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The Influence of Training and Development Strategy on the Performance of Tanzania's Local Government Authorities

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ABSTRACT

This study aimed to determine the effect of the Training and Development (T&D) strategy on the performance of Tanzania's Local Government Authorities (LGAs). The adoption of training and development strategies in LGAs gained momentum during decentralization by devolution, which aimed to empower LGAs to train and develop their personnel. The study was carried out in ten (10) LGAs found in three regions and used a survey design to collect data from a sample of 59 respondents through questionnaires and interviews. The results showed that T&D strategy had a significant influence on LGA performance, with 25.3 per cent of performance being attributed to T&D while 74.7 per cent was attributed to other factors. Also, the coefficient of determination ($R^2 = 0.253$) at the alpha of 0.05 implies that 25.3 per cent of the variation in the Performance of Tanzania's LGAs is contributed by T and D strategy and 74.7 per cent is explained by other factors which were not considered in this study. The study concludes that T&D plays a significant role in improving performance in Tanzania's LGAs and that appropriate training programs informed by Training Needs Assessment (TNA) are crucial for workforce commitment and performance.

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1. Introduction

Recent literature suggests that the shift from traditional human resource management to strategic human resource management is necessary in today's global competition for workforce and technology (Jones & George, 2018). The implementation of unique human resource management practices is crucial for maximizing output (Gambo, 2015; Jones & George, 2018). One such practice is the use of training and development strategies in Local Government Authorities (LGAs). The adoption of training and development strategies in LGAs gained momentum during decentralization by devolution, which aimed to empower LGAs by training and developing their personnel (URT, 1998). Studies have shown that training and development play a vital role in improving the performance of both individual employees and LGAs, particularly in cases where poor performance is caused by a lack of knowledge, skills and attitudes (KSA) (Gambo, 2015). Additionally, training and development help LGAs to better utilize available human resources.

In light of the importance of training and development in LGAs, various studies on the management of training in LGAs have been conducted in recent years. However, there is still a need to investigate the influence of training and development strategies on the performance of LGAs, especially in the context of Tanzania. This study investigates the influence of the Training and Development (T&D) strategy on the performance of Tanzania's LGAs. Training and Development (T&D) is a critical management practice that plays a key role in enhancing the performance of organizations. The Resource-Based View (RBV) of the firm, which posits that a firm's resources and capabilities are the key drivers of its performance, can be used to explain the relationship between T&D and organizational performance. According to RBV, organizations that have a competitive advantage in terms of their human capital, such as skilled and motivated employees, are more likely to perform better than those without such an advantage (Barney, 1991). T&D is a key means by which organizations can build and sustain a competitive advantage in terms of human capital. By providing employees with the knowledge, skills and abilities necessary to perform their jobs effectively, T&D can help organizations to improve productivity, work quality and overall performance (Boudreau & Ramstad, 2016).

Recent literature on T&D and organizational performance has supported the link between T&D and performance as proposed by the RBV. A study by Boudreau and Ramstad (2016) found that

T&D is positively associated with improved employee performance and organizational performance. Similarly, a study by Gambo (2015) found that T&D plays a vital role in improving the performance of Local Government Authorities (LGAs) in Nigeria. Furthermore, T&D can also help organizations to develop and sustain a competitive advantage in terms of innovation. By providing employees with the knowledge, skills and abilities necessary to develop new products, processes or services, T&D can help organizations stay ahead of their competitors (Boudreau & Ramstad, 2016). A study by Nchimbi et al. (2018) also found that T&D has a significant influence on the performance of Tanzania's Local Government Authorities (LGAs) and concluded that T&D plays a significant role in improving performance in Tanzania's LGAs. Hence, the Resource-Based View of the firm provides a useful framework for understanding the relationship between T&D and organizational performance. T&D can help organizations to build and sustain a competitive advantage in terms of human capital and innovation, which in turn can lead to improved organizational performance.

2. Literature Review

The current study used Resource Based Theory to operationalize the studied variables in ascertaining the relationship between the T and D strategy and the performance of Tanzania's LGAs.

2.1 Resources-Based Theory

Training and Development (T&D) is a critical management practice that plays a key role in enhancing the performance of organizations. The Resource-Based View (RBV) of the firm, which posits that a firm's resources and capabilities are the key drivers of its performance, can be used to explain the relationship between T&D and organizational performance. According to RBV, organizations that have a competitive advantage in terms of their human capital, such as skilled and motivated employees, are more likely to perform better than those without such an advantage (Barney, 1991). T&D is a key means by which organizations can build and sustain a competitive advantage in terms of human capital. By providing employees with the knowledge, skills and abilities necessary to perform their jobs effectively, T&D can help organizations to improve productivity, work quality, and overall performance (Boudreau & Ramstad, 2016).

Recent literature on T&D and organizational performance has supported the link between T&D and performance as proposed by the RBV. A study by Boudreau and Ramstad (2016) found that T&D is positively associated with improved employee performance and organizational performance. Similarly, a study by Gambo (2015) found that T&D plays a vital role in improving the performance of Local Government Authorities (LGAs) in Nigeria. Furthermore, T&D can also help organizations to develop and sustain a competitive advantage in terms of innovation. By providing employees with the knowledge, skills and abilities necessary to develop new products, processes or services, T&D can help organizations stay ahead of their competitors (Boudreau & Ramstad, 2016). A study by Nchimbi et al. (2018) also found that T&D has a significant influence on the performance of Tanzania's Local Government Authorities (LGAs) and concluded that T&D plays a significant role in improving performance in Tanzania's LGAs. According to this theory, a firm increases and sustains competitive advantage when it implements effective strategies. Furthermore, the theory holds that the competitive advantage is derived from the resources that are strategic, inimitable, rare, non-substitutable, immobile and appropriate (Lee & Wu, 2010; Jones & George, 2018). The theory proposes that the development and growth of any organization depends on its ability to use its internal resources which creates organizational capabilities. The Theory suggests that human resources are a key source of competitive advantages in an organization especially when employees are committed and capable of delivering results. Therefore, this theory was linked to the managerial practices of T and D as a source of internal capabilities for better performance of LGAs'. This theory led to the formulation of the hypothesis below:

H₁: Training and Development strategy influences organization performance in Tanzania's LGAs.

2.2 Empirical Studies on Training and Development

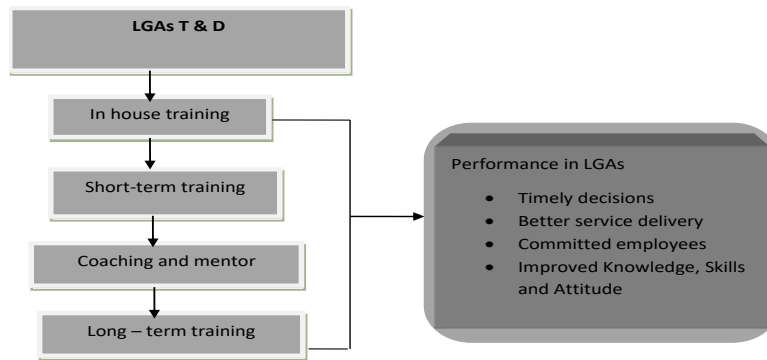
The empirical literature on Training and Development (T&D) in Local Government Authorities (LGAs) has shown that T&D is a critical management practice for improving the performance of LGAs. Several studies have been conducted in recent years to investigate the relationship between T&D and LGA performance. For example, Nchimbi et al. (2018) investigated the influence of T&D on the performance of LGAs in Tanzania. The study used a survey design and found that T&D had a significant influence on LGA performance, with 25.3per cent of performance being attributed to T&D while 74.7 per cent was attributed to other factors. The

authors conclude that T&D plays a significant role in improving performance in Tanzania's LGAs and that appropriate training programs informed by Training Needs Assessment (TNA) are crucial for workforce commitment and performance. In another Ahmed et al. (2020) examined the impact of T&D on the performance of LGAs in Pakistan. The study used a mixed-methods approach and found that T&D had a positive impact on LGA performance. The authors suggest that T&D should be integrated into the management of LGAs in Pakistan to improve performance.

A study by Olasehinde and Olaoye (2019) also examined the impact of T&D on the performance of LGAs in Nigeria. The study revealed that T&D significantly improved the performance of LGAs in Nigeria. The study also revealed a positive relationship between T&D and employee performance. A study by Adekunle and Ololade (2021) investigated the relationship between T&D and the performance of LGAs in Nigeria. The study adopted a survey design and found that T&D has a positive and significant relationship with the performance of LGAs in Nigeria., the literature. Therefore studies suggest that T&D plays a significant role in improving the performance of LGAs in various countries, including Tanzania, Pakistan, and Nigeria, thus LGAS must integrate T&D into their management practices to improve performance.

2.1.3 Conceptual Framework

The study conceptualizes that T and D strategies specifically in-house training, short-term training, mentorship and coaching, long term training are likely to influence the employee's performance in Tanzania's LGAs when other factors are constant. Figure No. 1 displays the way sub-variables under training and development were operationalized in the study.

Figure 1: Conceptual Framework of the Study

Source: Researcher's construct, (2021)

3. Methodology

The study employed a mixed method strategy using a survey design with an explanatory sequential design. Data were collected from ten Local Government Areas (LGAs) sampled in three regions namely Coast, Dar es Salaam and Lindi Region in Tanzania's Coast Zone. The study design is cost-effective and minimizes observer subjectivity (Creswell, 2014; Creswell, 2015; Gibson, 2017). The unit of analysis was Human Resources Officers employed in ten LGAs.

3.1 Sampling and Sampling Procedures

Both probability and non-probability sampling techniques were used to select the study sample. Multistage random sampling was used to select one out of six zones in Tanzania, thereafter, three regions were selected out of five in the respective zone. A list of 20 LGAs in 5 regions was developed, and then ten LGAs were selected. Randomization was key at any stage of selecting a sample to minimize biases (Saunders, Lewis & Thornhill, 2012; Creswell; 2015). Stratified random sampling was used to select 59 respondents, equivalent to 79 per cent of Human Resource officers, who are the target population for the study. This finding aligns with the findings of other researchers who suggested that a research sample size of 10 per cent is likely to be appropriate (Saunders, et.al., 2012; Creswell, 2014; Kothari & Garg, 2014; Creswell; 2015). Key informants such as Heads of Personnel and Human Resource Departments in ten sampled LGAs were selected using the purposive sampling method; where interviews and questionnaires were used to collect both quantitative and qualitative data.

3.2 Analysis Procedure

Content analysis was used to analyse qualitative data and Regression analysis was used to analyse quantitative data. The regression model ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$) was used to determine the influence of T and D strategy on the LGAs' Performance. Whereby,

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Y =dependent variable (LGAs' Performance), β_0 - Is constant which explains the level of influence given Y -value when all the predictor values (X_1, X_2, X_3, X_4) are zero. $\beta_1, \beta_2, \beta_3, \beta_4$ - are constant regression coefficients representing the conditions of the independent variables to the dependent variable. X_1 – In-house training, X_2 – Short-term training, X_3 – mentorship and coaching, X_4 – long-term training, ε -Extraneous variable (An error term describing other factors not involved in this model). This model was analysed using SPSS 26 version to test the significant influence of independent variables (X_1, X_2, X_3, X_4) on the dependent variable Y – (LGAs' Performance).

3.3 Pilot Testing

Two councils namely Ilala Municipal and Chalinze District were selected for pilot testing to ensure validity and reliability. These two councils were not included in the major study. To ensure validity, the researcher conducted a self-evaluation of the contents of the data collection tools. On the other hand, comments from colleagues who are experts in the field were used to improve the data collection tools. In the case of reliability, the Cronbach alpha coefficient was used to determine the reliability of the data collection tool under the threshold of a reliability coefficient of $\alpha = 0.70$ and above. The results of the reliability test are shown in Table 1 which were above the predefined threshold.

Table 1: Reliability test

Variable	Cronbach's Alpha	Number of Items Tested
Total Variables	0.874	62
Performance of Tanzania's LGAs	0.736	14
In-service training	0.742	12
Short term training	0.806	12
Mentorship and coaching	0.815	12
Long term training	0.818	12

3.4 Consideration of Ethical Issues

This study adhered to ethical principles throughout the research process. Before data collection, the researcher ensured that permission regarding data collection was granted. During data collection, the researcher-maintained integrity, confidentiality and the participant's consent was given much attention. However, in report writing a researcher considered the requirements of the research guidelines including using simple language and avoiding plagiarism.

4. Results and Discussion

The data for the study were collected from Human Resources Officers in 10 Local Government Areas (LGAs) in three regions namely Coast, Lindi and Dar es Salaam in the Coast Zone. The study employed a sample size of 59 respondents, out of which 58 filled and returned questionnaires. However, four questionnaires had missing information and were not analysed. As a result, 54 questionnaires with complete information representing a response rate of 92 per cent were analysed. Response rate is an important indicator of the quality of data in survey research. According to studies, a response rate of 50 per cent is considered adequate (Sekaran, 2003), 60 per cent is considered good (Saunders et al., 2012) and above 70 per cent is considered very good (Kothari and Garg, 2014). Thus, the 92 per cent response rate in this study was considered sufficient to ensure the quality of the data collected. Furthermore, a high response rate is necessary to prevent non-response bias, which can affect the generalizability of the study findings (Creswell, 2014). Moreover, the use of multiple data collection methods (questionnaires and interviews) and the inclusion of both probability and non-probability sampling techniques (multistage random sampling and stratified random sampling) in the study design also helped to increase the response rate and the representativeness of the sample. So, the high response rate of 92 per cent in this study can be considered an indicator of the quality and representativeness of the data collected, which enhances the generalizability of the findings.

4.1 The Influence of T & D Strategy on the Performance of Tanzania's LGAs

The researcher used categorical questions to assess whether LGAs conduct Training Need Analysis (TNA), whether they offer both short-term and in-house training and to determine the type of improvement achieved through the implementation of those training. The goal was to establish whether the T&D strategy imparts relevant knowledge, skills and attitude to employees. The findings revealed that 46.3 per cent of the respondents agreed that TNA is conducted, while

53.7 per cent disagreed with the statement. Additionally, 85.2 per cent of the respondents confirmed that LGAs do offer in-house training, while 14.8 per cent disagreed with the statement. Furthermore, 90.7 per cent of the respondents agreed that in-house training improves LGA's performance, while 9.3 per cent of respondents disagreed. Also, these findings suggest that there is a mixed perception among respondents regarding the conduct of TNA and the provision of in-house training in LGAs in Tanzania. However, the majority of respondents agreed that in-house training improves LGA's performance. This highlights the importance of TNA and in-house training in enhancing the performance of LGAs in Tanzania. Furthermore, the findings revealed that to improve the performance of LGAs, there is a need to ensure that TNA is conducted and in-house training is provided to employees. Table 2 provides a summary of the findings.

The findings correlate with the findings in other studies (i.e., Nchimbi et al., 2018; Ahmed et al., 2020) have also investigated the influence of T&D on LGA performance. Additionally, the present study findings are also consistent with the theoretical perspective of the Resource-Based View of the firm, which posits that a firm's resources and capabilities are the key drivers of its performance. Additionally, the finding correlates with what is reported in the literature that TNA is an important step in the T&D process as it helps organizations to identify specific training needs of employees and thus design and deliver targeted training programs. Studies by Olasehinde and Olaoye (2019) also found that TNA is necessary to align the training with the specific needs of the organization and its employees.

Table 2: TNA and In-house Training in LGAs

Categorical question	Responses	Frequency	Percentage
1. Do the Council conduct TNA?	Yes	25	46.3
	No	29	53.7
Total		54	100
2. Do the Council offer in-house Training?	Yes	41	75.9
	No	13	24.1
Total		54	100
3. Do you think in-house training has improved	Yes	49	90.7

Council's Performance			
	No	5	9.3
Total		54	100

Source: Field data, 2021

The study intended to investigate the influence of Training and Development (T&D) on the performance of Tanzania's Local Government Authorities (LGAs). The findings indicated that a large segment of the informants during the interviews reported that the practice of training institutions of providing invitation letters specifying short courses offered has taken away the responsibilities of Human Resource Officers regarding the identification of training gaps. One of the respondents had this to say,

"We constantly receive training invitation letters from training institutions specifying short course training on offer. Then we can select who should attend such training or sometimes we ask them to prepare tailor-made training to meet our needs and demand" (Interview, Name withheld, Kinondoni MC, 15th February 2021).

This finding is in alignment with the findings in other studies which revealed that training is a planned procedure by which people acquire knowledge, skills and attitudes for a particular purpose (Jones & George, 2018). Effective training requires establishing training needs, describing the learning required, specifying training objectives, and planning suitable training programs to meet the intended objectives. These findings confirm the reality that in-house training is conducted concerning the attractiveness of the advertised short courses through invitation letters and posters delivered to LGAs. A similar observation is made by Local Government Authorities who revealed that TNA is not done by, and it occurs it is rarely carried out by the central government and other public organizations in Tanzania (Itika, 2011; Njunwa, 2017).

Additionally, a large section of the respondents (89%), reported to have never been involved in the identification of training needs because training is done without considering the organization's demands and individual challenges. This implies that LGAs are at risk of imparting knowledge, skills, and attitudes that are not a priority for employees at the time as training objectives and programs are not well structured to reflect organisational needs. The study also intended to determine the influence of short-term training on the performance of

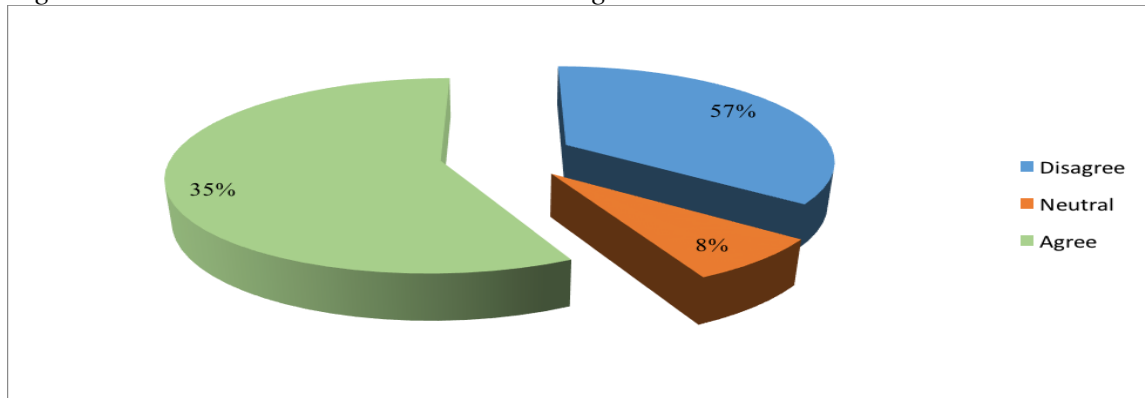
LGAs. The results revealed that 90.7 per cent of the respondents confirmed the existence of short-term training, while 9.3 per cent denied its existence. The majority (83.3%) agreed that there is some sort of improvements resulting from short-term training while the minority (16.7%) reported that there is no improvement as far as short-term training is concerned. These findings suggest that short-term training can be beneficial to LGAs if it is properly aligned with their specific needs and objectives. Moreover, LGAS need to ensure that a TNA is conducted, the training programs are tailored to meet the specific needs of employees and the organization as a whole.

Table 3: Short-term Training in LGAs

Categorical question	Responses	Frequency	Percentage
1. Is there any short-term training offered in your Council?	Yes	49	90.7
	No	5	9.3
Total		54	100
2. Do you see any improvement in performance resulting from short-term training?	Yes	45	83.6
	No	9	16.7
Total		54	100

Source: Field data, 2021

Moreover, Figure 2 shows that about 35 per cent of the respondents reported that short-term training in LGAs is undertaken after TNA is done; while 57 per cent disagreed with the statement and 8 per cent of the respondents were neutral.

Figure 2: TNA and LGAs Short-Term Training

Source: Field data (2021)

The study findings indicate that employees are aware of the short-term courses offered at their workplace and confirmed that there is some improvement in LGAs' performance as a result of short-term training. However, the results also highlight the danger of initiating training programs without conducting a TNA, which can lead to training programs that are not in line with the intended training objectives. These findings are in contrast with the findings in other studies which revealed that all training programs are undertaken after a systematic TNA process, which is not the case in Tanzania's LGAs (Bullah, 2016). These findings imply that LGAs need to prioritize the TNA to ensure that training programs align with their specific needs and objectives.

4.1.1 Mentorship and Coaching

The study aimed at determining the role of mentorship and coaching in the training programs of Tanzania's Local Government Authorities (LGAs) and their influence on organization performance. The findings revealed that 42.6 per cent of the respondents confirmed that mentorship and coaching are part of LGAs' training program, while the majority (57.4%) of the respondents disagreed saying that mentorship and coaching are not incorporated in training programs. Additionally, 46.3 per cent of the respondents confirmed that there is some improvement in LGAs' performance resulting from coaching and mentoring, while the majority (53.7%) disagreed saying that there is no improvement caused by mentorship and coaching.

These findings imply that mentorship and coaching are not widely incorporated into the training programs of Tanzania's LGAs. This is in contrast to recent what is reported in the literature which suggests that mentorship and coaching can be effective in improving employee performance and development. For instance, a study by Kram (1985) found that mentoring can

lead to career advancement and increased job satisfaction for mentees. A study by Noe (1988) found that mentoring can improve the learning and development of employees and a study by Eby et al. (2005) found that mentoring can lead to improved job satisfaction and employee retention. A study by Campbell et al. (2013) also cited mentoring as a key development tool for LGAs. According to Campbell (ibid,), mentoring can improve employee motivation, knowledge and skills, and job satisfaction. These findings imply that LGAs should consider incorporating mentorship and coaching into their training programs to improve employee performance and development. The responses summary is presented in Table 4.

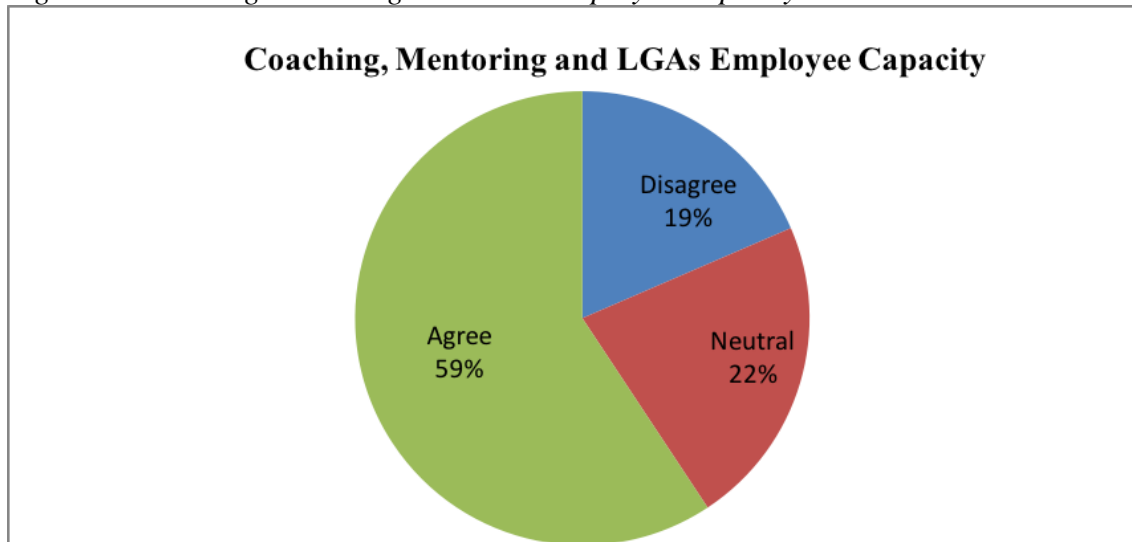
Table 4: Coaching and Mentorship in LGAs

Categorical question	Responses	Frequency	Percentage
1. Are coaching and mentoring incorporated into Council's Training Program?	Yes	23	42.6
	No	31	57.4
Total		54	100
2. Do you see any improvement resulting from Coaching and Mentoring?	Yes	25	46.3
	No	29	53.7
Total		54	100

Source: Field data, 2021

The results from the Likert scale revealed that the majority (59%) agreed that, mentorship and coaching are done to enhance employee capacity and organization performance; while 19 per cent disagreed with the statement and 22 per cent were neutral. The summary of the response is presented in Figure 3.

Figure 3: Coaching Mentoring and LGAs Employee Capacity



Source: Field data, 2021

The descriptive results were supported by interview data whereby the majority of informants reported that mentorship and coaching were done regularly, but it has never been an official training program. The finding concurs with the findings of other scholars who reported that coaching in LGAs is done after an employee has been assigned a special duty or has shown poor performance on a particular task (Palango, 2020).

4.1.2 Long-term Training

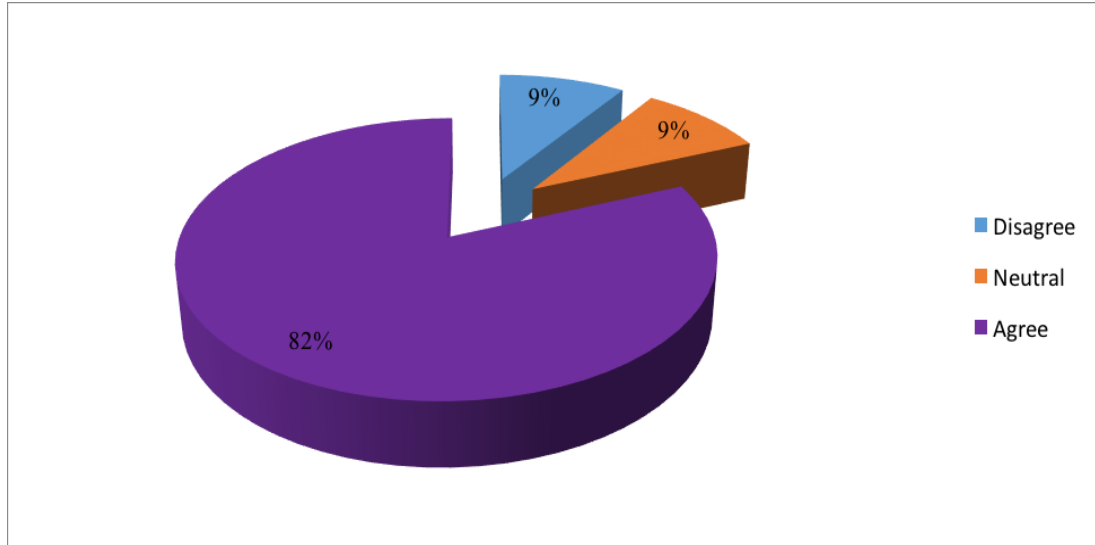
In this aspect, the study sought to determine whether LGAs supported long-term training for existing employees and to establish the used criteria in employees' selection for training. The findings indicate that the majority (59.3%) confirmed that, LGAs do support long-term training. The finding correlates with the findings of other studies (i.e., Jones & George, 2018; Kuruppu, Kavirathne & Kurunarathna, 2021) which revealed that long-term training is viable for candidates who are expected to assume high positions in the organization hierarchy. About 40.7 per cent of the respondents disagreed with the statement that LGAs support long-term training for their employees. However, the majority of the respondents cited their sources of revenue as the major sources of funds for supporting long-term training in their LGAs. The responses summary is presented in Table 5

Table 5: LGAs Support for Long-Term Training

Categorical question	Responses	Frequency	Percentage
1. Council support employee long-term training	Yes	32	59.3
	No	22	40.7
Total		54	100

Source: Field data, 2021

Moreover, the majority (82%) of the respondents agreed that LGAs support long-term training to improve employee knowledge, skills and attitude towards improving performance; while about 9 per cent of the respondents disagreed and 9 per cent of respondents were neutral. Similar findings are reported by other scholars who revealed that organisations do support training for employees if the result will be an improvement in their performance (Lee & Wu, 2010; Bullah, 2016; Kuruppu, et.al., 2021). The summary of responses is presented in Figure 4.

Figure 4: Local Government Authorities Support for Long-Term Training

Source: Field data (2021)

The study results revealed that respondents were aware that Local Government Authorities (LGAs) use their source revenue to support their long-term training and that the seniority list is the criteria used to select employees for long-term training in LGAs. However, interviews with Heads of Departments (HoDs) indicated that the percentage of support for training has been

declining due to financial constraints. Employees are now encouraged to seek other funding sources for their training. A respondent had this to say,

"During LGAs reform program I and II, we used to have funds for training through Local Government Capacity Building Grant from the Central Government, where 15 per cent of that Grant was set for professional career development. So, with that fund, LGAs managed to support long-term training. However, nowadays LGAs depend on their source revenue which cannot afford even to run office operations daily" (Interview, name withheld, Ubungo MC HQ, 15th February 2021).

A similar observation is made by Njunwa (2017) who revealed that 80 per cent of employees had not attended any training since they were employed due to a lack of budget for training as all funds from their sources of revenue are directed to support development projects.

4.2 Regression Analysis for Training and Development

Inferential statistical analysis was applied to test the statistical significance of predictors such as financial resources, human resources, material resources and information resources against the dependent variable which was the implementation of strategic plans in LGAs. The results in Table 6 show the value of R of collective predictors on the implementation of strategic plans in LGAs is 0.579 at a 0.05 level of significance. This implies that there is a statistically strong positive correlation between all predictors (independent variables) and the implementation of strategic plans.

Table 6: Model of Summary of Combined Effect

Model R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.503a	.253	.36235

a. Predictors: (Constant), In-house training, Short-term training, mentorship and coaching, long-term training

The model $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ is described by $R^2 = 0.253$ presented in Table 6 implies that 25.3 per cent of the variations on the LGAs performance is influenced by all predictors (In-house training, Short-term training, mentorship and coaching, long term training).

Thus, other factors which are not included in this study contribute about 74.7 per cent to the general performance of LGAs in Tanzania.

5. Conclusion and Policy Implications

The study set out to establish the influence of Training and Development (T&D) on the performance of Tanzania's Local Government Authorities (LGAs). The findings indicated that 25.3 per cent of LGA's performance is contributed by T&D through short-term training, in-house training, long-term training, mentorship and coaching. Additionally, the study found a moderate positive correlation ($R = 0.503$) between T&D and the performance of Tanzania's LGAs. Based on these findings, the study recommends that the management in Tanzania's LGAs should increase funding for training and that Human Resource Departments should ensure that a Training Needs Analysis (TNA) is conducted to guide the provision of training as an appropriate intervention for poor performance caused by a lack of knowledge, skills and attitude for employees to perform their tasks, roles and responsibilities.

6. Limitations of the Study and Areas for Further Studies

The study only assesses the perception of respondents on the conduct of TNA and the provision of in-house training, and not the actual implementation or effectiveness of TNA and in-house training in LGAs. Therefore, it is important to conduct further studies that focus on the actual implementation and effectiveness of TNA and in-house training in LGAs. Also, the study only focused on the relationship between T&D and the performance of LGAs in Tanzania, and it does not consider other factors that may also influence the performance of LGAs, such as leadership, organizational culture, and financial resources. Therefore, it is important to conduct further studies that take into account other factors that may influence the performance of LGAs.

Areas for further studies include a larger study that includes more LGAs from different regions of Tanzania, to increase the generalizability of the findings; studies that focus on the actual implementation and effectiveness of TNA and in-house training in LGAs; examining the relationship between T&D and performance of LGAs in other countries and compare the findings with this study; investigate the impact of other factors, such as leadership, organizational culture, and financial resources, on the performance of LGAs, to gain a more

comprehensive understanding of the factors that influence the performance of LGAs; and investigating the impact of e-learning and other technology-based training methods on the performance of LGAs and comparing the effectiveness of these methods with traditional face-to-face training.

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