations are committed to continuous improvement and innovation. Organizations focused on performance improvement invest in training for their employee's personal development and improve their skills for better job

performance. many studies examine the relationship between training and employee performance worldwide. Among those studies is the study of Motlokoa et al. (2018) studied the impact of training on employees' performance in banking sectors in Lesotho. The results of the study revealed that most of the respondent (61%) linked training to improved employee performance in the banking sector in Lesotho. In addition, the findings further showed that training positively affected employees' motivation and increased job satisfaction among the employees at the commercial banks in Lesotho.

In another study, Abomeh and Peace (2015) findings indicate that training positively affects employee productivity in Nigeria Insurance Industry. The study showed that employee productivity was varied based on the training given to employees to handle responsibilities in the organization, and employees showed better performance when trained. Furthermore, training had a relationship with employee productivity.

2.6 Empirical Literature Review

Results of Farooq and Aslam (2011) there is a positive correlation between job training and employee performance. Therefore, they conclude that the company can't get the best benefits without the best use of its resources, and it can only happen when the firm can meet the work demands of the employee at the right time. Training is the only way to identify the need for the unemployed and then build the level of ability they need to do well to achieve the organisation's goals."

As Harrison (2000) showed, training learning affects organizational performance by improving employee performance and is considered an essential factor in achieving

business goals. However, implementation of training programs to solve performance problems, such as creating a gap between ordinary and reality.

Hamid (2011) researched the effectiveness of training programs of the US Tourism Development Agency (UPSTDC), a survey conducted in India. Research shows clearly that training programs are rarely in the company, and those which organized by the company are not well organized and are no uniform training policy; that is the reason to decide whether the process will bring more worth to the company by guaranteeing the most significant opportunities offered to increase the talent of the employees as staff to increase their contribution to the company's goals.

Since the organisation's economic development is the same as the number of skilled workers, the organization is developing a rapid development road. If you're just starting your job, you will need to work from the ground up. In this case, training becomes essential. Employees who not properly trained for their jobs are much less likely to excel, which means the business slows down. Training prepares employees for all experiences and gives them the confidence and know-how to get the job done right.

Fey et al. (2000) researched the impact of the performance of employees, and the results show that there is a good relationship between the provision of the training program and the performance of the organisation in Russia.

This suggests that staff development and management were closely linked to organizational performance. He also added that employees could focus on staff development and work security with high corporate responsibilities. Providing funding for workers' training programs can also be necessary for Western organizations struggling to get a competitive edge through the products and services above, some

characteristics that have never been too high alert during the previous planned economy. Banna (1995) investigated the extent to which the most critical human resources, staff salaries and training were done in local government institutions. It was found that the board was very much investing in its human resources because it had no work training program and very few staff had training opportunities outside their work. The study attempted to fill the gap by focusing on how the training is presented to the organization.

The aim was to see if training opportunities affected work performance in achieving the organization's objectives and the meaning of training for future organizations. Training must change the trainee's mindset and attitudes; this goes together with enacting new ways of doing things for the company. A trained person bears new ideas and more effective ways to execute things, which adds up to production efficiency.

Adongo (2013) observed that many organizations ignore the importance of training, which causes high sales, increases the cost of hiring new employees, and ultimately reduces corporate efficiency. The study was taken at Telkom Orange Kenya, and the results pointed out that the provision of the training program made the workers feel motivated, encouraging many participants in training programs. Training updates workers' understanding and approaches to conducting different things on their daily conduction of different things.

Nyokabi (2014) stressed that training is essential in developing new or current staff skills for good performance. The study was taken at the liquid development company in Nairobi, which explains the relationship between training and the performance of employees. The results show that training is vital for the organization and employees'

performance because it improves performance, encourages employees and builds their faith. The employees should gain skills and knowledge that are essential for them to improve their performance.

Elnaga and Imran (2013) studied the impact of training on employee performance and recommended improving staff performance through excellent training courses. The authors seemed like workers with the flow of business blood. The company's success and failure depend primarily on its employees' performance. As a result, key managers must realize the importance of investing in training and development to improve staff performance.

The study includes qualitative research techniques. It examines the features of the literature and several case studies related to the importance of training to improve staff performance. In addition, the theoretical analysis is also part of the research which examples of development, training and development of staff, several training programs and development and the impact of these programs on employee performance have been considered.

2.7 Conceptual Framework

The employee is an essential element of the organization, and the failure and success of the organization highly depend on staff performance. As a result, organizations are investing large amounts of teaching staff. This study identifies the critical criteria associated with work training and staff performance. The researcher has developed a model that describes the relationship between employee training (learning staff, skills development, self-esteem, and staff perceptions) and variation in staff performance. The performance of employers will affect the organization's effectiveness.

The proposed model has been designed according to the study of the former research labels conducted as part of various training programs and staff performance. The proposed model is designed by us and describes the relationship between training and employees' performance

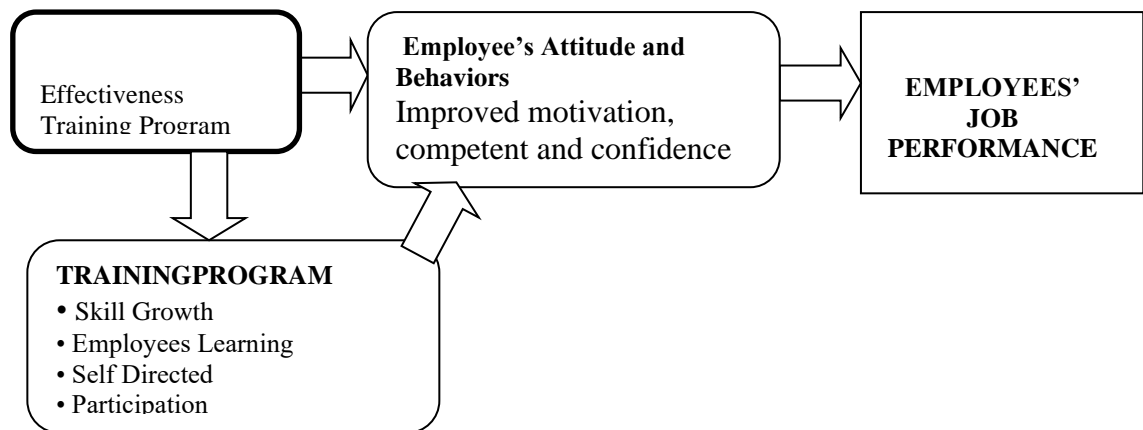


Figure 2.1: Conceptual Framework

In this framework, an effective training program has an effect on employee's skill growth, employees learning, and employee's self-direction as well as make an employee participate in many other activities. Likewise, effectiveness training lead to improvement in the employee's attitude and behaviors which can improve motivation, competence and confidence hence increase employee's job performance.

2.8 Research Gap

Different kind of literature indicates that most of studies on training and employees performance were conducted in western context. The existing scant literature for Tanzania context on the area of training and its effect on employee job performance indicates that there is a relationship between job training and employees performance in Courier companies in Dar es Salaam (Mlingi, Komba & Jagero 2012); Factors

Inhibiting ,compelling staff training cases of Temeke Municipal and Kisarawe District Council hereby findings indicates that the poor fund allocation affects the provision of the training to the employees (Kihonga, 2011), however, there are no studies which focused on how training can motivate, make an employee confident as well as competent to their job.

So this study aims to uncover how employee training can act as a catalyst for employee motivation, confidence and competence in their job, which in turn brings about employee and organizational performance at Kinondoni Municipal Council.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discuss the research methodology by presenting the explanations on how the findings of the study obtained. The chapter generally describe the research approach, research design, study population, sampling and sampling techniques, sample size, data collection method and instruments, data processing and analysis plan, and Reliability and Validity of the study.

3.2 Research Approach

Choosing a specific methodology is based on its suitability to answer the research questions (Bryman, 2000). Quantitative research is based on the measurements and the analysis of a causal relationship between variables (Berg, 2001). Based on the above facts, this study employed mixed-method research, combining qualitative and quantitative methods. Mixed-method research involves collecting, analyzing and interpreting quantitative and qualitative data in a single study or a series of studies investigating the same underlying phenomenon (Leech & Onwuegbuzie, 2007). The reason for using this approach is because the approach captures both quantitative and qualitative approaches, which help to present a descriptive explanation of the situation of the current problem. Creswell (2003) used a mixed approach in which the researcher tends to base knowledge claims on pragmatic grounds. Using a mixed approach allows each approach to contribute knowledge to understanding the research problems.

3.3 Research Design

Research design is conceptual within which research is conducted; it constitutes the blueprint for collecting, measuring and analyzing data (Mbogo et al., 2012). In this study, the descriptive research design was applied to assist the researcher in obtaining complete and accurate information. A descriptive research design was employed in this study because it facilitates a clear understanding of the characteristics associated with a subject population. It involved the observation and description of variables as distributed in the population, with the fundamental goal being collecting information about phenomena or variables within a population through questionnaires.

3.4 Research Area

The research was conducted at Kinondoni Municipal Council in Tanzania. This is among the five municipalities in Dar es Salaam Regions, which was established first as District in 1972 following the introduction of the decentralization policy in Tanzania. It is Kinondoni because of number of factors. First, it is in Dar es Salaam that a convenient sample of secondary teachers can be selected; second secondary schools are well developed in the city than elsewhere in the country. Another reason is that there are more employees in the city than elsewhere and a large number of teachers than elsewhere. The last reason is that at Kinondoni Municipal there are many government schools compared to other municipalities in Dar es Salaam. Kinondoni represents other areas in Dar es Salaam and in Tanzania.

3.5 Research Population

According to Omary (2011), a population is the totality of any unit group with one or more common characteristics that are of interest to the research. The population may be

all the individuals of a particular part or a more restricted part of that group. The Kinondoni Municipal has a total of 3500 employees from different departments, including Primary Education, Secondary Education, Health and Cleanliness, Agriculture and Livestock, Leadership and Administration, Finance, Development and Social Welfare, Planning and Coordination and Works and Fire Rescue.

3.6 Sampling and Sampling framework

Omary (2011), a sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is carefully drawn. They are chosen systematically or randomly to minimize chance errors, and probabilistic reasoning involved in generalizations can be utilized. A sample size of 100 respondents was taken in this study.

3.6.1 Simple Random Sampling

According to Kothari (2004), simple random sampling is a technique in which all possible combinations of the related subjects in the targeted population to be studied have the same chance of selection. (Kothari, 2004).

The study used this technique to select employees to be included in the study. Teachers were selected to be included in the sample through simple random sampling. The process was that equal size twenty papers were cut from each paper, and ten pieces of paper were written. Pick *me*; the remaining ten pieces of paper were written, *do not pick me*. All papers were rolled to hide their identity. Each teacher was asked to choose one piece of paper; those who picked *me* were respondents to this study. This was done for

all ten schools and made 100 respondents to the study. This technique is appropriate in this study as it is free from classification errors. Also, the sample was free from Bias."

3.6.2 Purposive Sampling

Kothari (2004) asserted that, purposive sampling is a type of sampling technique that involves the purposeful selection of a particular population unit to constitute a sample unit, representing a universe. Because of their position and responsibilities at school as the leaders of the schools, ten heads of schools were included in the study. These heads of the school are essential as far as the study is concerned because they provide more information according to their positions.

3.7 Data Collection Methods and Instruments

In this study, data was collected using interviews, questionnaires and documentary reviews to get the data required. Data was obtained from primary and secondary sources. Instruments used were questionnaires and interviews as primary sources, while secondary sources used were documentary reviews (collecting data from the internet, journals and books).

3.7.1 The Questionnaire

This is a prudently designed and data-gathering tool where questions or written information related to research objectives have been used to obtain information from respondents. This tool allowed the researcher to collect accurate and reliable data and set a time for data collection as a large sample was involved in the study in a short period. In this study, the questionnaire was used to collect information on the effect of the training on employee performance. The questionnaire was designed and presented to

100 teachers to fill as the respondents. Questionnaires are practical. This method was chosen because it offers a quick way to get results, comparability, accessible analysis and visualization, and questionnaires offer actionable data and avoid dishonest answers and unanswered questions.

3.7.2 The Interview

Interviews are oral interactions stuck between the respondents and the researchers. The core benefit of the interview is that it can help pay for some of the problems related to the questionnaire and provides a higher response level than the questionnaire (Kothari, 1992). There are various forms of interviews: unstructured, semi-structured, and structured. The interview was applied to the sample chosen that had information about the training programs and staff performance in public service. This helped the interviewer get more information, which would be impossible if another method had been used.

Ideas and opinions from heads of schools were collected; the objective of using this method is to collect information about unknown facts and get a chance to observe things within the school. This had a list of questions to ask the interviewee who answered them.

3.7.3 Documentary Review

Secondary data related with the study were collected to supplement collected data through primary sources. Valuable information was also collected from published literature. Publish literature include different discussions, books, internet, journals and newspapers. The documents helps to find some information needed by the researcher.

3.8 Data Analysis Procedure

Data analysis means examining what was collected in a survey in observations or experiments and making inference (Kombo & Tromp, 2006). The analysis was based on standard and quality techniques. High-level data analysis includes setting answers to arithmetic and non-arithmetic responses to analyze research information. The data collected in the field was processed and analyzed to their similar attributes in response to the study.

They were entered into the computer for other processes using the SPSS software to run frequency procedures to verify data entry errors, data and statistical summary and analysis of variance calculations, and statistical method of reading differences between groups in certain dependent variables.

Data were qualitatively analyzed by using tables and measurements of the central tendency. The analysis combines a common concept of each question in the questionnaire to identify common trends, opinions and practices regarding the relationship between the training programs and employee performance. The analysis of data led to the interpretation of data reflecting the research questions and objectives.

3.9 Reliability and Validity of research

Reliability and Validity are two key regulatory factors in the research structure (Yin, 2003; Greener, 2008). Legitimacy and reliability goals are also crucial in this study. Therefore, the researcher's conclusions must be valid and reliable. Validation and Reliability are two things that any researcher looking for good quality research should consider when designing research, analyzing and presenting results.

3.9.1 Validity

According to Kumar (2011), *Validity* is defined as the capability of a tool to examine what is intended to examine. Smith (1991) also defines *Validity* as the extent where which an investigator has examined what he or she decides to examine. The Validity of this study was achieved in diverse ways. First, plan the questions carefully and pre-test to ensure all your questions designed are easy to understand by any respondents. Second, the collected data was amended to detect and remove errors and requests made throughout data recording. The aim is to achieve perfection, accuracy and consistency.

3.9.2 Reliability

Reliability defined as how other investigators get the same results if they conduct the same investigation with the exact case using similar first investigative procedures (Creswell, 2007). In that context the investigator should try to design an audit which is a clear and explicit investigation so that the reader can do the same method and give the same results, or at least the method is precise, reassuring the reader the results were never considered (Greener, 2008; Saunders et al., 2009).

In this study, the researcher prepared a numeral question and collected data from several participants using a questionnaire. An investigation was conducted to test the tools before the investigation began.

3.10 Ethical Issues

Ethics is a structure of ethics that deals with the extent to which research processes follow academic, legal and social responsibilities (Polit & Hungler, 1999; Bhattacharjee, 2012). Creswell (2007) argues that ethical issues in informed consent

processes; fraudulent or cover-up activities; confidentiality for participants, sponsors and colleagues; researcher benefits for participants against risk; and participant needs that go beyond social norms must be considered and respected. Participants must permit participating in any study (Babbie & Mouton, 2001).

Ethical issues were carefully taken with the approval of competent authorities. Each respondent was informed of the corresponding study's purposes, significance and benefits. As to keep privacy and secrecy, participants' names were not included in the questionnaire. From this perspective, the researcher respected the volunteer principle that doomed all respondents had the right to agree to participate in the study voluntarily.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the results, analyses and interpretation of the findings. Three objectives guided the research. Objective one sought to find out if training programmes are conducted for every employee at Kinondoni Municipal Council; objective two, to examine how training enhances employee motivation, competence and confidence in the job at KMC; and to identify the association between training and employee job performance in KMC.

4.2 Demographic characteristics of the respondents.

4.2.1 Gender of the Respondents

The composition of the gender was also considered in this study. The findings in Table 4.1 show that 34 (34%) of the respondents were males, while 66 (66%) of the respondents were females.

Table 4.1: Demographic Information of the Respondents

Sex	Frequency	Percentage (%)
Male	34	34
Female	66	66
Age		
18-30	18	18
31-45	51	51
45-60	31	31
Level of Education		
Certificate	2	2
Diploma	12	12
Bachelor's Degree	58	58
Master's Degree	28	28
Experience (In Years)		
0 to 5	25	25
5 to 10	57	57
10 and above	18	18
Total	100	100

Source: Field Survey, (2021)

4.2.2 Age of Respondents

Findings show that 51 respondents (51%) were between 31- 45 years. At the same time, 18 respondents (18%) were between 18-30 years old, and 31% of the respondents were aged between 45-60, as indicated in Table 4.1.

4.2.3 The Educational background of the Respondents

The findings show that the highest education level of the respondents, 28 respondents (28%), has a master's education, a total of 58 respondents (58%) have a Bachelor's degree, while 2% hold a certificate, and 12% ordinary diploma.

4.2.4 Working Experience

The work experience of the participants in Table 4.4 shows that more than half of the participants 57(57%), had work experience of between five and ten years. Out of these, 25 (25%) of the respondents had more experience between 0-5 years and the rest of the respondents, 18 (18%), have experience of more than ten years.

4.3 Types of Training Programs conducted to an employee at KMC

Objective one of the study sought to determine if training programmes are conducted for employees at Kinondoni Municipal Council. The respondents agreed that training is offered to all entitled employees. The study also sought to understand the training programmes offered at KMC. The results showed that there are three types of training programs offered by the KMC to employees, which are induction/orientation training(40%), internship training(53%) and refresher training (04%) as short-term training. However KMC allows its employees to undergo long-term training such as master's education and PhD according to areas of their specializations (03%).

In the field the study observed that training increases the skills inventory level of the trained teacher more than that of the untrained one; this showed through their responses to the questions. Also, the study observed that the trained teacher have self-direction

towards their responsibilities. The needs of the teachers at KMC are to have in-job and off-job training even once a year in order for them to refresh their carrier.

These findings are presented in figure1 bellow

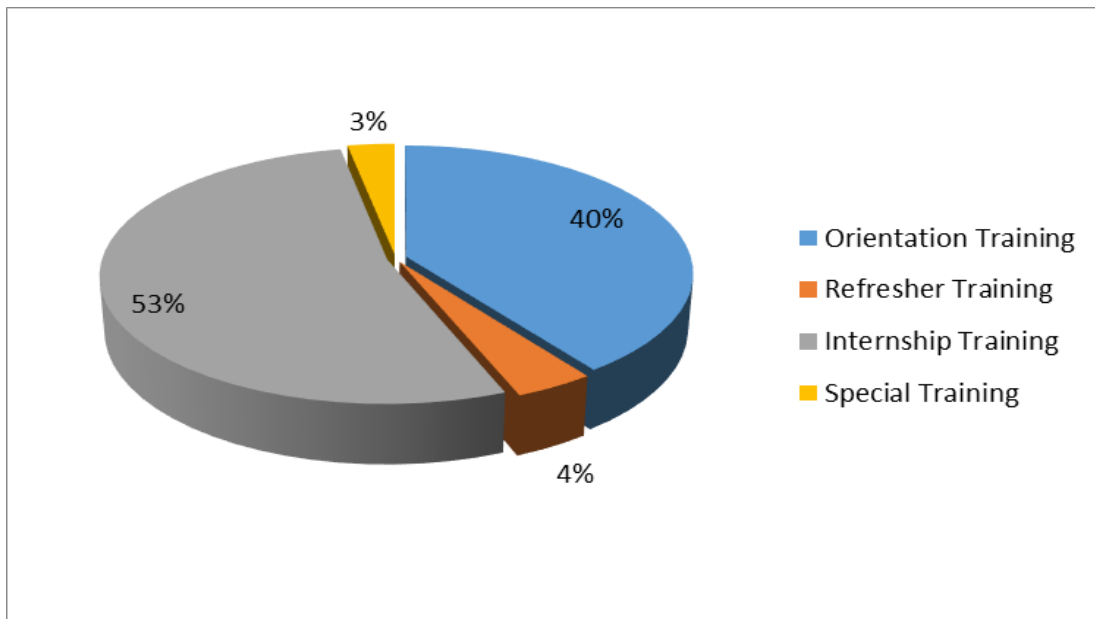


Figure 4.1: Types of Training Provided at KMC

Source: Field Survey, (2021)

The current research findings are in line with the study conducted by McCourt (2003) on his study on the effectiveness of the training program on employees' performance, who indicated the importance of orientation is an essential aspect in any organization because it informs employees about their new work. These preliminary plans are designed to appreciate new employees and their work, and Additionally, it aims to introduce visitors to colleagues and to integrate the recruitment workforce into employees of the organization. Additionally, this type of training fits employees into new job positions where there is significant uncertainty both from the employee and the employer regarding the promoted employee's ability to perform to desired levels.

The long-term training findings concur with the study by Amstrong (2012), who insisted on offering this type of training to employees. Armstrong insisted that promotional training significantly reduces this uncertainty" The findings also showed that the companies do not provide enough refresher training, remedial training as well safety training to the employees. This means that employees at KMC must provide workforce readiness as they do not have remedial training opportunities. Bana (2009) argued that remedial training should be conducted concurrently with the early parts of occupational training. Furthermore, the organization needs to provide more refresher training and safety training, that means the organization do not train the employees on how to prevent work-related injuries and accidents.

4.4 The relationship between training and employee motivation, Competent and Confidence in the Job.

Objective two of the study examined the relationship between training and employee motivation, Competent and Confidence in the Job. The regression analysis's output result shows that training's effect on employees' Motivation was insignificant ($b = .044$, $p > .58$). This implies that training did not affect employees' Motivation. At the same time, the findings indicates that their training was negatively and significantly related to employees' competence ($b = -.281$, $p < .01$). The findings imply that training reduced the employees' competence. The findings are of contradicting the assumptions of various scholars. Moreover, such finding suggest that, competency is not only a function of training, but there are other factors other than this. Lastly, findings show that training was positively and significantly related to employees' confidence than other variables and had the highest beta value than other independent variables ($b = .89$, $p <$

.001). This means that training enhances the employee's confidence which makes employees' confidence to be the most significant factor which affects the employee's performance compared to the other independent variables. Table 4.2 provides more clarifications

Table 4.2: The Regression Coefficients Results for the influence of training program to the employee performance

Model	Unstandadized		Standardized		Sig
	B	Std Error	B	T	
Constant	.941	.160		5.888	.000
Training on employees Motivation	.036	.065	.044	.551	.583
Training on employees competent	-.252	.100	-.281	-2.522	.013
Training on employee's confidence	.737	.082	.889	8.933	.000

Source: Field Survey, (2021)

Multiple regression model result $Y = a + \beta_1 IV_1 + \beta_2 IV_2 + \beta_3 IV_3 + \beta_4 IV_4 +$

Firm performance = $0.941 + 0.036x - 2.52x + 0.737x$

4.5 The relationship between employees' motivation, competence and confidence towards performance

The third objective of this study sought to assess the effect of training on motivation, competence and confidence in the job performance at KMC. The regression analysis measures the strength of the relationship between dependent and independent variables. The regression result in Table 4.3 shows the model summary of the regression. The

three regression elements, R and the adjusted R^2 , are presented under this model summary. The result shows that R revealed a significant positive relationship between the independent and dependent variables ($R=0.763$). The R square = 0.581, meaning that the independent variable can predict the study's dependent variable by 58.1%. This implies that the effect of the training on the employees can be measured by using the employee's motivation, competence and confidence in the job performance. The Beta values for competence are positively and significantly related to performance ($b = .887$, $p < .001$). Moreover, there was a significant negative relationship between confidence and performance ($b = -.292$, $p < .01$); findings also indicate a positive statistical significance between motivation and performance ($b = .887$, $p < .000$). See Table 4.3

Table 4.3: the Regression Coefficients Results for The relationship between employees' motivation, competence and confidence and performance

Model	Unstandadized		Standardized		Sig
	B	Std Error	B	t	
Constant	.823	.172		5.895	.000
Competence	.049	.075	.054	.531	.003
Confidence	-.253	.100	-.292	-2.552	.011
Motivation	.797	.076	.887	8.833	.000

Source: Field Survey, (2021)

Multiple regression model result $Y = a + \beta_1 IV_1 + \beta_2 IV_2 + \beta_3 IV_3$

Firm performance = $0.823 + 0.049x - 0.253x + 0.797x$

4.6 The Association between Training Programmes and Employee Performance

Objective four of the research sought to establish the association between training and employee performance at KMC. This objective was measured using the five-point Likert scale ranging from 1-5, which is strongly disagreeing to agree strongly. The data were analyzed using simple descriptive analysis, whereby mean and standard deviation were used to measure the extent to which employees have improved their performance after going through the training programmes at the KMC. Some respondents reported that improved performance from employee training could reduce staff turnover, lower maintenance costs by reducing equipment breakdowns and result in fewer customer complaints. Better performance from employees typically creates less need for supervision and brings increased worker output. Training is essential because it represents an excellent opportunity for employees to grow their knowledge base and improve their job skills to become more effective in the workplace. Despite the cost of training for employees, the return on investment is immense if it is consistent.

In response to this objective, two variables, training and employee performance were measured. The findings indicated that the majority agreed that the training programmes are associated with the employees' performance, with a mean Average of 4.254 and a standard deviation of 0.767436.

Table 4.4: Training and employee performance

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.077	.068		1.144	.255
	The provision of training program increases employee skill growth	.779	.024	.952	32.638	.000
2	(Constant)	-.536	.108		-4.950	.000
	The provision of the training makes employees to acquire new knowledge	.516	.044	.630	11.634	.000
3	(Constant)	-.419	.107		-3.931	.000
	The provision of the training programs increases of curiosity and Self-Directed development	.677	.059	.827	11.387	.000
4	(Constant)	-.513	.102		-5.008	.000
	The provision of training help employees improve attitude and behaviors	.450	.079	.550	5.695	.000
5	(Constant)	-.536	.099		-5.403	.000
	The provision of the training makes employees perform their task better	.323	.087	.394	3.691	.000

Source: Field Survey, (2021)

Table 4.5: Association of the Training Programs to the Employees Performance

Statement	Mean	SD
The provision of training program increases employee skill growth	4.2	0.7521
The provision of the training makes employees to acquire new knowledge	4.31	0.72048
The provision of the training programs increases of curiosity and Self-Directed development	4.24	0.767
The provision of training help employees improve attitude and behaviors	4.36	0.77225
The provision of the training makes employees perform their task better	4.16	0.82536
Average	4.254	0.767436

Source: Field Survey, (2021)

4.6.1 Skill Growth

The findings from the survey presented in Table 4.5 show that most respondents agreed that the provision of a training program has an Effect on increasing an employee's skill inventory level, hence skill Growth (mean=4.2, SD=0.7521). This revealed that provision of training is necessary for increasing the skill inventory level of an employee. Skill growth is possible through training and coaching, whereby the skill level will affect the employee's job performance.

The findings are supported by Chenet al. (2004), who found that training that improves employees' skills is necessary for achieving organizational goals. Training programs may also help the workforce decrease their anxiety or frustration from working on job.

In Kozlowski et al. (as cited in Aguinis & Kraiger, 2009). Training may affect declarative or procedural knowledge and enhance strategic knowledge, defined as knowing when to apply a specific skill knowledge.

4.6.2 Employees Learning

Table 4.5 also shows the results that the majority of the responses agreed the statement that the provision of the training led the employee to acquire knowledge through curiosity to learn hence supporting employees learning (mean=4.31, SD=0.72048). It revealed that the provision of training increases the employees' interest in learning more.

These findings confirm the study of Bramley (1991) who pointed out that organizations need to conduct training to achieve new employee orientation whereby training provides new hires with opportunities to learn about their new company and acquire job-specific skills. This is typically a combination of skill development and authentic learning.

4.6.3 Self-Directed

Findings from the survey confirm that most of the responses show that training programs affect employees' self-directed development. This was argued after majority agreed that the training programs' provision has resulted in increased employee curiosity to learn, hence Self-Directed development (mean=4.24, SD=0.767). This implies that, after receiving the training, employees now want to learn; therefore he/she would learn more and more, he/she would participate in many other activities such as attending seminars, workshops and other training sessions, either on the job or off the job. This, indeed, would lead to employee training and then employee job performance.

This finding is similar to Svenja (2007), who argued that training develops self-efficacy and results in superior performance on the job by replacing the traditional weak practices with efficient and effective work-related practices. Training is a planned intervention to enhance individual job performance" (Chiaburu & Tekleab, 2005). The employee is the bloodstream of any business, and the accomplishment or disaster of the firm depends on its employee performance. Hence, top management realized the importance of investing in training and development to improve employee performance. Trained employees are more willing to continue working in the same organization after training than those who still need to be trained. According to Khan et al. (2011), job training is positively related with organizational performance as measured by empirical data.

4.6.4 Employee's Attitude and Behaviors

The researcher wanted to identify if the training programs' provision affects employee attitudes and behaviours. The result found that most of the responses (mean= 4.36, SD=0.77225) agreed that training has helped employees learn different skills, which improved the employee's attitudes and behaviours. This means that the employee's attitude and behaviour have been improved after the provision of the training. When employee is nominated in different workshops and training sessions, the employee's attitude and behaviour will determine the seriousness of training and development programs. The responsive employee will learn different skills, which will increase employee performance.

The findings are similar to the study of Harrison (2000), who found that learning through training affects organizational performance through more excellent employee

performance and is said to be a critical factor in achieving corporate goals. However, implementing training programs to cover performance issues, such as filling the gap between the standard and the actual of provision service by having the employees with good attitudes and behaviours.

4.6.5 Delegation

This study also wanted to identify the effect of the training programs on delegation; if managers delegate authority to the employees to perform the task, what they want can also lead to enhance performance. The results show that the majority of responses agreed with the statement that the training had helped managers delegate authority to the employees to perform the task, and employees will do those activities which they can perform more easily (Mean=4.16, SD=0.82536). This implies that if managers delegate authority to the employees to perform the task, what they want can also enhance performance. Employees will do those activities which they can perform more efficiently. This will lead to achieving organizational goals and thus enhance the effectiveness of employee job performance.

According to Al-Jammal (2015), delegation is one of the current trends that managers practice and its function stands out as it supports the increase of the workforce's motivation level. It is essential to understand that when motivation is elevated, the performance of an employee increases. On the organizational level, it leads to an increase in productivity, innovation and invention, competitive advantage and speed in finalizing tasks effectively. Yukl (2002) argues that numerous reasons can lead to

managers delegating, where the main reason is to develop the confidence and skills of their junior.

The *P*-values and coefficients in regression analysis work together to tell which relationships in the model are statistically significant and the nature of those relationships. The coefficients describe the mathematical relationship between the independent and dependent variables, and the *p*-values for the coefficients indicate whether these relationships are statistically significant. The finding indicates that most variables explain the relationship between training and performance-related variables with a *P*-Value of 0.001 except for the few variables with the *P*-Value of .028, .457, .015, .010 and .032. Table 5 indicates the findings of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter present a summary, conclusion and recommendation based on the study titled ‘ ‘ The Role Of Training On Employee Job Performance In Public Services .

5.2 Summary of the Findings

The study intended to investigate the role of training on employee job performance at Kinondoni Municipal Council. The study was guided by four specific objectives, which were: to investigate the type of training programmes conducted for every employee at KMC; to examine the relationship between training and employee motivation, competence and confidence at KMC, to examine the relationship between employee motivation, competence, confidence and performance at KMC and to determine the association between training programmes and employee performance.

The mixed method research was employed as the research approach, and the descriptive research design was used as the research design. The study used a sample size of 100 respondents, teachers from the study area, and simple and purposive sampling was employed. Descriptive and regression analysis were used to analyze the data collected. Both primary and secondary was collected through questionnaire, interview and documentary review.

5.3 Conclusion

The study aimed to identify the types of training provided to the employee by the KMC. The findings presented in previous chapters showed that the company commonly

provides only three types of training to the employees. The respondents mentioned orientation/ induction training, refresher training and internship training as the common types of training provided by the KMC.

The study also intended to examine the training programs' influence on employee performance. The study pointed out that the training program influences skills growth, employees' learning and self-direct, attitude, behaviour, and delegation. These variables measure the employee's development, which influences job performance.

Lastly, the study wanted to assess the effect of training on motivation, competence and confidence in job performance at KMC. The regression result shows that R revealed a significant positive relationship between the independent and dependent variables. This implies that the effect of the training on the employees can be measured by using the employee's motivation, competence and confidence on the job. The output result for the regression analysis of the independent variables shows that the effect of training on employees' confidence was more significant than other variables and had the highest beta value than other independent variables. This means that training enhances the employee's confidence, making employee confidence the most significant factor affecting the employee's performance compared to the other independent variables. The study did not show any statistically significant relationship between other independent variables, which means it had little or no contribution to the model in this particular study.

5.4 Recommendation

5.4.1 Recommendation for immediate Action

Based on the results obtained, this study has the following Recommendations: The human resource officers should provide regular training for their staff, and assessments should be done regularly to ensure positive feedback on training programs. This is profitable for employees and the whole organization so the operating cost will decrease. However, organizations should consider other factors that might benefit employees beyond confidence in improving employee performance.

KMC should create a desire for learning so that employees will be interested in training.

An appropriate trainee selection process ensures equal training opportunities for all staff, depending on the availability of funds, without favouritism. The top management should also emphasize using the employee participation approach in the decision-making process to promote transparency and guarantee trainees' readiness.

5.4.2 Recommendation for future research

The study has indicated some areas in that future researchers and academicians can develop an interest in carrying out a study. The other study should be taken on employee development and performance, considering other independent variables other than the ones in the study, like employee empowerment, mentorship and coaching.

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APPENDICES

APPENDIX 1.

QUESTIONNAIRE

Questionnaire for the study on ``Training and employee job performance on public services: The case of Kinondoni Municipal Council in Tanzania``

Dear Respondents,

I would like to undertake the study on ``Training and employee job performance on public services: The case of Kinondoni Municipal Council in Tanzania``. There for I would like to humble to take a few minutes out of your busy schedule to answer this questionnaire. I promise you that your responses to the questions raised in the questionnaire will be treated with strict confidentiality and will be used only for the purposes of this research.

Instructions: The purpose of this study is to examine training and employee job performance on public services in Tanzania. Please answer all questions to the best of your ability. There is no right or wrong answer. What matters is your personal opinion. The survey should take approximately 15 minutes. Please rate the extent to which you agree with each statement below by placing a tick or circle around the numeric value corresponding to your personal opinion on one option for each statement. This study is strictly for academic research and confidentiality shall be observed.

SECTION A: INTRODUCTION INFORMATION

1. What is sex of respondents
 - i. Male []
 - ii. Female []

2. How long have you being working in banking industry?
 - i. 1-5 years []
 - ii. 6 – 10 years []
 - iii. 11 – 15 years []
 - iv. Above 15 years []

3. What is the level of your education status?
 - i. Secondary []
 - ii. Certificate []
 - iii. Diploma []
 - iv. Bachelor degree []
 - v. Masters []
 - vi. others please mention.....

1. Please mention type of the training provided by the company

✓ Tick where is appropriate

Types of Training	Remark
Induction or Orientation Training	
Refresher Training	
Internship Training	
Safety Training	
Promotional Training	
Remedial Training	

2. On a scale of 1 to 5, indicate the extent to which you agree with the following statements about the influence of the training program to the employee Performance.

Key: 5-Strongly Agree 4-Agree 3-Not Sure 2-Disagree 1-Strongly Disagree

Statement	1	2	3	4	5
The provision of training program has an impact on increasing the skill inventory level of an employee hence skill Growth					
The provision of the training led for the employee to acquire knowledge through curiosity to learn hence support employees learning					
The provision of the training programs has resulted to increase of curiosity to learn by employee hence Self-					

Directed development					
The provision of training has help employees to learn different skills which improved the employee's attitude and behaviors					
The provision of the training has helped managers to delegate authority to the employees to perform the task and employees will do those activities which they can perform more easily.					

3. On a scale of 1 to 5, indicate the extent to which you agree with the following statements about the effect of training on motivation, competent and confidence to the job performance at KMC

Key: 5-Strongly Agree 4-Agree 3-Not Sure 2-Disagree 1-Strongly Disagree

Motivation through recognitions	1	2	3	4	5
After undergoing staff training, I now can work on important tasks					
My training within the organization now gives me the necessary kills to work in tasks from start to the end					
I now take personal responsibility for my job outcomes after being trained					
Motivation by organizational vision					
After attending trainings , I can now understand how my efforts contribute to the organizational goals					
Employee trainings imparts skills on long term thinking					

Training inclines staff to the organizational vision					
Motivation through leadership style					
My supervisors have been trained on how to treat subordinates with respect					
The organization leaders are sufficiently trained by the organization on how to focus on strengths rather than weaknesses					
The organization leadership are well trained on how to recognize staff suggestions					

APPENDIX 2.

INTERVIEW GUID FOR HEADTEACHERS


1. For how long have been here as the head of the school?
2. Are you aware of Training?

If Yes, what is and its aim?

3. How many teachers have been attending in training at your school?
4. What was their performance before and after training program?
5. Is their training enhance improving good results to the students?


Appendix 3: Research permit letter

JAMHURI YA MUUNGANO WA TANZANIA



OFISI YA RAIS,
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MANISPAA YA KINONDONI



Unapojibu tafadhali taja:

Kumb. Na. KMC/R.18/01


Tarehe: 24 Julai, 2019

Mkuu wa Idara ya Elimu Sekondari,
Manispaa ya Kinondoni,
S.L.P 31902,
DAR ES SALAAM.

YAH: KIBALI CHA KUFANYA UTAFITI NA KUMTAMBULISHA
NDUGU MACKLINA NICHOLAUS

Kichwa cha habari hapo juu cha husika.

- Ofisi ya Mkurugenzi imepokea barua toka Ofisi ya Katibu Tawala Mkoa yenye Kumb. Na. EA.260/307/02B/112 ya tarehe 21 Julai, 2019 ikimtambulisha mtafiti toka Chuo "The Open University of Tanzania".
- Kwa barua hii **Kibali kimetolewa** cha kufanya utafiti kuhusu '*The Role of Training on Employee Job Performance in Public Service: The Case of Kinondoni Municipal Secondary School.*' Utafiti utafanyika katika Shule za Sekondari za Manispaa ya Kinondoni. Utafiti huu utaanza tarehe 22 Julai, 2019 hadi 20 Agosti, 2019.


Maria Masimbusi
Kny: **MKURUGENZI WA MANISPAA**

Kny: MKURUGENZI WA MANISPAA
MANISPAA YA KINONDONI
DAR-ES-SALAAM

Nakala:

Mkurugenzi wa Manispaa
KINONDONI

- Aione kwenye jalada

Barua zote zitumwa kwa Mkurugenzi wa Manispaa Manispaa ya Kinondoni, S.L.P. 31902, 2 Barabara ya Morogoro,
14853 Dar es Salaam, Unawaza pia kuwasiliana asi kwe Simu: +255 2170173 Nukushi: 2172806,
Barua pepe – info@kinondonimc.go.tz