**THE CONTRIBUTIONS OF TRAINING AND DEVELOPMENT ON THE EMPLOYEE JOB PERFORMANCE IN TANZANIA THE CASE OF BARIADI TOWN COUNCIL**

**KAYANGE OSTIN**

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**DEPARTMENT OF MARKETING ENTREPRENEURSHIP AND MANAGEMENT OF OPEN UNIVERSITY OF TANZANIA (OUT)**

**2024**

**CERTIFICATION**

The undersigned certifies that he has read and does hereby recommends for acceptance to the Open University of Tanzania a dissertation titled *“****The contributions of training and development on the employee job performance in Tanzania the case of Bariadi Town Council****,”* in partial fulfilment of the requirements for the degree Master of **Human Resource Management (MHRM)** of the Open University of Tanzania (OUT).

…………………………………..

**Dr. Michael Mwacha**

(Supervisor)

…………………………………..

Date

…………………………………..

**Dr. Nasra Kara**

(Supervisor)

…………………………………..

Date

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I, **Kayange Ostin,** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people’s works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Masters of Business Administration in Accounting and Auditing of Open University of Tanzania (OUT).



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Signature

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Date

**DEDICATION**

I passionately dedicate this work firstly, to the Almighty God my strong pillar, my source of inspiration, wisdom, knowledge as well as understanding. I, secondly, dedicate this work to my wife Neema J. Mlawa and my children, Alex Ostin Kayange, Lusajo Ostin Kayange, and Glory Ostin Kayange for their unconditional love, encouragement and prayers throughout my journey, their encouragement has motivated me to reach this far.

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# ABSTRACT

This study was conducted in Bariadi Town Council in Simiyu Region. The study aimed to examine the contributions of training and development on employee job performance in Tanzania. The assessment were in deep looking on three objectives including; To examine the effects of apprenticeship training on employee job performance, To investigate the effects of on-the-job training on employee job performance and finally, To identify the Challenges hinders effective training and development of employees. Guided by Human Capital Theory, the study employed an interpretivist philosophy and a case study approach. Data were collected through interview guide and documentary review achieving saturation after interviewing 78 participants. Thematic analysis was used to analyze the data, presenting findings through views, opinions, and direct quotations. The results indicated that training and development significantly enhance employee job performance. From that, it shows that Bariadi Town Council practices on-the-job training through various methods, including induction, orientation, in-service training, and workshops. However, budget constraints, institution culture, nepotism and political will limit the frequency and quality of these programs, undermining their overall effectiveness. Despite these challenges, on the job training was found to improve employee competence, service delivery, task completion, job satisfaction and innovation by equipping staff with essential skills and problem solving abilities. To strengthen training and development interventions, the study recommends increasing budget allocations, enhancing management training and implementing continuous evaluation of training programs to effectively address these challenges.

**Key words**: Training and development, apprenticeship, on the job training

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# LIST OF ABBREVIATIONS

ADB Asia Development Bank

AERC African Economic Research Consortium

AFDB African Development Bank

ASTD American Society for Training and Development

EFT European Training Foundation

FGD Focus Group Discussion

HRM Human Resource Management

ILO International Labour Organization

KII Key Informants

NIT National Institute of Transport

OECD Organizational for Economic Cooperation and Development

SDGS Sustainable Development Goals

SHRM Strategic Human Resource Management

TPSF Tanzania Private Sector Foundation

# 

# CHAPTER ONE

# INTRODUCTION

# 1.1 Overview

In this chapter, the concern was concentrated briefly to address the following things: Introduction, Background of the Study Problem, Statement of the Problem, Research Objectives where General and Specific Objectives, Research Questions, and Research Significances.

## 

# 1.2 Background of the Problem

Training and development imply educational activities within a company created to enhance the knowledge and skills of employees while providing information and instruction on how to better perform specific tasks. (Darwinbox, 2024). Training is the initiative taken by the management to meet the present needs of an employee. In development, initiative is taken by the individual to meet the future needs of an employee. (Darwinbox, 2024). Training and development involve improving the effectiveness of organizations and the individuals and teams within them. Training may be viewed as related to immediate changes in organizational effectiveness via organized instruction, while development is related to the progress of longer-term organizational and employee goals. (Peacock, Steward, & Belcourt, 2020).

Aspects of training and development have been linked to ancient civilizations around the globe early training-related articles appeared in journals marketed to enslavers in the antebellum south and training approaches and philosophies were discussed extensively by Booker T. Washington Early academic published related to training including a 1918 article in the Journal of Applied Psychology (Peacock et al., 2020).

Researchers conducted in Europe in countries like England and Kosovo by Study Master (2024) and Beqiri and Mazreku (2020) respectively realized that with training and development, the companies have witnessed a great change in the level of employee performance which resulted in increased efficiency and super production. Study Master (2024) puts much emphasis on three training programs induction training, on-the-job training, and off-the-job training which should be offered by the organization to employees to enhance their competence, skills, knowledge, and ability which ultimately contribute to the achievement of the organizational goals.

In America, the conducted research shows that training and development have been part and parcel of public and private organizations for the sake of improving employee capabilities to attend to organizational goals (Jocelyn, 2024). Employee training programs are essential for organizations seeking a skilled and knowledgeable workforce. For example, L&D teams use training and development programs to onboard new hires, match mentors with mentees to boost professional development, or close an organization’s skills gaps through upskilling or reskilling initiatives.  By providing thorough and customized training and development programs, they manage to enhance employees' skills so they excel in their roles, increase performance, increase their job satisfaction, and clarify their career development (Jocelyn, 2024).

Moreover, At the Bank of America, the leadership investment initiatives offer a range of leadership development training programs (Jocelyn 2024). For example, the Women’s Next Level Leadership Program focuses on helping multicultural women with their career development through assessments, strategies, and tactics offered in an eight-month virtual online learning experience. Additionally, the New Manager Program empowers new or promoted managers’ upskilling to lead their teams successfully (Jocelyn 2024). The training program includes interactive and personalized learning resources to fit each employee’s learning style and needs.  Those inspiring employee training and development results in an outgrowing impact by increasing the level of employee performance in their hired sections (Jocelyn 2024).

Studies in Asia by Koukpak et al. (2021), Karim (2019) and Rowland et al. (2017) show that training and development have a positive impact on employee job performance. Also, their studies indicate that Training and development do improve skills, knowledge, attitudes, and behaviors as well as influence the right behavior, knowledge, and effective communication that is translated into the enhancement of guest experience; and finally, organizational branding through branding culture and creates organizational wealth.

In the context of Africa, the study conducted in South Africa by Costen, Johanson, and Poisson (2010), in Nigeria by Bafaneli and Setibi, (2015), and in Kenya, by Rahman and Naz, (2013), identified that training and development a great impact on employee performance it is evident that training employees enable them to receive new skills, desire, and capability to rise their performance (Gerald, 2018). Training and development have also enabled employees to get more knowledge of their jobs. It was also established that training and development had given employees practical experience (Gerald 2018).

In Tanzania, training and development are witnessed to contribute much to improved employee performance. Several studies including that of Mercy (2014), Gwahula and Innocent (2018) and the study of Tieng’o and Leonard (2022) have identified how training and development contribute to the improvement of employee performance despite some challenges that tend to resist access to it.

In recent years there has been a great transformation in training and development, digital transformation, micro-learning, personalized learning, gamification, and mobile learning no longer exist as the top platforms for employee training and development. By incorporating these platforms in employee training programs, the organization can create a more engaging, effective, and personalized learning experience for the employees.(Paradiso, 2023). Therefore, this study seeks to assess the contribution of training and development, on the improvement of employee job performance in Tanzania, a case study of Bariadi Town Council whereby the results will contribute to the formulation of more effective policies and programs that will promote the adoption of training and development programs in various public organizations to ensure efficient and effective performance of employees within their organizations.

# 1.3 Statement of the Research Problem

Training and development have a key role in the development of an organization. (Oluwaseun, 2020). It is wise to argue that training and development should be given high concern by the management since it affects positively the organizational goals and individual goals. (Darwinbox, 2024). Nevertheless, training and development provide the best means for an organization to build employees with the highest performance and active power of reasoning and creativity.

The government of Tanzania has made efforts to address the importance of employee training and development programs by providing funds to public organizations to ensure employees are well-equipped with training that can nourish their capabilities and perform better their tasks. Provision of training materials, initiation of training centers, and formulation of guiding policies for employee training and development are some of the efforts undertaken (HakiElimu, 2017). Effective implementation of employee training and development affects the future of organizations in terms of high-quality performance and also leads to the provision of quality services to customers to meet their needs (HakiElimu, 2017).

Following the literature review, there are limited empirical studies on how training and development contribute to employees’ job performance, especially within the context of local government institutions like the Bariadi town council in Tanzania. Existing studies, such as those by Ndyetabura (2021) and Mrosso (2023), have revealed the positive effects of training and development on employee performance in the public sector. Yet, there is a lack of comprehensive research that specifically explores how these training interventions contribute to employee performance in rural public institutions. Research by Mollel and Tundui (2017) and Mrema and Boniface (2019) have highlighted the importance of effective implementation, but they do not fully address the unique challenges and impacts in areas like Bariadi Town Council. This study aims to fill this gap by assessing the contribution of training and development to improving employee job performance within Bariadi Town Council. It provided valuable insights into how these initiatives can be optimized to meet the specific needs of public sector employees in rural Tanzanian contexts.

# 

# 1.4 Objectives of the Study

This study was guided by both general and specific objectives:

# 1.4.1 General Objective

The study general objective of this study is to examine the contributions of training and development on employee job performance in Tanzania.

# 

# 1.4.2 Specific Objectives

1. To examine the effects of apprenticeship training on employees job performance at Bariadi Town Council.
2. To investigate the effects of on-the-job training on employee job performance at Bariadi Town Council.
3. To identify the Challenges that hinder effective training and development of employees in Bariadi Town Council.

# 1.5 Research Questions

This study was guided by research questions as presented below.

1. How does apprenticeship training contribute to employee’s job performance at Bariadi Town Council?
2. What are the effects of on-the-job training on employee job performance at Bariadi Town Council?
3. What Challenges hinder the effective training and development of employees in Bariadi Town Council?

# 

# 1.6 Significance of the study

This study provides significant to policymakers, researchers, and government as follows:

The findings of this study provide valuable insights for policymakers and government officials involved in human resource management as well as performance evaluation. It also contributed to them gaining an understanding of the role of training and development programs in enhancing employee performance and finally generating an overall organizational performance improvement. This knowledge derived from the study influenced them toward the formulation of more effective policies and programs that promote the adoption of training and development programs in the available work organization in Bariadi Town Council, Tanzania.

The study is significant for the government of Tanzania as it strives to implement its development plans and achieve the Sustainable Development Goals (SDGs). By identifying and setting measures against the existing limitations that hamper access to training and development programs among the work organizations in Tanzania. The government can set some targeted strategies to address these limitations and promote training and development for better employee performance.

Additionally, the study findings contribute to the existing body of knowledge which will be used to promote employee training and development in both public and private sectors. The study contributes to the literature for researchers studying similar topics in different contexts and regions. Also, it can stimulate further research on the topic, leading to a deeper understanding of the contribution of training and development towards improved employee job performance.

# 

# 1.7 Scope of the Study

The scope of the study demarcates the boundary lines beyond which the research should not focus or it is about the limits of the study (Kothari, 2004). This means the study must have limitations in which its boundary itself to cover up. There are a lot of issues associated with training and development but this study will deal with how training and development contributes to employee performance in Tanzania. The study will be conducted in Bariadi Town Council because Bariadi Town Council is among the Councils that have been experiencing the benefits of employee training and development. The unit of analysis for this study will be public employees of Bariadi Town Council.

# 1.8 Organization of the Study

This proposal is organized into five basic chapters. Chapter one is all about the introduction, chapter two is a literature review Chapter three presents the research methodology, chapter four including the presentation of data and its interpretation and chapter five comprising the summary, conclusion from finding and recommendation.

# CHAPTER TWO

# LITERATURE REVIEW

# 2.1 Overview

This chapter covers the literature review, definition of the main concepts, theoretical and empirical literature review, research gap identified through literature reviews and Conceptual framework.

# 

# 2.2 Conceptual Definitions

This part explains some concepts used in the context of this study. These definitions are important for ensuring consistency and precision in communication and analysis.

### 

# 2.2.1 Training and Development

Training and development are one of the main functions of the human resource management. Training refers to a systematic setup where employees are instructed and taught matters of technical knowledge related to their jobs. It focuses on teaching employees how to use particular machines or how to do specific tasks to increase efficiency (HRM, 2023). In the context of this study, training refers to the systematic process of equipping employees with the knowledge, skills and competences necessary to perform their job roles effectively. This may include both formal and informal learning experiences designing to enhance employees’ capabilities, productivity and performance with the organizational context.

Whereas, development refers to the overall holistic and educational growth and maturity of people in managerial positions. The process of development is about insights, attitudes, adaptability, leadership, and human relations. Thus, Training and development is any attempt to improve the current or future performance of employee by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge (HRM, 2023).

### 

# 2.2.2 Employee Job Performance

In this study, Employee job performance refers to how a member of staff fulfils the duties of their role, completes required tasks and behaves in the workplace. Measurements of performance include the quality, quantity and efficiency of work (Perkbox, 2024). When leaders monitor the performance of employees, they can paint a picture of how the business is running. This not only helps to highlight what companies could be doing in the present to improve their business, but this information also feeds into future growth plans (Ibid). Richard (2019) also perceives employee performance as a measure towards achieving organization goals and objectives.

### 

### **2.2.3 Apprenticeship Training**

Apprenticeship training is a structured form of education that combines on-the-job training with classroom instruction, allowing individuals to gain practical experience while earning a wage. According to the International Labour Organization (ILO), apprenticeship training involves a contractual agreement between trainee and an employer, whereby the trainee learns the skills of a business through both theoretical and practical training (ILO, 2017). This dual approach ensures that trainees acquire the competencies required for their profession, making them more employable and productive (OECD, 2018).

### 

# 2.2.4 On the Job Training

On-the-Job Training is a practical method of training where employees acquire skills and knowledge while performing their actual job tasks. According to Noe (2017), on job training allows individuals to learn in the context of their daily work activities, integrating training directly with job performance. This method often involves mentorship and hands-on experience, enabling trainees to develop competencies in real-time as they engage in job responsibilities (Noe, 2017). By working in their specific roles, employees can immediately apply new skills and adapt to workplace expectations effectively (Salas, et al., 2012).

# 

# 2.3 Theoretical literature review

# 2.3.1 The Human Capital Theory

This study is guided by the Human Capital Theory. The origin of Human capital Theory can be traced back to the work of economists such as Gary Becker and Theodore Schults in the 1960’s. The theory proposed the idea that investments in education, training and health lead to increased productivity and economic growth. The theory relates to the study because it emphasizes that investment in employee training and development lead to increased human capital, which in turn enhances organizational performance. In the public sector skilled and knowledgeable employees are crucial for delivering effective services which will help the organization to achieve its goals (Collings and Scullion, 2019).

Training and development on work place regularly asks employees to participate with idea-generation or problem-solving exercises. These are aimed at resolving the real-world challenges that the business is facing. With collaborative participation, commitment and skills provided from training and development sessions employees get improvement in their reasoning and job performances (Lawless, 2024). The employee can increase the capacity of reasoning of their practice through updating of their knowledge and capacitated (Lawless, 2024). The Theory mentions and insisted on the value of investments in education, training, and health for enhancing productivity and fostering economic growth.

This theory has several strengths like emphasizing on the long-term benefits of investing in employee development, which can lead to sustainable organizational growth. But also, the theory assumes and believes on education, training, and health as key drivers of productivity aligns well with modern approaches to human resource management. In other hand the theory does not consider the social capital and external environment in ensuring the productivity.

# 2.4 Empirical Literature Review

This section concentrated on discussing the review of several related literature conducted in several parts of the world which added value and guided this study.

# 2.4.1 Effects of Apprenticeship Training on Employee Job Performance

A study conducted in Europe explored the effects of apprenticeship training on employee job performance, particularly in the commercial banking sector. The study highlighted that apprenticeship training significantly enhances both job satisfaction and performance. It was found that practical, on-the-job training methods such as job rotation and seminars had a positive impact on employees’ skills and abilities, leading to improved job performance (Aktar, 2023). Also, the study conducted in United Kingdom revealed that apprenticeship helped employees gain practical experiences and translates to better job performance. For instance, in public administration sectors, employees who undergo apprenticeship training report higher levels of job satisfaction and efficiency in their roles (Department for education, 2021).

Similarly, in America the research conducted by Thompson and Lee (2021) revealed that apprenticeship training significantly boosts job performance among employees in US public town councils. This enhancement is attributed to the acquisition of specific job – related skills, increased job satisfaction and a stronger sense of community engagement among employees. Furthermore, the study highlights the critical role of well – structured training programs and effective mentor-ship in maximizing the benefits of apprenticeship initiatives. Also, the study conducted by Roberts and Hernandez (2020) revealed the impacts of apprenticeship training on employee performance within local government councils in the United States. The researchers observed that apprenticeship training programs significantly improve job performance. This enhancement is attributed to the acquisition of critical skills, heightened job satisfaction and improved retention rates among public sector employees.

In Asia, the study conducted by Wang et al. (2019) revealed that apprenticeship training significantly enhances employee job performance in public sector organization in China. It attributes this improvement to the acquisition of new skills, increased job satisfaction and a strong sense of organizational commitment among apprentices. Similarly, the study conducted by Suzuki and Nakata (2020) investigated the impact of apprenticeship training on employee performance in Japanese Municipalities. Their research found that apprenticeship training significantly improves job performance among public sector employees. The study also emphasizes the role of continuous professional development and effective mentorship in ensuring the success of apprenticeship programs.

In Africa, the study conducted in Nigeria by Adeyemi et al. (2020), revealed that employees in local governments who underwent apprenticeship training demonstrated significant improvements in their job – related skills, leading to higher efficiency and productivity. Also, the study conducted in Ghana by Laryea and Nyarko (2021) showed that local governments could efficiently utilize their resources by integrating apprenticeship training without their operational frameworks and thus ensuring continuous employee development without incurring significant additional expenses. The study showed cost-effectiveness and resource utilization in the local governments.

In Tanzania, the study conducted in Arusha by Mwenda (2020) indicated that apprenticeship training effectively reduces skill gaps within public town councils. Through aligning training programs with the specific needs of the councils, employees acquire relevant skills that directly impact their job performance.

# 2.4.2 The Effects of on-the-Job Training on Employee Job Performance

Empirical evidence from Europe suggests that investments in training and development programs lead to improved employee job performance and organizational outcomes. Research conducted by the European Training Foundation (ETF) indicates that companies with robust training programs experience higher productivity levels and greater employee satisfaction (ETF, 2019). Studies conducted in Australia by Robertson (2018) explored the efficacy of training and development for university librarians. Through qualitative interviews, Robertson found that training and development initiatives positively contributed to the performance and confidence of university librarians. This underscores the importance of tailored training programs in enhancing specific job roles.

Similarly, studies in America, such as those conducted by the Society for Human Resource Management (SHRM), have demonstrated a positive correlation between employee training investments and business performance metrics, such as profitability and customer satisfaction (SHRM, 2020).

In Asia, research by the International Labour Organization (ILO) highlights the role of skills development initiatives in driving economic growth and reducing unemployment rates (ILO, 2018). Purwanto and Prasetya's (2021) quantitative study in Indonesia highlighted the positive effect of coaching on employee performance, underscoring the importance of personalized development strategies. Study by Sahar and Siddiqui (2019) in Pakistan demonstrated the positive association between training, development, and employee engagement, indicating their significant contributions to job performance.

In Africa, studies by the African Economic Research Consortium (AERC) have shown that training and development interventions contribute to poverty reduction and sustainable development by equipping workers with relevant skills for the labor market (AERC, 2021). In Africa, studies have similarly highlighted the importance of training and development in enhancing employee performance. Tsegaye (2018) conducted a descriptive and correlation study in Ethiopia, revealing a significant positive correlation between training and development and employees' performance. In Kenya, studies by Irakoze (2018) and Kasingu (2018) found that training and development initiatives positively impacted individual and team behavior, leading to improved job performance. This underscores the universal relevance of training initiatives in improving employee outcomes. In Tanzania, research by the Tanzania Private Sector Foundation (TPSF) underscores the importance of continuous training programs in enhancing employee productivity and competitiveness in both domestic and global markets (TPSF, 2017).

### 

# 2.4.3 Challenges Hindering Effective Training and Development

Challenges related to training and development programs vary across regions. In Europe, issues such as inadequate funding for training initiatives and a mismatch between educational curricula and industry needs have been identified as key barriers (European Commission, 2020).

In America, challenges such as resistance to change, lack of leadership support, and insufficient measurement of training outcomes have been reported by organizations implementing training programs (ASTD, 2018). In Asia, factors such as limited access to quality education, language barriers, and cultural differences pose challenges to effective skills development efforts (ADB, 2020). In Africa, issues like infrastructure deficits, political instability, and insufficient investment in human capital development impede the effectiveness of training and development programs (AfDB, 2019). Laing's (2021) research in Ghana's public sector organizations identified challenges in current training practices, emphasizing the need for improvement. Similarly, Tsegaye's (2018) study in Ethiopia revealed obstacles hindering effective training and development, such as resource constraints and infrastructure limitations. In Tanzania specifically, studies have highlighted challenges such as inadequate funding for training initiatives, limited access to training facilities in rural areas, and low awareness about the importance of lifelong learning among employees (NIT, 2021).

# 2.5 Research Gap

A research gap is a question or problem that has not been addressed by existing studies within a particular field. Throughout an area of study, it has been identified that there is a lack of studies on the training and development process and its relationship with employees’ job performance in Bariadi Town Council. The review done including studies by Mwenda (2020), Robertson (2018), Prasetya (2021), Irakoze (2018), and Kasingu (2018) seeks to understand the area of the study including factors, challenges, and how effective the development and training intervention offered. The review implies that none of the studies have already been done to understand the contribution of training and development of employees in public institutions. Therefore, this study is, thus going to fill the gap in knowledge by imposing a contribution to the training and development literature, which suggests that each stage of the training and development process influences different employee job performance variables. Effective training and development programs can significantly boost intrinsic and extrinsic motivation among employees, leading to better engagement and performance (Diamantidis and Chatzoglou, 2019).

# 

# 2.6 Conceptual Framework

A conceptual framework is a written or visual representation that outlines the expected relationships between variables in a study (Ravitch and Riggan, 2017). The conceptual framework for this study shows how training and development have a significant contribution to employee job performance with the consideration of public employees in Tanzania. The framework displays how on-the-job training and job training affect employee job performance when the underlying challenges such as budget constraints, lack of management support, cultural barriers, and time constraints are addressed.

*Independent variables Dependent variable*

On job training

Apprenticeship training

Challenges related to training and development

Employee job performance

* Increasing efficiency
* Rise of revenue collection
* Increasing revenue collection
* Increase productivity and quality of work
* High level of customer satisfaction

**Figure 2.1: Conceptual framework**

**Source:** Researcher (2024)

# CHAPTER THREE

# RESEARCH METHODOLOGY

# 3.1 Chapter Overview

This chapter is about the research paradigm, research design, study area, population, and sampling procedures. It covers the aspects of research design, data collection methods, and data analysis, validity, reliability, and research ethics considerations.

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# 3.2 Research Paradigm

According to Mackenzie and Knipe (2006) cited in Ebohon ,Ajayi and Ganiyu (2021) research paradigms refers to how the world and its associated phenomena are viewed, understood, and interpreted. They refer to the theoretical perspective that shape the way research is formulated and implemented (Ebohon et al., 2021). This study employed the Interpretivism Paradigm. The reason behind this paradigm is that it helps us to understand on how people interpret and interact within their social environment Creswell and Poth (2018). The study intended to understand how people perceive and interpret the view regarding to the study especially the issue of training and development in relation to the performance in the public organization.

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# 3.3 Research Approach

This study employed the qualitative research approach. According to Creswell (2012), the qualitative research approach refers to the plan or strategy used to conduct research, which includes the theoretical framework, research design, data collection, and data analysis methods employed to address a research question or problem. Qualitative methods, especially describing, are the best way to help the writer analyze the data. Denzin and Lincoln, (1994) Qualitative Research approach is intended to deeply explore, understand, and interpret social phenomena within its natural setting. The first reason behind the use of the qualitative research approach is that the approach seems to be appropriate for assessing the contribution of training and development on employee performance in Tanzania. The second reason is that this approach enables gathering data from the perspective of informants in their natural settings. The third reason is that this approach was to enable the researcher to understand the situation and individuals as well. Moreover, the approach was selected due to the comprehensiveness of the paradigm used which directly needs qualitative data to be processed where only this approach was able to give us quality data.

# 3.4 Research Design

A research design is crucial as it lays out the plan for conducting the research and it includes the methods used for data collection and analysis, which ultimately ensures that the research questions are answered comprehensively (Creswell and Poth 2018). This study employed a case study research design to assess the Contribution of Training and Development on Employee Performance Improvement in Bariadi Town Council. The reason for applying this design was to understand phenomena in real-life situations and the strategy is common in a wide range of fields such as psychology, sociology, political science, social work, and business. It also utilizes naturally existing information sources such as people and interactions between people within the scope of the case (Hyett et al., 2014, Yin, 2003).

# 3.5 Area of the Study

The study was conducted in the Simiyu region, where the area of concentration was Bariadi Town Council. The study was conducted in the Simiyu region, specifically focusing on the Bariadi Town Council. Managers and heads of departments or sections were interviewed. The selection of Bariadi Town Council is justified for several reasons; Firstly, it was the area offers a high probability of obtaining the information required by the researcher to respond to objectives as a public organization. Also, the researcher’s familiarity with the native cultural and social practices in Bariadi town council made it easy to collect the information required to respond to the study objectives.

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# 3.6 Population of the Study

In this study the researcher considers employees of the public departments in Bariadi Town Council. To respond the objectives about 78 participants’ well involved including low candle staff from Bariadi Town Council and Managerial level from Bariadi Town Council. The data was collected using interview guide for low candle staff where the data collected to respond the objectives and other data were collected from key informants who were head of departments and sections to justify the data collected from low candle staff. The participants were selected by using convenience and purposive approach.

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# 3.7 Sampling Design and Sample Size

This part talks about the methods that were used to obtain participants to be involved in the study as well as how the sample size was generated.

# 3.7.1 Sampling Techniques

Purposive sampling, also known as purposeful or judgmental sampling, is a non-probability sampling technique where the researcher selects participants based on specific characteristics or qualities relevant to the research purpose Creswell, (2017). Purposive sampling was employed to select participants who were involved in the study. Purposive or judgmental sampling is the strategy that was employed in this study to allow the research participants from candle staff to respond to the objectives. This approach was employed to eliminate choice bias, giving each unit of the query the opportunity to be chosen if it had the necessary qualities (Kothari, 2004). Also, this study adopted the use of Convenience sampling techniques in selecting samples. Convenience sampling is a non-probability sampling technique where researchers select participants based on their accessibility and availability, rather than through random chance or defined criteria (Trochim & Donnelly, 2006). The method depends on who is available to provide answers for the study and how far the researcher obtained the information required to answer several research questions. In this study the Key Informants (KI) who was Managerial participants were obtained through convenience technique. This approach was utilized because they are busy and they were selected based on their convenience.

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# 3.7.2 Sample size

Sampling size refers to the number of items selected from the universe to constitute a sample. An optimum sample fulfils the requirements of efficiency, representation, and reliability (Kothari, 2004). The sample size for this investigation was established at the saturation level. The saturation was measured when extra data "do not emerge regarding themes required Creswell, (2017). Also, saturation was observed when data tended to be redundant with data that had previously been collected or in interviews when the study did not yield new information from the incoming representatives Creswell, (2017). The sample size for this study was determined by the level of saturation. So, in this study when the research was started to collect duplicated information from the sample, the sample size was drawn after interviewing 78 participants.

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# 3.8 Methods of data collection

In this study, the researcher triangulated the research methods for data collection. The researcher employed qualitative data collection methods to collect primary data. The data collected through interview guide and documentary review (Nemanja, 2021).

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# 3.8.1 Interview

Interview is a technique that involves the use of oral or written questions to collect information from the interviewee (Mzezele et al, 2023). The researcher adopted a structured interview instrument to gather information to generate a concrete conclusion. In this study, an interview session with different groups of respondents was used to collect data. Some employees and managerial personnel were interviewed on information related to their understanding of the challenges that tend to hamper training and development among the employees in Bariadi Town Council. The researcher opted to use the interview guide tool because of its ability to provide firsthand information from the participants. The method also enabled the researcher to gather accurate information through the use of additional questions and facial expressions.

# 3.8.2 Documentary Review

Documentary review is a technique that brings secondary types of data including thesis, conference papers, textbooks, and newspapers. In this study document review was used in the collection of secondary data. The reason that a researcher selects the documentary review technique is to enable him to collect data related to the forms of training and development programs offered to employees in Bariadi Town Council more easily and accurately. The documents from Human Resource office were reviewed to collect information related to the study objective. These documents included capacity building reports, the CAG reports which were in emphasis to capacity building to employees. These documents were used to extract detailed data in the status of Bariadi town council in providing capacity building to employees and its implication to their performance. Also, this technique provided the researcher with the opportunity to gather qualitative data regarding the contributions of training and development on the improvement of employee job performance as well as the reasonable challenges that limit training and development in most organizations in Bariadi Town Council.

# 3.9 Data analysis

The study used qualitative methods for data analysis to make comparisons of ideas and views on training and development. In this study, thematic analysis was employed to let the data collected make sense. The Thematic analysis involves examining the patterns of meaning in a data set collected from interviews (Braun & Clarke, 2006). The method helped to transcribe interviews, read through the data, and code relevant themes related to the effects of apprenticeship training, on-the-job training, and challenges in training and development. Also, the researcher identified recurring themes and patterns in the data, for example, common challenges or benefits mentioned by multiple participants. Thereafter, the themes were interpreted to understand the broader implications of training and development on job performance.

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# 3.9.1 Qualitative Data Trustworthiness

Trustworthiness of qualitative data refers to the quality and rigor with which the data is collected, analyzed, and interpreted (Guba and Lincolns). Ensuring the trustworthiness of qualitative data is crucial for maintaining the credibility and validity of research findings. Several measures were implemented to enhance the trustworthiness of the qualitative data collected. Drawing upon established qualitative research methodologies and best practices, the following strategies employed:

Credibility: Credibility refers to the believability or truthfulness of the qualitative findings (Lincoln & Guba, 1985). To ensure credibility, triangulation of multiple data sources, such as interviews with different participants and observation of various contexts, was used to corroborate findings and ensure consistency (Denzin & Lincoln, 2011). Also, the member checking strategy was applied whereby participants were given the opportunity to review and validate the researcher's interpretations of their responses, ensuring that the findings accurately reflect their perspectives (Lincoln & Guba, 1985).

Transferability: Transferability refers to the extent to which the findings of the study can be applied to other contexts or settings (Lincoln & Guba, 1985). To enhance transferability, the thick description strategy was applied whereby detailed descriptions of the research context, participants, and data collection procedures were provided to allow readers to assess the applicability of the findings to their own contexts (Geertz, 1973). Additionally, the researcher critically reflected on own biases, assumptions, and interpretations throughout the research process, ensuring transparency and acknowledging the potential limitations of the study's transferability (Charmaz, 2014).

Dependability: Dependability refers to the consistency and stability of the qualitative findings over time and across different researchers (Lincoln & Guba, 1985). To enhance dependability, detailed documentation of the research process, including data collection methods, coding procedures, and analytical decisions, was maintained to allow for scrutiny and replication by external researchers (Miles & Huberman, 1994). Also, consistency in data collection and analysis were maintained whereby standardized protocols and procedures were followed consistently throughout the research process to minimize variability and ensure reliability (Patton, 2002).

Confirmability: Confirmability refers to the objectivity or neutrality of the qualitative findings, ensuring that they are not unduly influenced by the researcher's biases or preconceptions (Lincoln & Guba, 1985). To enhance confirmability, reflexivity and bracketing techniques were used whereby the researcher engaged in reflexive practices to identify and acknowledge their own biases, assumptions, and values. This process of bracketing helps to minimize the influence of the researcher's perspectives on the data collection and analysis (Charmaz, 2014).

By employing these strategies to enhance the trustworthiness of the qualitative data, the study produced credible and reliable findings. These measures helped to ensure the rigor and integrity of the qualitative research process, ultimately enhancing the validity and impact of the study's findings.

# 3.10 Research Ethics

In this study, the researcher complied with human research ethics: informed consent, respect for confidentiality and anonymity, storage of data, and privacy for the results. The researcher was asking for permission to conduct the research from different authoritative organs including the Open University of Tanzania before the commencement of the study. Also, respondents were informed about the purpose of the study that their identity would not be disclosed to the third person, and that the information they provided would remain confidential and solely used for this study. Moreover, the question of language barriers was solved by producing English and Kiswahili versions that allowed respondents to volunteer in the study by responding to research questions and discussions.

# CHAPTER FOUR

# FINDINGS PRESENTATION AND DISCUSSION

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# 4.1 Chapter Overview

This Chapter involves the presentation of data, discussion, and its implication based on the specific objectives. This chapter uses the collected data to show what was collected and demonstrate its theoretical and critical implications to conclude the study.

**4.2 Demographic Iinformation of Respondents**

In any social science research, determining demographic characteristics is very important. Therefore, the researcher thought it was necessary to establish gender, age, educational level as well as work experiences of the respondents so as to minimize biasness and repeatability of the similar data. Thus this part is considered to be valuable in creating validity of the study findings. The study involved 78 participants aged from different years, where by head of departments interviewed were 20 and the other 58 participants were low candle staff members. The descriptions of respondents’ demographic characteristics are in sections 4.4.1, 4.4.2, 4.4.3 and 4.4.4.

# 4.2.1 Gender of Respondents

Table 4.1 shows the demographic characteristics of the respondents involved in this study. Concerning the gender of the respondents, the result showed that 49(62.8%) of all respondents were males while 29 (37.2%) of all respondents were females. This shows that employees of the public departments in Bariadi Town Council do not differ very much when using the gender lens as a measure of distribution by gender.

The data revealed a relatively balanced gender distribution, suggesting that both men and women and reasonably equal involvement of participants based on gender. This gender composition is important for analyzing and making conclusions of the study on how training and development opportunities impact job performance across different genders. The findings imply that any differences in training outcomes can be examined without significant gender-based bias in the sample.

# 4.2.2 Age of Respondents

The study found that most respondents 31 (39.7%) belonged to the age group of 31-40 years, followed by 18(23.1%) who were in the age group of 41-50years (Table 4.1). A few of the respondents 3 (3.8%) belong to the age group of below 5 (6.4%) were above 60 years of age. The data shows that the middle age which is workforce and experience seems to participate highly compared to another age group. This age distribution implies that training and development programs should be provided to mid-career professionals while also considering the specific needs of all employees and its potential considering to their role.

# 4.2.3 Education Level of Respondents

Table 4.1 presents the highest education level of respondents. Education level had been considered by the researcher as it determines the understanding of the issues in hand. The results indicated that (25.6%) of all surveyed respondents of the study were bachelor's degree holders, 3(3.8%) of all surveyed respondents had master's degree holders, 30 (38.8%) of all surveyed respondents attained diploma education and 10 (12.8%) of all surveyed respondents attained certificate education. This implies that the majority of the surveyed respondents’ employees of the public departments in Bariadi Town Council had enough education level to answer the questionnaires.

The presence of a higher percentage of diploma and bachelor's degree holders indicates that most employees in Bariadi Town Council are likely to have the necessary knowledge and skills required to perform their tasks. This data implies that educational background may facilitate a better understanding of the contributions of training and development to job performance.

**4.2.4 Work Experience of Respondents**

The number of years one has worked within an organization gives understanding about the inner workings of the institution. In that regard, the researcher collected and analyzed data on work experience of the participants. The data in the Table 4.1 shows that, about 28 of 78 participants had a working experience of 6-10 years, 22 of 78 participants had a work experience of 11-15 years, and 19 of 78 respondents had a working experience of 5 and fewer years, while 9 of 78 participants had a working experience of above 15 years. Such working experience provides fertile ground to this particular group to guide others to deliver quality services and be aware of the contribution of training and development on employees’ job performance.

From the data it shows that though of exitance of well experienced people but also there are new employed personal. This may imply that there are need for this intervention of training and development to ensure the fresher employees acquire the needed knowledge to perform their duties in their respective position.

**Table 4. 1: Demographic Characteristics of Respondents**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Option** | **Frequency** | **Percent** |
| **Gender** | Male | 49 | 62.8 |
| Female | 29 | 37.2 |
| **Total** | **78** | 100.0 |
| **Age** | Below 21 years | 3 | 3.8 |
| 21-30 | 14 | 17.9 |
| 31-40 | 31 | 39.7 |
| 41-50 | 18 | 23.1 |
| 51-60 | 7 | 9.0 |
| Above 60 years | 5 | 6.4 |
| **Total** | **78** | 100.0 |
| **Educational Level** | Primary education | 2 | 2.6 |
| Secondary education | 12 | 15.4 |
| Certificate | 10 | 12.8 |
| Diploma | 30 | 38.5 |
| Bachelor degree | 20 | 25.6 |
| Master degree | 3 | 3.8 |
| Phd | 1 | 1.3 |
| **Total** | **78** | 100.0 |
| **Service user experience** | 5 years and less | 19 | 24.4 |
| 6-10 years | 28 | 35.9 |
| 11-15 years | 22 | 28.2 |
| More than 15 years | 9 | 11.5 |
| **Total** | **78** | 100.0 |

**Source**: Field data (2024)

# 4.3 The Effects of Apprenticeship Training on Employee Job Performance

This research objective was set to examine the effects of apprenticeship training on employee job performance. To achieve this objective, important data were obtained through interview with the respondents. The task was to provide answer to the research question namely “How does apprenticeship training contribute to employee job performance? Responses to this key question were important for the researcher to understand the effects of apprenticeship training on employee job performance. The findings revealed that employees at the Bariadi town council were offered with apprenticeship training as a means to assist them in performing their task effectively and efficiently. For instance, it was found that, in order to cope with the development of science and technology and increase in competition, apprenticeship training was provided and this helped the employees to be aware of all necessary information and tasks regarding their institution. The study findings are in line with the findings by Mlingi *et al* (2012) who revealed that, to a large extent, apprenticeship training leads to an improved employees’ performance. During in depth interview with one of the human resource officer reported:-

“*The only thing to say here is apprenticeship training is provided to the employees because we need them to know how things are done like how to use computers and other important things. For instance, I can recall one incidence that occurred in 2020 where most of the town council staff had no knowledge of using laptops. This led the executive director to come up with the plan of conducting training to all staff”*

The quotation above also, signifies the fact that, once employees are exposed to apprenticeship training, their modality of work performance changes; meaning that apprenticeship training has brought some impacts to the employees. However, apart from the trainings offered to the employees, there are things which were found significant in assisting employees to work comfortably, satisfied and efficiently. Some of the factors include; good relationship with their top management (as subordinate are assisted differently to attain their targets) as well as favourable working environment (as employees are given all necessary equipment as a means to help them perform their works). The study findings concur with the findings by Hassa (2011) who revealed that, there is a strong positive relationship between apprenticeship training and employee job performance. In addition to that, during an interview which was held to the human resource officer, the following remark was captured: -

*“In our organization, employees are provided with apprenticeship trainings. For example, both new employed and other experienced employees were provided with apprenticeship training, where they are taught different work performance techniques. They are well imparted with knowledge and skills in fact they really enjoy and appreciate the training offered to them”*

The above quote justifies the argument that employees used to interchange knowledge after receiving training in the institution and this was found to be the best technique in enabling the organization attaining its goals. In the same line, during documentary review, it was revealed that the organizations in Bariadi town council had good plan of rotating chances to its employees as the selection tends to begin from each department as a means to cover all departments in the organization. Furthermore, the criteria used for the provision of training was basing on nature of tasks of the particular employee. In due regard, different employee were granted with the chance to be involved in trainings.

**4.4 The Contribution of on-the-Job Training on Employee Job Performance**

# 4.4.1 Provision of Competence to new Employee

The study wanted to understand the contribution of training and development in the improvement of the employee job performance in the study area. The participants were asked how they view the provision of training and development to enhance the competence of new employees. The data were collected from staff and management of Bariadi Council to respond to the study. From the data, most of the participants argue that on-the-job training and development significantly contributes to the development of competence among new employees. The participants mentioned that the intervention provides immediate opportunities to apply what they have learned, and new employees quickly integrated skills into their daily tasks, strengthening their learning and accelerating competence development. For instance, during the training, an urban planner might be tasked with drafting a zoning proposal, after which their supervisor can on time provide constructive feedback, guiding them toward improvement. This immediate application not only solidifies the new skills learned but also ensures that employees are continually progressing in their roles.

This was quoted from one of the participants who said:

*“I believe the knowledge we get at school is almost theoretical and cannot make employees competent. Most employees gain competence on the job, training, and orientation organized by respective organizations. At Bariadi council we always observe the new staff receiving orientation and sometimes offer the special development program to ensure to gain all competence needed to perform their duties.”*

The findings also unveiled that programs enable employees to be more competent and engaged, directly affecting their performance. This intervention makes new staff familiar with the organizational culture, new employees can align with the organization's values, leading to effective and efficient performance (Kamugisha, 2018). The study findings show that on-the-job training programs are more likely to enhance employee capability.

# 4.4.2 Improving the Service Delivery

The data were collected to understand how the training and development intervention alters the improvement of service delivery at the public institution. The participants were asked how they view that the intervention contributes to service delivery at Bariadi Council. The findings show that on-the-job training significantly contributes to the improvement of service delivery at Bariadi Town Council. Through these training programs, employees become more competent and efficient in their roles, which finally lead to better service provision. Well-trained staff members can meet the needs of customers more effectively.

This was witnessed by one of the participants said:

*“Bariadi Town Council provides effective services, and this is attributed to on-the-job training because trained staffs are more efficient in performing their tasks, leading to improved service provision for customers according to their needs. But also, I can say On-the-job training improves employee relations and motivates them to offer quality services to their customers”*

The findings emphasize the importance of continual skill development to ensure that employees can keep up with the growing demands of service delivery. But also, the training programs not only enhance individual competencies but also foster motivation and improve interpersonal relations within the workplace. This finding reflects the broader organizational impact of training, as it not only enhances technical skills but also promotes a positive working environment that contributes to the overall effectiveness of service delivery. The findings deeply demonstrate that on-the-job training is a key driver in the council’s ability to maintain high service standards.

The data were supported by several studies including the study by Kamugisha (2018) & Kejo (2023) highlights that on job training helps employees to improve their knowledge and skills, problem-solving skills, clear responsibilities, and professional attitudes toward customers toward good service delivery. Based on these findings, this study demonstrates that the effect of employee participation on service delivery is influenced by compensation packages, leadership approaches, and career development opportunities.

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# 4.4.3 Effectiveness in Completing Tasks and Enhancing Satisfaction

For the organization to be considered to improve its performance it includes the enhancement of effectiveness. The data were collected to understand if the participants think the training and development enhance the effectiveness of the institution's performance. The data were extracted from the staff and management to get detailed information to respond to the objectives. The data collected show that On-the-job training plays a critical role in enhancing employees' effectiveness in completing tasks and encouraging job satisfaction. The findings insist that training equips employees with new skills and knowledge, leading to improved efficiency in performing their duties to employees and the institution at large. On the other hand, the findings emphasize that the interventions increase their ability to adapt to changing job demands, thereby contributing to the organization's overall success.

This was quoted from one of the participants by saying:

*“Through on-the-job training, I have gained practical skills that make me more competent in my tasks, which directly impacts my job performance and satisfaction.”*

The other participant narrated;

*On my view, on job training offered to employees influence job performances because they make employees competent in their job, improve their competences and skills as well. For instance, most of workers who received on job training learnt new techniques to approach their daily tasks, improve performances, add confidence as well as expand their skills.*

This illustrates that employees view training as a key element in developing a capable workforce. The findings imply that training not only improves task completion but also employee morale, which is critical for effective performance. Such study findings are in line with the study findings by Colley (2006) who revealed that, on job training programs that are being prepared and implemented by different organizations are fruitful in the employee job performance.

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# 4.4.4 Enhance Innovation and Creativity to the Employee in Performing Their Duties

Creativity is a very important aspect of the performance of the institution. The findings from the study indicated that on-the-job training plays a critical role in enhancing innovation and creativity among employees, ultimately leading to improved job performance. From the data participants consistently emphasized that on-the-job training equips employees with problem-solving skills as they encounter and address real-time challenges during the learning process.

One participant quoted said that:

*“On-the-job training can significantly contribute to fostering innovation and creativity among employees in performing their duties. The performance needs innovation as of recently many innovations help to enhance effectiveness. The employee needs more training to incubate and accelerate critical thinking for innovation. On-the-job training helps employees acquire new skills which help them to be innovative in performing their tasks”*

These findings insist that the intervention makes employees acquire up-to-date skills and knowledge through continuous training, and employees are better equipped to contribute creative solutions and improve productivity. This implies that this intervention contributes to promoting a culture of creativity and innovation within the workplace. The findings were supported by Ezinwanne (2019) who revealed that knowledge utilization has a significant positive effect on employee creativity in vocational institutes. But also the study by Al-Amarat (2019) and Kyunga (2021) support the findings by indicating that training and development enhance creativity among the employees in the institution.

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# 4.5 The challenges Hhindering the Eeffectiveness of Training and Ddevelopment for employees in public Iinstitutions

# 4.5.1 The institution’s budget limit

The budget allocation is among of drivers for achieving the intervention insertion at any level. Insufficient budget might cause and lead to failure in achieving the goal of training and development at public institutions. In this aspect, participants were asked if inadequate budget act as the challenge in implementing the training and development at Bariadi Council. In responding to this, participants who were staff and management were included to extract detailed information to respond to the objective of the study. From the findings, the financial aspect was identified to impact the quality and frequency of training programs. Most of the participants argued that budget limitations are a significant challenge to implementing effective training programs.

This was witnessed by one participant who said:

“*The institution's budget limits both the quality and frequency of training programs at Bariadi Town Council because there is limited allocation of budget which always limits the frequency of training sessions, reducing opportunities for staff to continually upgrade their skills."*

Some participants further expounded that budget limitations not only reduce the frequency of training sessions but also impact the selection process, resulting in unequal access to training opportunities. This led to the existence of bias in the selection process which led to unequal access to training opportunities.

This implies that the constraints in the budget can create disparities among staff members, affecting overall employee development. The implications of these findings suggest that the institution’s limited budget poses a considerable challenge in enhancing employees' skills through continuous development programs. This challenge calls for strategic measures to address funding issues, such as exploring alternative funding sources or prioritizing budget allocations for training programs to ensure the sustained development of employees. This aligns with existing literature, which emphasizes that adequate financial resources are crucial for implementing effective training programs (Noe, 2017). Insufficient budget allocations often result in inequitable access to training, reinforcing inequalities within the workforce (Kirkpatrick & Kirkpatrick, 2006).

# 4.5.2 The Institution/ Council Culture

The data were collected to explore the influence of institutional or council culture on the implementation of training and development at Bariadi Town Council. In understanding that the staff and management were included to extract the required information needed to respond to the objectives. From the findings, most of the responses indicated that the prevailing culture within an institution or council considerably affects the success of training and development programs. The findings mention that the culture does not promote learning and innovation as the council tends to be driven by emotion rather than the guidelines and policy imposed. The habit may undermine the effectiveness of training initiatives.

This was supported by one of the participants who said that:

*The culture of an institution or council can have a significant impact on the application of training outcomes. If the council culture is not supportive of learning and innovation, it can undermine the effectiveness of training programs."*

Most of the participants argue that culture poses challenges in the implementation of the training and development intervention in the institution. But also, some of the participants were against it as they argued that the culture cannot stand before guidelines, and frameworks existing in the institution. The varying perspectives suggest that while culture is recognized as a potential challenge, its perceived impact might differ based on individual experiences and departmental dynamics within the council. This implies that any effort to enhance training effectiveness must also address the existing cultural norms. This could involve the development of a more supportive environment that values learning, innovation, and the application of new skills. On the other hand, the views of those who do not see culture as an impediment indicate that there might be other challenges within the institution that need to be addressed to improve training outcomes. This finding concur the work of Schein (2010), who posits that organizational culture profoundly influences employee behavior and learning outcomes. A supportive culture is essential for fostering an environment where training can be effectively applied, leading to better job performance (Collins & Porras, 1994).

Also, some participants expressed that cultural norms could both support and hinder training efforts, suggesting a need for a nuanced understanding of how culture interacts with institutional policies (Cameron & Quinn, 2011). Efforts to enhance training effectiveness must consider these cultural dynamics and aim to create an environment that encourages continuous learning and the application of new skills.

# 4.5.3 The Iinstitution frameworks

The effectiveness of training and development programs within public institutions can be significantly influenced by institutional frameworks. The study aims to extract the opinion that emerged regarding whether these frameworks present challenges in ensuring equal opportunities for employees’ training and development. From the data, it shows that institutional frameworks do pose challenges. The view was demonstrated that the existing frameworks have some weaknesses and some of its strength is not considered in the implementation of the intervention. This led to the issues of unfairness/bias in the selection of participants.

This was quoted from one of the participants who said:

“The *institutional frameworks present challenges in ensuring equal opportunities for training and development among employees. For example, if the selection of employees for training is not transparent or is influenced by biases, certain groups of employees may be consistently overlooked. This led to unequal access to training opportunities.”*

The findings demonstrate that in the implementation of the training and development intervention, there is lack of transparency in selection processes which potentially results in a certain group being marginalized. This may be due to the absence of clear, equitable guidelines within an institution's framework which hinders the ability of all employees to access training opportunities equally. The implication here is that institutions may unconsciously support inequality if their frameworks are not designed to be inclusive and fair.

From the data also some of the participants expressed that institutional frameworks do not challenge the provision of equal training opportunities. For instance, one participant stated,

*“The institutional frameworks do not challenge the ensuring of equal opportunities for training and development among the employees. In Bariadi Town Council, there is equal chance for employees to participate in on-the-job training depending on the strategic planning set down by the management.”*

The findings suggest that, at least within this specific council, the existing institutional frameworks are perceived as equitable and functional in promoting employee development. This perspective implies that the effective implementation of institutional frameworks can provide a structured approach to facilitate equal access to training programs. However, the division in responses indicates that the effectiveness of institutional frameworks can vary depending on the institution's internal practices and strategic approaches.

These findings imply that institutions need to critically assess their frameworks to identify potential biases or inequalities. A more transparent, objective, and structured selection process could help to ensure that all employees, regardless of their backgrounds, have equal access to development opportunities. Addressing these challenges could lead to a more competent and motivated workforce, which finally enhances overall job performance within public institutions.

According to (Rahaman, 2022), The study findings show that both job training and promotion have a positive effect on employee job satisfaction. Furthermore, the study indicates that managers need to provide necessary training programs and timely promotions to their current working employees to keep them satisfied with their job. Promotion and effective job training will certainly enhance employees’ job satisfaction.

# 4.5.4 The Issue of Nepotism and Corruption

Nepotism and corruption are significant barriers that can hinder the effectiveness of training and development within public institutions. These unethical practices often lead to the unequal distribution of training opportunities, impacting the overall growth and performance of employees. The data collected from the institution reveals mixed opinions regarding the presence of nepotism and corruption and its impact on equal access to training opportunities.

Most of the participants mentioned that these practices affect the implementation of training and development. This leads to the existence of unequal opportunities in training and development. This was quoted from one of the participants who said that:

"*Nepotism and corruption have a deeply negative effect on training and development plans within an institution, leading to unequal access to training opportunities for employees*."

This statement emphasizes how these unethical practices undermine fairness and transparency, creating barriers for certain employees. The unfair selection of participants for training programs is one such barrier, eventually leading to demotivation among those who are not chosen based on merit.

On the other hand, some participants indicated a belief in the existence of equal training opportunities for all employees within their institution, regardless of gender. One participant stated,

*"In the institution, there is equal access to training opportunities for all employees, hence leading to the effective and efficient performance of the organization. Since I was here, we took to training and seminars fairly, and this who I always appreciated. This makes us feel treated equally. This practice motivates us to work hard hence a positive impact on our institution's performance.*

This implies that nepotism and corruption cannot be ignored. Even in organizations where employees perceive equal access, nepotism or favoritism can still thinly impact the selection process, leading to skepticism about the fairness of training programs (Liu & Wang, 2019). Therefore, institutions must remain attentive to maintaining transparency and objectivity in their training and development initiatives to ensure that no employee feels excluded or unfairly treated (Bach, 2014).

# 4.5.5 The political Will as the challenge

The effectiveness of training and development in public institutions, such as the Bariadi Town Council, can be significantly influenced by political will. The study involved the institution's staff and management to extract information in response to the objective. The participants were asked for opinions on whether political will plays a vital role in the implementation of training programs and how they may pose the challenge. The findings show that a key observation from the data is a divide between participants who view political support as crucial and those who believe it has no impact on training and development within the council. This was

Several participants insisted on the importance of political will in the success of training programs. One participant stated that:

*“The political will has a significant impact on the implementation of training and development programs in the council. For instance, the level of political support determines how much of the budget is allocated to training and development programs. If political leaders prioritize other areas over staff development, the resources for training may be insufficient, limiting the scope and frequency of training programs."*

These views may imply that political prioritization directly affects the budgetary allocation for staff development, indicating that without adequate political support, training programs may face financial constraints. This implies that the level of political commitment can occasionally hinder or facilitate the effectiveness of training programs, depending on the fluctuating interests and priorities of political leaders. It is believed that the development and effective implementation of training and development intervention depend more on the political will. According to (Amin et al., 2023), demonstrate that a training program is an effort by the employer to provide opportunities for the employees to acquire job-related skills, attitudes, and information. To meet the ever-growing needs of training and development has to become dynamic and updated in modern scenarios and international excellence.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

# 

# 5.1 Chapter Overview

The chapter covers the summary of the findings, conclusion, and recommendations.

# 

# 5.2 Summary of Main Findings

The findings of this study show how training and development contribute to the performance of employees in public institutions. It shows that Bariadi Town Council practices on-the-job training through various methods, including induction, orientation, in-service training, and workshops. In the case of challenges, the data mentioned budget constraints limit the frequency of these programs. While training is valuable, its effectiveness is hindered by insufficient financial resources. On-the-job training contributes to employee competence, service delivery improvement, task completion, job satisfaction, and innovation. It equips employees with new skills, knowledge, and problem-solving abilities. Challenges include budget limitations, institutional culture, institutional frameworks, nepotism and corruption, and political will. These factors can hinder equal access to training opportunities, reduce training frequency, and undermine training effectiveness.

# 

# 5.3 Conclusion

By concluding on the findings, it is concluded that training and development play a significant role in enhancing employee job performance at Bariadi Town Council. On-the-job training methods such as induction, orientation, in-service training, and workshops were commonly practiced. These initiatives contribute positively to employee competence, service delivery, task completion, job satisfaction, and innovation by equipping employees with new skills, knowledge, and problem-solving abilities. Overall, training improves the capacity of employees to perform their duties more efficiently and effectively, thereby boosting institutional performance.

However, several challenges hinder the full potential of these training programs. Budget constraints were mentioned as significantly limiting the frequency and scope of training opportunities, while institutional factors such as culture, frameworks, nepotism, corruption, and politics will further restrict access to equal training opportunities. These challenges not only reduce the frequency of training but also undermine its overall effectiveness, thereby limiting the ability of employees to fully benefit from development programs designed to improve job performance.

# 5.4 Recommendations

Based on the study findings the following are recommendations for public institutions to ensure the effectiveness of Training and Development interventions toward contributing to employee performance as follows:

To enhance the effectiveness of training and development, Bariadi Town Council must allocate sufficient financial resources. This is to increase the frequency and quality of on-the-job training programs, including workshops, in-service training, and orientation sessions. A well-funded training program can improve employee competence and job performance significantly.

Bariadi Town Council should establish clear policies to eliminate practices of nepotism and corruption in the selection of employees for training. Ensuring that training opportunities are distributed equitably increase skilled and motivated workforce, thereby enhancing overall institutional performance. A merit-based system will encourage fairness and boost employee morale.

Bariadi Town Council should foster a positive institutional culture that values continuous learning and development. This can be achieved by revising institutional frameworks to support regular training sessions and by encouraging leadership to prioritize employee development. Such initiatives will ensure sustained employee innovation, task completion, and service delivery improvements.

# 

# 5.5 Area for Future Studies

This study was mainly focused on investigating the contribution of training and development to the performance of public institutions. From the study, it was observed that there are still limitations of studies about the topic. From the study observation, it was recommended that future study look at the following study areas as follows:

Firstly, the Impact of Budget Constraints on the Effectiveness of Training Programs in Public Institutions. Secondly, assessing the position of Institutional Culture in the Success of Employee Training in Tanzanian Public Institutions

Lastly, assessing the contribution of online learning platforms in enhancing the effectiveness of training and development intervention in the public institution

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# APPENDICES

**Appendix I. Introduction**

Dear Respondent,

I am **Kayange Ostin** student from the the Open University of Tanzania. I am conducting a research study of the Contributions of Training and Development on the Employee Job Performance in Tanzania. A Case of Bariadi Town Council. I seek your assistance to provide information on this topic by responding to these questions in interview. All information you give will be confidentially treated and will be used solely for this research and for academic purposes. No source or individual will be identified or comment attributed to the originator. I thank you for your co-operation

Please kindly tick the appropriate answer (√).

**Appendix II: Demographic Characteristics**

|  |  |  |
| --- | --- | --- |
| **Variable** | **Option** | **Tick** |
| **Gender** | Male |  |
| Female |  |
| **Total** |  |
| **Age** | Below 21 years |  |
| 21-30 |  |
| 31-40 |  |
| 41-50 |  |
| 51-60 |  |
| Above 60 years |  |
| **Total** |  |
| **Educational Level** | Primary education |  |
| Secondary education |  |
| Certificate |  |
| Diploma |  |
| Bachelor degree |  |
| Master degree |  |
| Phd |  |
| **Total** |  |
| **Working experience** | 5 years and less |  |
| 6-10 years |  |
| 11-15 years |  |
| More than 15 years |  |
| **Total** |  |

**Appendix III: Interview guide**

Kindly answer these few questions

**Objective i: Effects of apprenticeship training on employee job performance at Bariadi Town Council.**

**Section 1: Apprenticeship Training**

1. Can you describe any apprenticeship training you have participated in at Bariadi Town Council?

2. How often do these apprenticeship training programs occur?

3. What skills or knowledge did you acquire through apprenticeship training?

4. How has apprenticeship training impacted your job performance?

5. Do you feel that apprenticeship training has helped you perform your job more effectively? Please explain.

**Objective ii: Effects of on-the-job training on employee job performance at Bariadi Town Council**

1. How has on-the-job training influenced your job performance and that of your colleagues?
2. Can you provide how you related the competence of new employees and the on-job training program with an example if possible?
3. In your view do you think Bariadi Town Council provides effectively its services and does this attributed to job training programs?
4. How has on-the-job training influenced your efficiency in completing tasks and enhancing satisfaction?
5. In your view does this on-the-job training contribute to bringing innovation and creativity to the employee in performing their duties?

**Objective iii: The challenges hindering effective training and development of employees in Bariadi Town Council**

1. What are the primary challenges that hinder the effective implementation of training and development programs at Bariadi Town Council?
2. How do budget limitations affect the quality and frequency of training programs offered?
3. What challenges do you face in accessing relevant and up-to-date training materials or resources?
4. Can you describe any logistical issues that have prevented employees from fully participating in training programs?
5. How does resistance to change among employees or management impact the success of training initiatives?
6. What role does the lack of time or heavy workloads play in limiting employee participation in training and development?
7. How do you think the existing training programs could be improved to overcome these challenges?
8. How do financial constraints impact the ability to provide effective on-the-job training?

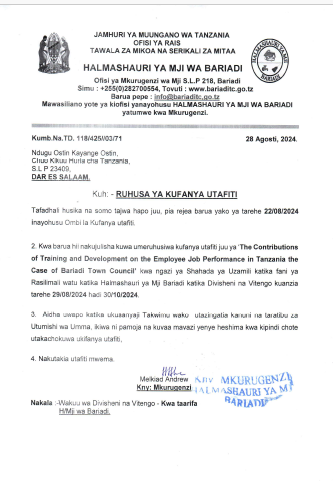
**Appendix IV: Budget**

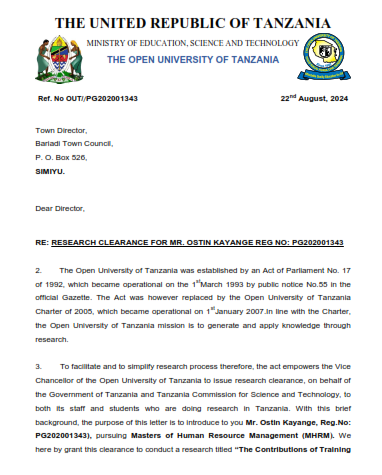
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SN** | **ITEM AND AMOUNT** | **Quantity** | **Unit Price** | **TOTAL** |
| 1. | stationary | - | 200000 | 200,000 |
| 2. | Local transport | 4days | 20,000 | 80,000 |
| 3. | Meal and Accommodation | - |  | 40,000 |
| 4. | Internet services | - |  | 200,000 |
| 5. | Data analysis |  |  | 360,000 |
| 6. | Printing dissertation Report | - |  | 200,000 |
| 7. | Binding Dissertation Report final copies | - |  | 50,000 |
| 8. | Publication | - |  | - |
|  |  |  | **Total** | 1,130,000 |

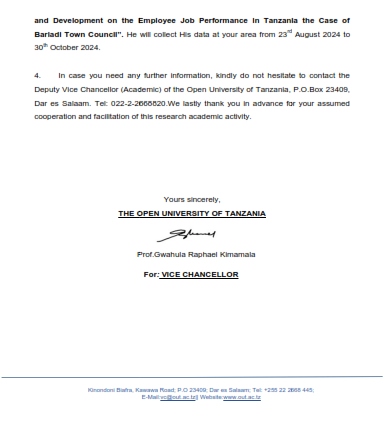
**Appendix V: Action plan**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | **Activity** | **Months -2024** | | | | | | | | | |
|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | Development of concept note |  |  |  |  |  |  |  |  |  |  |
|  | Literature review |  |  |  |  |  |  |  |  |  |  |
|  | Writing Research proposal |  |  |  |  |  |  |  |  |  |  |
|  | Presenting Research proposal |  |  |  |  |  |  |  |  |  |  |
|  | Developing data collection tool |  |  |  |  |  |  |  |  |  |  |
|  | Data collection |  |  |  |  |  |  |  |  |  |  |
|  | Preparation of analysis plan and research report draft |  |  |  |  |  |  |  |  |  |  |
|  | Data analysis |  |  |  |  |  |  |  |  |  |  |
|  | Writing dissertation report |  |  |  |  |  |  |  |  |  |  |
|  | Presentation of Dissertation |  |  |  |  |  |  |  |  |  |  |

**Appendix Vi: Permission letter**







**MANUSCRPT**

**Challenges hindering effective training and development of employees in Bariadi Town Council**

Ostin Kayangeª, Michael Mwachaᵇ & Nasra Karaᵇ

bFaculty of Business Management , Department of Marketing, Entrepreneurship and Management of The Open University of Tanzania (OUT), P.O.Box 23409, Dar es Salaam, Tanzania.

**Abstract**

This study was conducted in Bariadi Town Council in Simiyu Region. The study aimed to examine challenges hindering effective training and development of employees. Guided by Human Capital Theory, the study employed an interpretivist philosophy and a case study approach. Data were collected through interview guide and documentary review achieving saturation after interviewing 78 participants. Thematic analysis was used to analyze the data, presenting findings through views, opinions, and direct quotations. The results indicated that training and development face several challenges including budget constraints, institution culture, nepotism and political will limit the frequency and quality of these programs, undermining their overall effectiveness. Despite these challenges, on the job training was found to improve employee competence, service delivery, task completion, job satisfaction and innovation by equipping staff with essential skills and problem solving abilities. To strengthen training and development interventions, the study recommends increasing budget allocations, enhancing management training and implementing continuous evaluation of training programs to effectively address these challenges.

Keywords; challenges, training and development, Bariadi Town Council

**1.Introduction**

Training and development imply educational activities within a company created to enhance the knowledge and skills of employees while providing information and instruction on how to better perform specific tasks. (Darwinbox, 2024). Training is the initiative taken by the management to meet the present needs of an employee. In development, initiative is taken by the individual to meet the future needs of an employee. (Darwinbox, 2024). Training and development involve improving the effectiveness of organizations and the individuals and teams within them. Training may be viewed as related to immediate changes in organizational effectiveness via organized instruction, while development is related to the progress of longer-term organizational and employee goals. (Peacock, Steward, & Belcourt, 2020).

Aspects of training and development have been linked to ancient civilizations around the globe early training-related articles appeared in journals marketed to enslavers in the antebellum south and training approaches and philosophies were discussed extensively by Booker T. Washington Early academic published related to training including a 1918 article in the Journal of Applied Psychology (Peacock et al., 2020).

Challenges related to training and development programs vary across regions. In Europe, issues such as inadequate funding for training initiatives and a mismatch between educational curricula and industry needs have been identified as key barriers (European Commission, 2020).

In America, challenges such as resistance to change, lack of leadership support, and insufficient measurement of training outcomes have been reported by organizations implementing training programs (ASTD, 2018). In Asia, factors such as limited access to quality education, language barriers, and cultural differences pose challenges to effective skills development efforts (ADB, 2020). In Africa, issues like infrastructure deficits, political instability, and insufficient investment in human capital development impede the effectiveness of training and development programs (AfDB, 2019). Laing's (2021) research in Ghana's public sector organizations identified challenges in current training practices, emphasizing the need for improvement. Similarly, Tsegaye's (2018) study in Ethiopia revealed obstacles hindering effective training and development, such as resource constraints and infrastructure limitations. In Tanzania specifically, studies have highlighted challenges such as inadequate funding for training initiatives, limited access to training facilities in rural areas, and low awareness about the importance of lifelong learning among employees (NIT, 2021).

**2.Literature review**

**Theoretical literature review**

**The Human Capital Theory**

This study is guided by the Human Capital Theory. The origin of Human capital Theory can be traced back to the work of economists such as Gary Becker and Theodore Schults in the 1960’s. The theory proposed the idea that investments in education, training and health lead to increased productivity and economic growth. The theory relates to the study because it emphasizes that investment in employee training and development lead to increased human capital, which in turn enhances organizational performance. In the public sector skilled and knowledgeable employees are crucial for delivering effective services which will help the organization to achieve its goals (Collings and Scullion, 2019).

Training and development on work place regularly asks employees to participate with idea-generation or problem-solving exercises. These are aimed at resolving the real-world challenges that the business is facing. With collaborative participation, commitment and skills provided from training and development sessions employees get improvement in their reasoning and job performances (Lawless, 2024). The employee can increase the capacity of reasoning of their practice through updating of their knowledge and capacitated (Lawless, 2024). The Theory mentions and insisted on the value of investments in education, training, and health for enhancing productivity and fostering economic growth.

This theory has several strengths like emphasizing on the long-term benefits of investing in employee development, which can lead to sustainable organizational growth. But also, the theory assumes and believes on education, training, and health as key drivers of productivity aligns well with modern approaches to human resource management.

**3. Methodology**

**Location of study area**

The study was conducted in the Simiyu region, where the area of concentration was Bariadi Town Council. The study was conducted in the Simiyu region, specifically focusing on the Bariadi Town Council. Managers and heads of departments or sections were interviewed. The selection of Bariadi Town Council is justified for several reasons; Firstly, it was the area offers a high probability of obtaining the information required by the researcher to respond to objectives as a public organization. Also, the researcher’s familiarity with the native cultural and social practices in Bariadi town council made it easy to collect the information required to respond to the study objectives.

**Study design**

A research design is crucial as it lays out the plan for conducting the research and it includes the methods used for data collection and analysis, which ultimately ensures that the research questions are answered comprehensively (Creswell and Poth 2018). This study employed a case study research design to assess the Contribution of Training and Development on Employee Performance Improvement in Bariadi Town Council. The reason for applying this design was to understand phenomena in real-life situations and the strategy is common in a wide range of fields such as psychology, sociology, political science, social work, and business. It also utilizes naturally existing information sources such as people and interactions between people within the scope of the case (Hyett et al., 2014, Yin, 2003).

**Sampling procedure**

Purposive sampling, also known as purposeful or judgmental sampling, is a non-probability sampling technique where the researcher selects participants based on specific characteristics or qualities relevant to the research purpose Creswell, (2017). Purposive sampling was employed to select participants who were involved in the study. Purposive or judgmental sampling is the strategy that was employed in this study to allow the research participants from candle staff to respond to the objectives. This approach was employed to eliminate choice bias, giving each unit of the query the opportunity to be chosen if it had the necessary qualities (Kothari, 2004). Also, this study adopted the use of Convenience sampling techniques in selecting samples. Convenience sampling is a non-probability sampling technique where researchers select participants based on their accessibility and availability, rather than through random chance or defined criteria (Trochim & Donnelly, 2006). The method depends on who is available to provide answers for the study and how far the researcher obtained the information required to answer several research questions. In this study the Key Informants (KI) who was Managerial participants were obtained through convenience technique. This approach was utilized because they are busy and they were selected based on their convenience.

**Data collection**

In this study, the researcher triangulated the research methods for data collection. The researcher employed qualitative data collection methods to collect primary data. The data collected through interview guide and documentary review (Nemanja, 2021). Data were collected using Interview. The researcher adopted a structured interview instrument to gather information to generate a concrete conclusion. In this study, an interview session with different groups of respondents was used to collect data. Some employees and managerial personnel were interviewed on information related to their understanding of the challenges that tend to hamper training and development among the employees in Bariadi Town Council. The researcher opted to use the interview guide tool because of its ability to provide firsthand information from the participants. The method also enabled the researcher to gather accurate information through the use of additional questions and facial expressions.

**4. Result**

**Data analysis**

The study used qualitative methods for data analysis to make comparisons of ideas and views on training and development. In this study, thematic analysis was employed to let the data collected make sense. The Thematic analysis involves examining the patterns of meaning in a data set collected from interviews (Braun & Clarke, 2006). The method helped to transcribe interviews, read through the data, and code relevant themes related to the effects of apprenticeship training, on-the-job training, and challenges in training and development. Also, the researcher identified recurring themes and patterns in the data, for example, common challenges or benefits mentioned by multiple participants. Thereafter, the themes were interpreted to understand the broader implications of training and development on job performance.

**Findings presentations and discussion**

**The Institution's Budget Limit**

The budget allocation is among of drivers for achieving the intervention insertion at any level. Insufficient budget might cause and lead to failure in achieving the goal of training and development at public institutions. In this aspect, participants were asked if inadequate budget act as the challenge in implementing the training and development at Bariadi Council. In responding to this, participants who were staff and management were included to extract detailed information to respond to the objective of the study. From the findings, the financial aspect was identified to impact the quality and frequency of training programs. Most of the participants argued that budget limitations are a significant challenge to implementing effective training programs.

This was witnessed by one participant who said:

“*The institution's budget limits both the quality and frequency of training programs at Bariadi Town Council because there is limited allocation of budget which always limits the frequency of training sessions, reducing opportunities for staff to continually upgrade their skills."*

Some participants further expounded that budget limitations not only reduce the frequency of training sessions but also impact the selection process, resulting in unequal access to training opportunities. This led to the existence of bias in the selection process which led to unequal access to training opportunities.

This implies that the constraints in the budget can create disparities among staff members, affecting overall employee development. The implications of these findings suggest that the institution’s limited budget poses a considerable challenge in enhancing employees' skills through continuous development programs. This challenge calls for strategic measures to address funding issues, such as exploring alternative funding sources or prioritizing budget allocations for training programs to ensure the sustained development of employees. This aligns with existing literature, which emphasizes that adequate financial resources are crucial for implementing effective training programs (Noe, 2017). Insufficient budget allocations often result in inequitable access to training, reinforcing inequalities within the workforce (Kirkpatrick & Kirkpatrick, 2006).

**The Institution/ Council Culture**

The data were collected to explore the influence of institutional or council culture on the implementation of training and development at Bariadi Town Council. In understanding that the staff and management were included to extract the required information needed to respond to the objectives. From the findings, most of the responses indicated that the prevailing culture within an institution or council considerably affects the success of training and development programs. The findings mention that the culture does not promote learning and innovation as the council tends to be driven by emotion rather than the guidelines and policy imposed. The habit may undermine the effectiveness of training initiatives.

This was supported by one of the participants who said that:

*The culture of an institution or council can have a significant impact on the application of training outcomes. If the council culture is not supportive of learning and innovation, it can undermine the effectiveness of training programs."*

Most of the participants argue that culture poses challenges in the implementation of the training and development intervention in the institution. But also, some of the participants were against it as they argued that the culture cannot stand before guidelines, and frameworks existing in the institution. The varying perspectives suggest that while culture is recognized as a potential challenge, its perceived impact might differ based on individual experiences and departmental dynamics within the council. This implies that any effort to enhance training effectiveness must also address the existing cultural norms. This could involve the development of a more supportive environment that values learning, innovation, and the application of new skills. On the other hand, the views of those who do not see culture as an impediment indicate that there might be other challenges within the institution that need to be addressed to improve training outcomes. This finding concur the work of Schein (2010), who posits that organizational culture profoundly influences employee behavior and learning outcomes. A supportive culture is essential for fostering an environment where training can be effectively applied, leading to better job performance (Collins & Porras, 1994).

Also, some participants expressed that cultural norms could both support and hinder training efforts, suggesting a need for a nuanced understanding of how culture interacts with institutional policies (Cameron & Quinn, 2011). Efforts to enhance training effectiveness must consider these cultural dynamics and aim to create an environment that encourages continuous learning and the application of new skills.

**The Institution Frameworks**

The effectiveness of training and development programs within public institutions can be significantly influenced by institutional frameworks. The study aims to extract the opinion that emerged regarding whether these frameworks present challenges in ensuring equal opportunities for employees’ training and development. From the data, it shows that institutional frameworks do pose challenges. The view was demonstrated that the existing frameworks have some weaknesses and some of its strength is not considered in the implementation of the intervention. This led to the issues of unfairness/bias in the selection of participants.

This was quoted from one of the participants who said:

“The *institutional frameworks present challenges in ensuring equal opportunities for training and development among employees. For example, if the selection of employees for training is not transparent or is influenced by biases, certain groups of employees may be consistently overlooked. This led to unequal access to training opportunities.”*

The findings demonstrate that in the implementation of the training and development intervention, there is lack of transparency in selection processes which potentially results in a certain group being marginalized. This may be due to the absence of clear, equitable guidelines within an institution's framework which hinders the ability of all employees to access training opportunities equally. The implication here is that institutions may unconsciously support inequality if their frameworks are not designed to be inclusive and fair.

From the data also some of the participants expressed that institutional frameworks do not challenge the provision of equal training opportunities. For instance, one participant stated,

*“The institutional frameworks do not challenge the ensuring of equal opportunities for training and development among the employees. In Bariadi Town Council, there is equal chance for employees to participate in on-the-job training depending on the strategic planning set down by the management.”*

The findings suggest that, at least within this specific council, the existing institutional frameworks are perceived as equitable and functional in promoting employee development. This perspective implies that the effective implementation of institutional frameworks can provide a structured approach to facilitate equal access to training programs. However, the division in responses indicates that the effectiveness of institutional frameworks can vary depending on the institution's internal practices and strategic approaches.

These findings imply that institutions need to critically assess their frameworks to identify potential biases or inequalities. A more transparent, objective, and structured selection process could help to ensure that all employees, regardless of their backgrounds, have equal access to development opportunities. Addressing these challenges could lead to a more competent and motivated workforce, which finally enhances overall job performance within public institutions.

According to (Rahaman, 2022), The study findings show that both job training and promotion have a positive effect on employee job satisfaction. Furthermore, the study indicates that managers need to provide necessary training programs and timely promotions to their current working employees to keep them satisfied with their job. Promotion and effective job training will certainly enhance employees’ job satisfaction.

**The Issue of Nepotism and Corruption**

Nepotism and corruption are significant barriers that can hinder the effectiveness of training and development within public institutions. These unethical practices often lead to the unequal distribution of training opportunities, impacting the overall growth and performance of employees. The data collected from the institution reveals mixed opinions regarding the presence of nepotism and corruption and its impact on equal access to training opportunities.

Most of the participants mentioned that these practices affect the implementation of training and development. This leads to the existence of unequal opportunities in training and development. This was quoted from one of the participants who said that:

"*Nepotism and corruption have a deeply negative effect on training and development plans within an institution, leading to unequal access to training opportunities for employees*."

This statement emphasizes how these unethical practices undermine fairness and transparency, creating barriers for certain employees. The unfair selection of participants for training programs is one such barrier, eventually leading to demotivation among those who are not chosen based on merit.

On the other hand, some participants indicated a belief in the existence of equal training opportunities for all employees within their institution, regardless of gender. One participant stated,

*"In the institution, there is equal access to training opportunities for all employees, hence leading to the effective and efficient performance of the organization. Since I was here, we took to training and seminars fairly, and this who I always appreciated. This makes us feel treated equally. This practice motivates us to work hard hence a positive impact on our institution's performance.*

This implies that nepotism and corruption cannot be ignored. Even in organizations where employees perceive equal access, nepotism or favoritism can still thinly impact the selection process, leading to skepticism about the fairness of training programs (Liu & Wang, 2019). Therefore, institutions must remain attentive to maintaining transparency and objectivity in their training and development initiatives to ensure that no employee feels excluded or unfairly treated (Bach, 2014).

**The Political Will as the Challenge**

The effectiveness of training and development in public institutions, such as the Bariadi Town Council, can be significantly influenced by political will. The study involved the institution's staff and management to extract information in response to the objective. The participants were asked for opinions on whether political will plays a vital role in the implementation of training programs and how they may pose the challenge. The findings show that a key observation from the data is a divide between participants who view political support as crucial and those who believe it has no impact on training and development within the council. This was

Several participants insisted on the importance of political will in the success of training programs. One participant stated that:

*“The political will has a significant impact on the implementation of training and development programs in the council. For instance, the level of political support determines how much of the budget is allocated to training and development programs. If political leaders prioritize other areas over staff development, the resources for training may be insufficient, limiting the scope and frequency of training programs."*

These views may imply that political prioritization directly affects the budgetary allocation for staff development, indicating that without adequate political support, training programs may face financial constraints. This implies that the level of political commitment can occasionally hinder or facilitate the effectiveness of training programs, depending on the fluctuating interests and priorities of political leaders. It is believed that the development and effective implementation of training and development intervention depend more on the political will. According to (Amin et al., 2023), demonstrate that a training program is an effort by the employer to provide opportunities for the employees to acquire job-related skills, attitudes, and information. To meet the ever-growing needs of training and development has to become dynamic and updated in modern scenarios and international excellence.

**5. Recommendations**

Based on the study findings the following are recommendations for public institutions to ensure the effectiveness of Training and Development interventions toward contributing to employee performance as follows:

To enhance the effectiveness of training and development, Bariadi Town Council must allocate sufficient financial resources. This will help in increasing the frequency and quality of on-the-job training programs, including workshops, in-service training, and orientation sessions. A well-funded training program can improve employee competence and job performance significantly.

Bariadi Town Council should establish clear policies to eliminate practices of nepotism and corruption in the selection of employees for training. Ensuring that training opportunities are distributed equitably will foster a more skilled and motivated workforce, thereby enhancing overall institutional performance. A merit-based system will encourage fairness and boost employee morale.

Bariadi Town Council should foster a positive institutional culture that values continuous learning and development. This can be achieved by revising institutional frameworks to support regular training sessions and by encouraging leadership to prioritize employee development. Such initiatives will ensure sustained employee innovation, task completion, and service delivery improvements.

By concluding on the findings, it is concluded that training and development play a significant role in enhancing employee job performance at Bariadi Town Council. On-the-job training methods such as induction, orientation, in-service training, and workshops were commonly practiced. These initiatives contribute positively to employee competence, service delivery, task completion, job satisfaction, and innovation by equipping employees with new skills, knowledge, and problem-solving abilities. Overall, training improves the capacity of employees to perform their duties more efficiently and effectively, thereby boosting institutional performance.

However, several challenges hinder the full potential of these training programs. Budget constraints were mentioned as significantly limiting the frequency and scope of training opportunities, while institutional factors such as culture, frameworks, nepotism, corruption, and politics will further restrict access to equal training opportunities. These challenges not only reduce the frequency of training but also undermine its overall effectiveness, thereby limiting the ability of employees to fully benefit from development programs designed to improve job performance.

**Area for Future Studies**

This study was mainly focused on investigating the contribution of training and development to the performance of public institutions. From the study, it was observed that there are still limitations of studies about the topic. From the study observation, it was recommended that future study look at the following study areas as follows:

Firstly, the Impact of Budget Constraints on the Effectiveness of Training Programs in Public Institutions. Secondly, assessing the position of Institutional Culture in the Success of Employee Training in Tanzanian Public Institutions

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