

**EXAMINING THE ROLE OF OFF THE JOB TRAINING ON EMPLOYEE PERFORMANCE IN
LOCAL GOVERNMENT AUTHORITIES: A CASE OF SINGIDA MUNICIPAL COUNCIL**

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DECLARATION

I, Georgina Jacob Ngwasi, declare that this dissertation is my own original work and has not been presented and will not be presented to any University or any other academic institute for similar or any other degree award.

Signature.....

Date.....

CERTIFICATION

I, the undersigned that, I have read and hereby recommend for acceptance by the Institute of Accountancy Arusha the dissertation entitled: The role of off the job training on employee's performance in local government authorities; a case of Singida Municipal Council in fulfillment of the requirements for the degree of Master of Science in Human Resources Management.

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.....

Date

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ABSTRACT

The main objective of this study was to examine the role of off the job training on employee's performance in local government authorities with a case of Singida Municipal Council. Specifically, the study focused on; examining the role of off the job training in enhancing staff motivation, exploring the effect of off the job training in developing knowledge and skills to employees and finding out the role of off the job training in facilitating employees' team work at Singida Municipal Council. The study was guided by human capital theory. The research design adopted was a case study. The study used qualitative approach in data collection and data analysis. The sample size for the study was 39 staff where by 13 were Heads of departments and the rest 26 were other employees. Purposive sampling was used to select the HODs and other employees were selected randomly. The methods for data collection were interview, focus group discussion and documentary review. The data collected were analyzed by using thematic and content analysis. The findings of the study revealed that off the job training motivated staff at SMC, developed their knowledge and skills and have facilitated their team spirit. Conclusively, off the job training have motivated employees, developed their knowledge and skills, facilitated team spirit among them. These have enhanced their performance. The researcher recommend SMC to select employees to attend off the job training fairly and on routine basis and satisfy themselves on training contents before sending employees for off the job training. Also the President's Office – Public Service Management and Good Governance should create a national training policy and allocate enough fund to LGAs in order to help them train their employees off the job.

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LIST OF ACRONYMS

FGD	Focus Group Discussion
HoDs	Heads of Departments
LGAs	Local Government Authorities
PO-PSM & GG	President's Office-Public Service Management and Good Governance
PO-RALG	President's Office-Regional Administration and Local Government
PPRA	Public Procurement Regulatory Authority
PSPTB	Procurement and Supplies Professionals and Technicians Board
SMC	Singida Municipal Council
TAPSEA	Tanzania Personal Secretaries Association
TIA	Tanzania Institute of Accountancy
TPSC	Tanzania Public Service College
TRAMPA	Tanzania Records and Archives Management Professionals Association
TTCL	Tanzania Telecommunication Company Limited

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter consists of the background of the study, statement of the research problem, research objectives which include general and specific research objectives, research questions, scope of the study, significance of the study, limitations of the study and organization of the study.

1.2 Background of the Problem

Many organizations all over the world are struggling to enhance the performance of their employees so as to achieve competitive advantage (Imran and Tanveer, 2015,pp.22 - 44). One the best ways that is believed to achieve this, is training. Many organizations prefer the use of on the job training method because of the perceived significances of the method. Studies conducted reveled that on the job training is better than off the job training. The study conducted by (Vasanthi and Basariya 2019) on the job training implementation and its benefits, concluded that it is on the job training that have direct impact on employee's performance. "It is most crucial for services businesses to keep their employees' knowledge and competencies up to the mark because of the global saturation occurring in services" (Imran and Tanveer, 2015,pp.22 - 44). Training is one of the important factors needed by every employee, both new employees and old employees. (Gupta, 2018, p.9.6) pointed out that off the job training is beneficial to organizations as it develop employee's knowledge and skills, increase staff motivation, reduces accidents at work, enhance good customer service and facilitate team spirit. The study on the impact of training and development on employees performance conducted in Pakistan by (Hafeez 2015, pp. 49-62),

revealed that training have a positive impact on employees job, work quality, quantity, motivation and loyalty. Off the job training enhance staff motivation. Motivation is very crucial for employees because motivation enable employees to complete the assigned tasks and perform their responsibilities successful (Handayani;2018.pp. 25-32). (Bhartiya,2014) conducted a study on the impact of training and development on employee performance in public sector organizations. The study was conducted in India. The finding of the study provided that training is vital for organizations to achieve its goals. However, a study on employee perception towards training and development conducted by (S Jency. 2016) in India, suggested that, human resource department should monitor the training needs, methods of training and benefits of training in the organization so relevant training programme can be implement. Also training objectives and contents should be well communicated to the chosen training participants well so as to prepare themselves and understand the objective of training (Kaufman 2015, pp.33-38). In Africa, the significance of employee training is not left behind because organizations are eager to win over their competitors. This is achieved by having competent and well performing employees. A study on impact of training and development on organizational effectiveness in public sector (Obi-Anike and Ekwe, 2014, pp. 66 - 75) in Enugu - Nigeria, suggested that, training is an investment in organizational human resource. It has short as well as long term returns. Despite the importance of training on employee performance, in East Africa, the process is faced with a number of challenges. This is revealed by (Oino et al, 2015) in their study that focused on the challenges constraining effective employee training. It was conducted in Kenya. The challenges identified include lack of training policy, inadequate budgetary allocation, problems in selecting employees for training and poor support from top management on training activities.

Since independence the Tanzanian government is struggling to ensure that its public service is efficient. Many efforts have been done by the government to achieve this. Reforms have been made and policies formulated. One of the policies formed by the government is the Public Service Management and Employment Policy of 1999. One of the issues that have been advocated in the policy in order to enhance efficiency in the public service is staff development. (Obi-Anike and Ekwe, 2014, pp. 66 - 75) adds that, the increase in job satisfaction and reduced employee turnover are the benefits of training and development in public sector. Additionally, training improves inter-personal and teamwork in an organization which in turn increases performance. Training is most effective when it is planned, implemented and evaluated in a systematic way (Hafeez 2015, pp. 49-62), In most cases, it is off the job training that can be systematically planned, implemented and evaluated. The constitution of the United Republic of Tanzania, 1977, gives recognition to the establishment of local government institutions throughout the country. To achieve the intended objectives, LGAs need to improve the competence and performance of employees. One of the best ways to improve the competence and performance of employees is training (Martin and Kolomitro, 2014). A number of training have been conducted to LGAs staffs and even the elected officials to improve their performance. However, there are times that trainings conducted do not lead to the intended results. The study on strategic issues affecting training and development in Tanzanian's public sector; Evidenced from selected local government authorities, (Kinemo et al, 2018) revealed a number of factors that affect training and development in local authorities. Some of the factors include financial constraints, organization structure, organization culture and modern technology. This shows that there is a problem in employee training in LGAs. The choice of training method can be one of the problem in employee

training (Hafeez 2015, pp. 49-62), Many LGAs face the financial challenge and unwillingness to train employees which make them rely to on the job training which is believed to be cost effective in terms of time and money but this method have its deficiencies which ultimately hinder the positive change in employee performance after training (Kessy and Kaswamila, 2014,pp. 502-508) The method in most cases is rushed, meaning that no effective preparation and implementation of the training. It is normally done on business as usual basis leading to failure in providing new potential skills and ideas in the organization (Khan et al, 2011). It is a high time now for LGAs to focus also on off the job training to yield it significances and eventually improve employees' performance. Therefore this study will contribute in providing an insight on how off the job training can influence job performance. Singida Municipal Council as a case study.

1.3 Statement of the Problem

Despite of the advantages of off the job training, the method is subjected to several disadvantages including time consuming, expensive, trainees may not understand the relevance of training, trainer may not have enough skills to train others hence quality of training may not be of the required standards and finally, trainer may not be interested to train the new employees. This can hinder the attainment of expected level of performance. However there are other studies that have tried to show the significances of off the job training in enhancing employees' performance. The study on the effectiveness of off the job training conducted by (Hussein and Badway, 2021) in Egypt, shows the significances of off the job training. Studies reviewed show the significances of off the job training without linking it with employee's performance in local government authorities. It have been observed that, in Tanzania, most local authorities put much emphasize on "on the job training and less on off the job training by considering off the job training as a cost full method

(Kessy and Kaswamila, 2014, pp. 502-508). Nevertheless, from the literature reviewed, no study have been done to find out the role that off the job training have in enhancing employees' performance in LGAs. This necessitate the researcher to conduct a study on the role that off the job training have on employees' performance in order to raise awareness on the significances of off the job training in local government authorities, specifically Singida Municipal Council.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of the study was to examine the role of off the job training on employee performance in local government authorities with a case of Singida Municipal Council

1.4.2 Specific Objectives

- i. To examine the role of off the job training in enhancing staff motivation in Singida Municipal Council
- ii. To explore the effect of off the job training in developing knowledge and skills to employees in Singida Municipal Council
- iii. To find out the role of off the job training in facilitating employees' team work in Singida Municipal Council.

1.5 Research Questions

- i. How does off the job training affect staff motivation at Singida Municipal Council?
- ii. How does off the job training affect the development of knowledge and skills to employees at Singida Municipal Council?

- iii. How does off the job training facilitate employees' team spirit at Singida Municipal Council?

1.6 Scope of the Study

The scope of the study was confined to Singida Municipal Council in Singida region, focusing on the examination of role of off the job training on employee's performance and specifically the study focused on; examining the role of off the job training in enhancing staff motivation, exploring the effect of off the job training in developing knowledge and skills to employees and finding out the role of off the job training in facilitating employees' team work at Singida Municipal Council. This included staff at all levels in various departments who were sampled through purposive and purposive random sampling.

1.7 Limitations of the Study

The major limitation that the author faced during the conduct of the study was financial problem because the author use own source of income to carry out the study. This was solved by seeking financial support from other family members. Researcher also face some challenges in data collection exercise because some of the participants were not be ready to respond on time and they were occupied with a lot their own activities. For example the time when I was collecting data, some of the officials were occupied with the data cleaning exercise.

1.8 Significance of the Study

The study is expected to be useful to other scholars as a foundation for reference in various studies related to off the job training and training in general. The study will also be a basis for further related researches that are to be conducted in Tanzania by helping other researchers to

acquire and analyze reliable, accurate and relevant information on issues related to off the job training. The study is important as it is expected to enable the author to graduate her Master degree in Business Administration majoring in Human Resource Management at Institute of Accountancy Arusha. The findings of this study are expected to bring about the value of off the job training in organizations. Finally, findings of this study will help managers, policy makers and other decision makers in issues related to training in improving organizational performance.

1.9 Organization of the Report

This research report is organized into three chapters: Chapter one presents the introduction and background to the study, statement of the problem, research objectives and research questions. It also covered limitations of the study, significance of the study, scope of the study and finally organization of the study. Chapter two presents the literature review related to the study. It provided the theoretical review, empirical review, and knowledge gap, theoretical and conceptual framework of the study. Chapter three presents research methodology used in the study. It provided area of the study, research design, sampling methods, data collection methods, data analysis, validity, reliability of data and finally the issue of ethical consideration. Chapter four include presentation, discussion and interpretation of the findings of study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The chapter presents the definition of key terms, theoretical literature review, empirical literature review, theoretical framework, knowledge gap and conceptual framework as used and explained by different scholars on the influence of off the job training on employee's performance. It also involve the

2.2 Theoretical Literature Review

2.2.1 Concept of training

According to (Gupta, 2018, p. 9.4) training is "the ways in which specific knowledge and skills necessary to perform specific jobs are taught and learnt". Training is defined as any attempt to improve employee's performance on the currently held job or one related to it. It focuses on changing specific knowledge , skills , attitude and behavior (Asim, 2013, pp. 1-9). Generally, training is a process of increasing employees' knowledge and skills in order to perform their duties effectively.

2.2.2 Training methods

According to (Gupta , 2018, pp. 9.16-9.18), there are two methods of training which are on the job and off the job.

Off the job method is the method where by training is conducted outside the work place and on the job training is then training method that is conducted at the work place. (Vasanthi and Basariya,2019).

2.2.3 Importance of off the job training

Expenditure on training is not an expense but an investment in human resource development. It yields attractive returns in the form of higher productivity and employee satisfaction(Khan et al,2011). The major goal of off the job training is to enhance employee performance and make them clearly understand their roles in the organization (Kaufman 2015, pp. 33-38). Off the training that is well designed enable an organization to simultaneously train a number of employees (Gupta 2018, pp. 9.16-9.18). Research has proved that, what employees learn during off the job training, both theoretical and practical, prepares them to deal with a variety of scenarios in their job (Hussein and Badawy ,2021, pp.74-96). Training is regarded as one of the main strategies of the organizational effectiveness (Afroz,2018, pp.1-14). Training improves efficiency and effectiveness of the organization because well trained employees make effective and economical utilization of resources and they need less supervision. (Gupta 2018, p.9.6). Training matches individual's abilities with job and organizational requirements. Training help in reducing accidents at the work place, reduced customers' complaints, better relations and team work, meet production targets, enable employees to meet deadlines (Gupta 2018, p.9.6). Training makes employees become much efficient and productive. Effective off the job training is an important factor for improved performance because it enhances employees and organization's levels of competency (Hussein and Badawy, 2021,pp.74-96). It fills the gap between performance expected and actual performance.

2.3 Theoretical Framework

2.3.1 Human Capital theory

This theory was proposed by Schultz (1961) and developed by Becker (1964) who suggested that spending in human capital is an investment and not consumption. Human capital can be defined as knowledge, skills, attitudes, aptitudes, and other acquired traits contributing to performance. Human capital theory suggests that education or training raises the workers performance by imparting useful knowledge and skills. In Becker's view, human capital is the same to other factors of production. The theory also suggests that human capital involves issues such as rewarding, developing human resource in order to create a skilled, committed and motivated workforce. This theory is applicable in this study because it focus on how it is important for organizations to invest in training and developing its employees because it is a factor for enhancing performance and not a cost. When employees are trained off the job, they develop their knowledge and skills; they become motivated and develop team spirit which enhance their performance.

2.4 Empirical Literature Review

2.4.1 The role of off the job training in enhancing staff motivation

The main aim of any organisation is high, stable, persistent and increasingly good performance, whether be a profit or non profit bearing organization (Kaufman, 2015, pp.33-38). High performance is achieved by well-motivated people who are prepared to exercise discretionary effort (Hafeez 2015, pp. 49-62). A motivated workforce is less likely to engage in conflicts and absenteeism (Gachengo and Wekesa, 2017, pp. 179 - 185). Motivation is the strength and direction of behavior and the factors that influence people to behave in certain ways (Asim 2013,

pp.1-9). Staff motivation means inspiring employees to do work for the accomplishment of organization's objectives (Chhabra, 2015). One of the factors that motivates is off the job training (Gupta, 2022, pp.33.3). For off the job training to be motivating, the following issues must be considered; first, a short explanation of what the training will focus on must be provided to the trainees so as to gain employees attention (Hussein and Badawy, 2021, pp. 74-96). Second, training objectives must be relevant to the employees' level of knowledge or skills and their job. Third, time and duration for conducting off the job training must be considered. It should not be conducted in the time of important events in the organization or the time when all staff are supposed to be at work (Khan et al, 2011). Finally, It should be conducted at an environment suitable for learning and training equipment and other relevant materials must be present. (Gupta, 2018) Also adequate budget for training must be allocated and the company should make sure that the most competent and experienced trainers are used to facilitate the training. (Khan M, 2012, pp. 84-95). Off the job training help employees understand their job better and how it fits into organization's structure, mission and goals. Off the job training enable employees to improve the quality of their work, as a result they become happier in their job (Chhabra,2015). Off the job training make employees feel that they are valued and recognized by their employer. This feeling make them more motivated, responsible and productive (Odukah 2016, p 68). A study conducted by (Handayani, 2018), concluded that there is a positive relationship between employee training and motivation. In Tanzania, a study on impact of training and development on employees' performance conducted by (Licombe, 2018, pp. 80-95), using a quantitative approach, revealed that 60% of employees strongly agreed that training enhance staff motivation. Training increase

staff commitment and motivation which eventually enhance their performance.(Gachengo and Wekesa, 2017, pp. 179-185)

2.4.2 The effect of off the job training in developing employee's knowledge and skills.

A study on the training theories, strategies and types conducted by (Milhem et al, 2014) in Spain, revealed that 60% of the training conducted involve simulations and e- learning and concluded that the methods have a great a significant in developing the knowledge and skills of employees which lead to their improved performance. Akther S, Javed T and Nazrul I,(2019) conducted a study on the effectiveness of off the job training in Bangladesh. The study revealed that the major method used to train employees is off the job training which is believed to add more competence contributing to improved employee's performance. (Wulnye, Fatawu and Aikins, 2018, pp. 745 - 776) conducted a quantitative study on training and development as an effective tool for increased performance. The study was conducted in Ghana. The findings of the study revealed that there is a positive effect of employee training to employee performance because it enable employees to increase their knowledge and skills. The development of employees' knowledge and skills promotes a sense of loyalty and enthusiasm to employees (Asim,2013,pp. 1-9). Off the job training exposes employees to new ideas, techniques, knowledge and skills which ultimately enhance their performance on the job (Gupta, 2018). The acquisition of new knowledge and skills required in performing their job, employees will require less time to find ways to perform their tasks (Daniel, 2018, pp. 57-67). Also the new knowledge and skills obtained from off the job training, encourage innovation and willingness to take risk to improve work process (Handayani, 2018). Employees become confident in their knowledge and skills. This confidence enhance a sense of accountability. (Clark, 2019). When employees of an organization are exposed to off the

job training, it improves their skills on the job and makes them work more professionally and productively (Hafeez, 2015, pp. 49-62). A study on the impact of training and development on employees performance in public sector: a case of Tanzania Telecommunication Company Limited (TTCL) conducted by (Licombe, 2018, 80 - 95), 72.7% of the respondents strongly agreed that training and development have improved their knowledge and skills.

2.4.3 The role of off the job training in facilitating team work

Off the job training facilitate team work among employees because many of off the job training techniques need active collaboration and team work (Baumeister et al, 2016). A team is defined as “ a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they are mutually accountable” (Chhabra,2015). Teamwork refers to the range of interactive and interdependent behavioral processes among team members that convert team inputs for example member characteristics, organizational funding, team member composition into outcomes such as team performance, team member satisfaction. (McEwan et al,2017) . Off the job training program enhance employees competence in their job and familiarize them with the work required of others on their team. Organizations that insist on team work, have positive results in increasing employee performance and better problem solving skills at work. (Nancarrow et al, 2013,pp. 1-11). Team work enables employees to split tasks into simpler ones and work together to accomplish them easier and faster. Teamwork develop specialized knowledge and skills and that an employee who is best in each task do it better. (Duffy et al, 2019, pp. 495-507).Team work enhance good labour relations because employees who work together and succeed, they normally trust, support and cooperate with each other. A study on the impact of training and development on employees performance in

public sector: a case of Tanzania Telecommunication Company Limited (TTCL) conducted by (Licombe, 2018, 80 - 95), revealed that 69% of the respondents strongly agreed that training enhance effective team work and helps the organization to increase work efficiency.

2.5 Research Gap

After the analysis of empirical review above, the studies provide an opportunity for further study in this area. Most of the researchers have examined the importance of off the job training and what to be done so as to enhance off the job training and how training is linked to performance in other places and not in Singida Municipal Council. The question now is what is the role of off the job training to employees' performance particularly in Singida Municipal Council. Literature reviewed by the researcher, revealed that there are studies that have been conducted to examine the role of off the job training to employees performance in other local government authorities and not with a case of Singida Municipal Council. Given the situation, the researcher sought to make a study on the role of off the job training to employees performance in Singida Municipal Council.

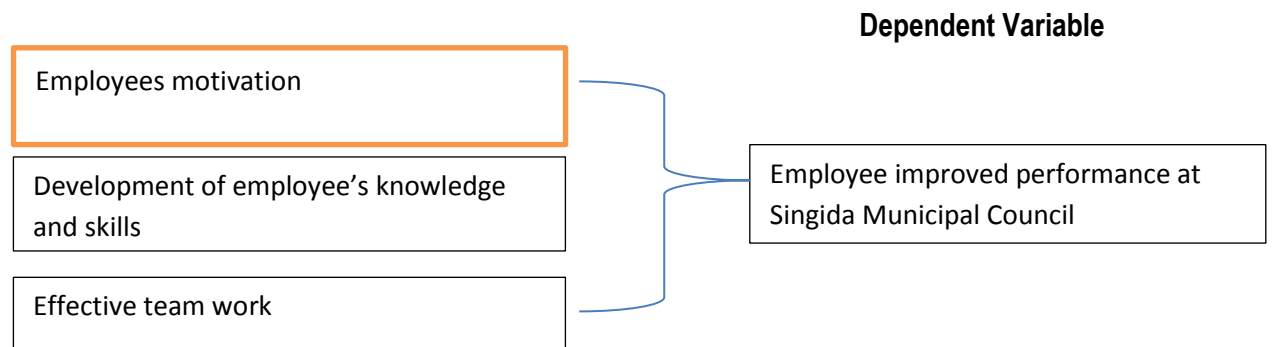
2.6 Conceptual Framework

(Patrick,2015), defines conceptual framework as the researcher's understanding on how variables connect in the study. It presents the research questions that drive the investigation based on the statement of the problem. It shows the relationship between independent and dependent variables in a given study. (Tamene, 2016), define conceptual framework as an essential instrument for research that aim to help are searcher develop awareness and understanding of the situation under study and communicating it. In this study, the dependent variable is employee performance.

Independent variables are expected results of off the job training which include staff motivation, development of employees' knowledge and skills and team work.

Figure 1: Conceptual Framework

Independent Variables



Source: (chabbra, 2015).

Conclusion

From the reviewed literature; it is evident that off the job training have an influence on the performance of employees. Worldwide studies undertaken in Bangladesh, Indonesia and Spain indicate organizations highly invested in staff training and that there is a significant relationship between off the job training and employee performance. On the other side, the reviewed literature shows that in Africa, despite the challenges that face staff training, off the job trainings are conducted and add value to the performance of employees. The studies conducted in Tanzania show the factors affecting off the job training and the contribution of off the job training in employee's performance. Non of the reviewed studied focused on examining the role of off the job training on employee performance in local government authorities

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents study area, research design, research approach, targeted population, sampling strategies, sample size, data collection methods, pilot study, data analysis, trustworthiness, ethical consideration and finally, limitations that influenced research methodology.

3.2 Study Area

This study was conducted in Singida region specifically Singida Municipal Council (SMC). It is in the central zone of the country. Being one of the regions in the central zone gives opportunities to employee to move to other places (region) so that they can be able to get off job training. So, due to this accessibility, the researcher decided to choose this area so that it can produce reliable information pertaining off job training in employee performance. Also, the researcher is familiar with the culture of the area. Furthermore, the number of employee in SMC is large compared to other councils in Singida region.

3.3 Research Design

Kothari & Garg (2014), "Research design is the conceptual structure within which research is conducted". To accomplish its objectives, the research design for this study was a case study design. A case study is a holistic inquiry that investigates a phenomenon under the natural setting. Case study design was used because of the nature of research questions which asks 'how' (See question 1 & 2). Case study design is useful in exploratory studies. Also the need to have in depth understanding of the influence of off the job training on employee performance, give the

right to use case study design (Yin, 2018). However as noted by Creswell; 2010 and Yin; 2018, a decision has to be made by researcher as whether to study single case or multiple cases whereby for any choice a justification has to be given. For this study only one case (SMC) was studied. The justification to use one case was in line with the arguments by Yin, 2018, who argued that the use of one case provide help the researcher to understand the practice for similar situations.

3.4 Research Approach

The research approach for this study consists of qualitative research approach. Qualitative research approach deals with the collection, analysis, and interpretation of comprehensive narrative and visual data to gain in-depth understanding about a particular phenomenon of the interest. (Kothari and Garg, 2014). Qualitative approach was used to explore ideas, perception, feelings and perspective of the participants in the natural setting so as to obtain in-depth information pertaining off job training in employee performance.

3.5 Targeted Population

Saunders et al (2009), defines population as a full set of cases in which sample for the research will be drawn. The targeted population of this study was both managerial and non-managerial staff from different departments at Singida Municipal Council. The total targeted population was 148 staff as obtained from <https://singidamc.go.tz/history> on May, 2022.

3.6 Sampling Strategies

Sampling is the process of selecting research area and participants for the study (Leedy & Ormrod, 2014). In this study, samples were selected using criterion sampling and purposive random sampling technique. Bist, 2014 assert that criterion sampling is the one that the

researcher sets criterion and includes all cases that meet that criterion. Therefore, head of departments (HoD) were selected based on criterion purposive sampling that is, based on the criterion that they are HoDs. Purposive random sampling was used when there was a too large potential samples for the study (Curtis 2016). Since there is a large number of employees in Singida Municipal Council the researcher used purposive random sampling, that is the researcher took the names of employees from each department and write them down in different pieces of paper, thereafter the researcher mix them together and select two piece of paper to get the participants.

3.7 Sample Size

Kothari & Garg, (2014), defined sample size as the number of items selected from the universe to form a sample. A sample size was drawn from a total population of 148 staff at Singida Municipal Council. The sample size was 39 staff whereas thirteen (13) were head of departments and twenty four (26) were other employees, that is in each department the researcher took two (2) employees which made a total of 26 participants. The sample size was obtained by the principle of saturation. The researcher believed that this sample was enough for this study and provided reliable information pertaining influence of off the job training on employee performance.

3.8 Data Collection Methods

In this study sources of data are both primary and secondary. In collecting primary data the researcher used interview and Focus Group Discussion (FGD) while in gathering secondary data, documentary review was employed.

3.8.1 Interview

This is one of data collection methods at the individual level. It is very suitable for descriptive and exploratory purposes. Interview involves a purposive oral questioning technique which is face to face interaction between individuals. In this study, semi-structured interview was used. Interview was used to collect data on the role of off the job training in enhancing staff motivation in SMC, the effect of off the job training in developing knowledge and skills to employees in SMC and lastly, in finding out the role of off the job training in facilitating employees' team work in SMC. The interviews were conducted from 20 to 30 minutes in the offices of the participants. The language which used when interviewing was English. In recording the interview, the researcher used both audio recorder and note book.

3.8.2 Focus Group Discussion

Focus Group Discussion (FGD) was used to 26 employees who were selected from each department whereas the departments were thirteen (13). FGD was used to collect data on the contribution of off the job training in enhancing staff motivation in SMC, Also it was used in gathering data on the influence of off the job training in developing knowledge and skills to employees in SMC. Lastly, in finding out the role of off the job training in facilitating employees' team work in SMC. The researcher formed four groups where by two groups involved seven employees and the other two involved six employees. The language used in the discussion were both English and Kiswahili. FGD guide was prepared in English and then translated in Kiswahili. Kiswahili was used because is the most familiar and comfortable language to most of the participants. The researcher used both audio recorder and note book in recording. For each group discussion was conducted from sixty (60) to ninety (90) minutes. The potential challenge with this

method of data collection was that, there were some members who dominated the group discussion. In mitigating this challenge, the researcher selected one member as a moderator, who introduced the topic and issues to be discussed and make sure that no one dominate the group discussion.

3.8.3 Documentary Review

Documentary review is a data collection method that involves use of various documents to obtain relevant information for the study. In this method, present organizational documents that are relevant to the study like performance records, training plan, training reports, and training evaluation forms were used to collect data for the study

3.9 Data Analysis

Leedy & Ormrod (2010) define data analysis as the process of organizing and manipulating data to produce meaningful outputs. Data gathered through interviews and Focus Group Discussion were subject to thematic analysis. (Bist 2014) assert that when data are analyzed according to themes is what is known as thematic analysis. Data collected through interview and FGD was subjected to thematic analysis. In analyzing data thematically the researcher first familiarize herself with the data, the familiarization was done through reading and reading data which were written, and for the recorded data the research listened and note down in a note book. Thereafter, the researcher generated initial codes through chunking data into different codes. Also, the researcher searched for themes from each of the coded information and thereafter themes were reviewed. Lastly, the researcher defined and name themes, that is for each theme the researcher provided a detailed analysis.

3.10 Pilot Test of The Study

As defined by Migiro and Magangi (2011) , pilot test of the study is a small feasibility designed to test various aspects of the methods planned for a larger, more rigorous or confirmatory investigation. To ensure this, data collection instruments were pre-tested at Tanzania Public Service College (Singida Campus). Interviews were pretested on human resource management tutorial assistants and assistant lectures. The feedback from pretesting enabled the researcher to correct questions that were observed to have issues.

3.11 Trustworthiness of the Study

In ensuring trustworthiness of this study, the research adhered to credibility, conformability, transferability and dependability.

3.11.1 Credibility

Credibility refers to the extent to which the findings are accurate and truthfulness (Curtis 2016). In ensuring this, the researcher employed triangulation; triangulation is the use of multiple methods of data collection. In collecting data from the field the researcher employed interview, as well as FGD. Further, in ensuring the credibility of the study the researcher used peer debriefing, that is the researcher provided her work to her supervisor and other expert in this field, so that they can make some observations which helped the researcher.

3.11.2 Transferability

Transferability can be defined as the extent to which the research findings could be used in other setting. So, in ensuring transferability of the study, the researcher employed thick description. In this, the researcher accounted for all procedures used to conduct a study.

3.11.3 Dependability

Curtis (2016) asserts that dependability can be defined as the replicability of the research findings in other similar context. In ensuring dependability the researcher overlaped methods of data collection and also the researcher used audit-trial method. In employing audit-trial, the researcher documented how her study was conducted, that is, what was done, why and when. The researcher documented raw data collected through interview and FGD. In addition to this, data collection instruments were pre-tested at Tanzania Public Service College (Singida Campus). Interviews and FGDs were pretested on Human Resource Management facilitators. The feedback from pre-testing enabled the researcher to correct questions that were observed to have issues.

3.11.4 Confirmability

As defined by Bist, 2014, confirmability is the neutrality of the research in terms of research procedures and results interpretation. In ensuring that the findings are free from bias, the researcher used various methods such as triangulation, audit-trial and lastly, member check.

3.12 Ethical Considerations

Research ethics are the moral standards that guide the researcher and other research practitioners. Are the dos and don'ts in the research. Kombo & Trompo (2006, pp. 814 - 830) assert that, for a research to be ethical, it must maintain respondents' confidentiality at all the time, it must seek informed consent from respondents, and it has to ensure reasonable protection of the subject physically and physiologically. In this study, the researcher adhered to various ethical issues; firstly, before going to the field the researcher obtained permission letter from the institute which introduced her to the RAS (Regional Administrative Secretary) of Singida region.

Also, after arriving to the field, the researcher explained the purpose of the research to the participants so as to get voluntarily participation and informed consent. Lastly, the researcher ensured participants confidentiality and anonymity, that is the data obtained will be used for education purpose and not otherwise, also when writing the research report the researcher used pseudo names so as to ensure anonymity.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents and discusses the findings in relation to the specific objectives which were; to examine the contribution of off the job training in enhancing staff motivation in Singida Municipal Council, to explore the influence of off the job training in developing knowledge and skills to employees in Singida Municipal Council and to find out the role of off the job training in facilitating employees' team work in Singida Municipal Council. Data for this study were collected using semi-structured interview and Focus Group Discussion. The first section of this chapter presents the general demographic characteristics of the participants. This includes age, sex, education qualification and their working experience.

4.2. Composition of Participants

The targeted sample for this study was 39 participants. This included 13 heads of departments and 26 other employees at Singida Municipal Council. These employees were representatives from each department as provided on the table below;

4.1 Table Representing Demographic Information of Participants

NAME OF PARTICIPANT	DEPARTMENT	SEX	LEVEL OF EDUCATION	WORKING EXPERIENCE (YEARS)
A	Hr &Administration	Male	Bachelor	1
B	Health	Male	Bachelor	3
C	Community Development	Female	Bachelor	7
D	Finance	Male	Masters	5
E	Agriculture	Male	Masters	8
F	Education(Secondary)	Female	Bachelor	10
G	Education(Primary)	Female	Bachelor	5
H	Works	Male	Masters	7
I	Land	Male	Masters	6
J	Livestock Development	Male	Masters	8
K	Planning & Statistics	Male	Masters	5
L	Environment	Male	Bachelor	7
M	Water And Cleanliness	Male	Bachelor	6
N	Hr &Administration	Female	Bachelor	3
O	Hr &Administration	Male	Bachelor	4
P	Health	Female	Diploma	15
Q	Health	Female	Bachelor	10
R	Community Development	Male	Diploma	16
S	Community Development	Female	Bachelor	16
T	Finance	Female	Bachelor	10
U	Finance	Male	Bachelor	10
V	Agriculture	Male	Bachelor	17
W	Agriculture	Female	Diploma	19
X	Education(Secondary)	Female	Bachelor	21
Y	Education(Secondary)	Male	Bachelor	22
Z	Education(Primary)	Female	Bachelor	20
A1	Education(Primary)	Male	Diploma	18
A2	Works	Male	Diploma	10
A3	Works	Female	Bachelor	9
A4	Land	Female	Diploma	8
A5	Land	Female	Bachelor	9
A6	Livestock Development	Female	Diploma	18
A7	Livestock Development	Female	Diploma	15
A8	Planning & Statistics	Female	Bachelor	10

Source; field data 2022

4.3. The Role of Off The Job Training in Enhancing Staff Motivation in Singida Municipal Council

The first specific objective of this study aimed to examine the contribution of off the job training in enhancing staff motivation at SMC. To achieve this objective, the researcher focused on the following aspects, whether employees have attended off the job training, the modality of selecting employees in attending off the job training, whether employees have become motivated as a result of off the job training and if employees are encouraged to perform their duties and if off the job training made them feel progressing in their job.

4.3.1. Employees' attendance on the off the job training and the modality used to select them for the training.

During interview and FGD, the participants agreed and confirmed that they have attended off the job training although the frequencies of their attendance do differ. Some have attended many times like more than twice but some have attended few times like once in the last financial year. The participants also explained on the modality that is used in selecting them to attend off the job training. In this, each participant explained the modality that was used to select him or her to attend off the job training. The modalities that were provided by participants include the use of annual training program, directives from their authorities and requirement of their associations. In training program, the participants said that it identifies who will be trained, when, how, where, in what areas and for how long. The annual training program follows the financial year. So, some of employees at SMC attend off the job training basing on the annual training program of the

municipal. During interview, one of the participants had the following to say regarding the annual training program;

We have a training program. It is an annual program. The program is about both short and long term training. The program shows areas for training, kind of employees to be trained, when and how the training will be conducted and the duration for trainings to be conducted. (interview extract from participant B, July 2022)

Other participants said that they were selected to attend off the job training basing on the directives from their respective authorities such as Public Procurement Regulatory Authority, Ministry of Finance and Planning, Ministry of Education, Science and Technology, Ministry of Health and the President's Office (PSM – GG & RALG). These authorities send letters to the Municipal which call certain employees to attend training that is prepared by them. The letter identifies who is supposed to attend training, what is the training about, the duration of training and funding of the training participants. During interview, one of the participants said the following;

Sometimes it is directives from the authorities that direct which employee is supposed to attend certain training. For the recent training which was conducted at Dodoma was prepared by the PO-RALG. The authority sent letters to local government authorities which identified who are required to attend the training, when will the training be conducted and the place for training (interview extract from participant A, July 2022)

Another participant had the following to say regarding the same;

The modality that is used in our department depend on what does the letter from the authority instruct because most of the training that we attended were directed by our regulator (PPRA) but sometimes the letter for training also come from the ministry of finance...i think this modality is very fair because the letter that is sent from the authority specifies the criteria of who is supposed to attend and the one who fits the criteria is selected (interview extract from participant C, July 2022)

Furthermore, participants at SMC are selected for off the job training depending on the requirement of their associations and respective boards. Employees from certain cadres have

their associations and boards cutting across the country. These associations and boards sometimes prepare conferences and seminars for their members. Conferences and seminars are good examples of off the job training techniques. These associations and boards send letters which invite their members to attend seminars and conferences as being said by one of the participants;

The training I attended this year was the one prepared by our association (Tanzania Personal Secretaries Association). So I attended that training because it was the requirement of our association and my employer supported me financially.....The modality is fair because last year my fellow personal secretary went and this year it was my turn and I went for the training. (FGD extract from participant P, from group A, July 2022)

Participant F, during interview argued the following;

Other training that I attended was prepared by our board (Procurement and Supplies Professionals Technicians Board) So I attended it because it was a board requirement.. i don't think if this modality is very fair because there are some employees who are not members of the board. This may deny them an opportunity to attend the off job training. (interview extract, July 2022)

During FGD, participant O said the following on the same;

I attended that training because it was an annual conference of our association (Tanzania Records and Archives Management Professionals Association). All records management assistants and officers were required to attend so that was how I was selected to attend the off the job training. (FGD extract, Group A, July 2022)

From the responses, it is clear that SMC use off the job training in enhancing the capacity and motivating its employees. This conform to Asim (2013,pp. 1-9) findings of the study on Impact of motivation on employee performance with effect of training where he found that off the job training leads to employees' motivation. Almost all of the participants under study agreed that they have attended off the job training but in different frequencies. Some have attended only once and others more than once in the last financial year. This have been also indicated in the annual

training report (2021/2022) of SMC. This depends on their jobs and positions. The modalities for selecting employees to attend off the job training that have been revealed by staff at SMC are good because they reduce biasness or favoritism. This motivates employees and eventually led to increased performance. This has been asserted by Gachengo and Wekesa (2017, pp. 179-175) in their study on Influence of motivation on employee performance where they found that employee's performance is accelerated by their level of motivation. However, few participants argued that the modality was not fair.

4.3.2 Employees' motivation as a result of off the job training

During FGD and interview, participants said that off the job training have motivated them a lot to perform their duties efficiently and effectively which lead to improved performance. Participants said that off the job training motivated them they because they were exposed to new environment, they were paid allowances, cooling work stress and relevance of training contents to their work. In being exposed to new environment, the participants said that the training was conducted in a region which they have never been there before and they were able to meet with new people who they are performing the same tasks

One of the participants during interview said the following;

the off the job training I attended motivated me a lot because I was exposed to new environment, I met new people especially my fellow human resources officers from other local government authorities and ministries and departments where we shared ideas and experience. (interview extract from participant E, July 2022)

Furthermore, participants were motivated by the allowances that they were given. Participants said that they were paid for their transport expenses and daily subsistence allowances depending on the number of training days by their employer. This enabled them to cover expenses such

meals, local transport and accommodation during the training. They also added that, they allowances helped them even in covering personal issues as provided by one of the participants during FGD;

We were paid our allowances such as transport allowances and daily subsistence allowance basing on the training location and number of training days. These helped me to cover the expenses during my stay at the training and also enabled me to cover in my personal issues. I really thank my employer because this shows how he values us. I was highly motivated. (FGD extract from participant A8, Group D, July 2022)

Nevertheless, participants were also motivated by facilitation methods and relevancy of the training contents to their work and profession. During interview and FGD participants said that they were also motivated by the facilitation methods that were used during the trainings that they attended. They said that the facilitation methods such as role playing, group discussion and presentations enhanced their learning and understanding capacity which motivated them. They also added that the training contents were very relevant to their duties thus being motivated. One of the participants had the following to say;

The facilitators used very effective learning methods, they used role playing I enjoyed it a lot and I understood the topic through it. Also the topics that were taught during the training were very relevant to our duties. They were practical in nature. We understood a lot and we were all motivated to perform our duties because we enjoyed and understood all aspects of our works through the training contents. (interview extract from participant I, July 2022)

Few participants said that one of the training the he attended did not motivate him to perform his duties because the large of the training contents were not relevant to his duties. The training consisted of participants from different cadres and he found that the contents reflected those other participants than him. He argued that it was just wastage of time because what was taught during the training was not applicable to his duties. In this, he said the following.

That training did not motivate me at all. First of all the training contents were not relevant to my duties because the training consists of very large number of participants who were of different cadres from different offices. The training contents were relevant to other participants' duties and not mine. I was disappointed because I just wasted my time there. The only thing that I do not regret about that training is the provision of allowances (FGD extract from participant U, Group B July 2022)

From the findings, it was revealed that, the majority of the participants have agreed that off the job training they attended motivated them a lot. It is important for organizations to train their employees off the job because there are various aspects during off the job training that motivates employees (Khan, M., 2012, pp. 8-95). Training motivates employee not only by attending the training, but by how relevant the training is to participants' duties and profession. This has been asserted by Gupta (2016) where he provided that in order for training to be motivating, relevant training materials must be prepared and presented. The relevant training contents make employees enjoy the training and motivated to work which enhance their performance. Also, (Gidey,2019) in his study on the evidence based training methods, he revealed that training methods have role to play in ensuring that trainees are motivated to learn and hence motivated to perform their duties. Furthermore, the study reveals that off the job training motivates SMC staff because they are exposed to new environment. The new environment consists of new people, new places and new techniques. This motivates staff because they are capable to learn new things from new people . They are having an opportunity to share ideas and experiences with new people they meet at the training which enhance their performance at work (Saeed and Asghar, 2012, pp. 12177-12183) Furthermore, participants were highly motivated with the allowance that were given to them in order to cover their training expenses. Allowance is a good example of monetary motivation. Money motivates staff. Apart from the allowance given to cover their training expenses, it also enables them to cover some of their personal issues. This improves their

performance as asserted by Gerhart and Fang, (2015, pp. 489-521) on their study on Pay, intrinsic motivation, extrinsic motivation, performance, and creativity in the workplace.

4.3.3 Employees encouragement to perform their duties as a result of off the job training

The large number of participants said that they were highly encouraged to perform their duties after attending off the job training for various reasons. The reasons included reducing work stress, feeling the sense of caring by the employer, training resolution and gaining new knowledge and skills. In reducing the work stress, participants said that, while they are at work, they are facing a lot of stress from the customer and their supervisors. They are always busy doing their job. So by attending off the job training they had an opportunity to be away from work for a sometime. This helped them to release their work stress because during the training they enjoyed everything about the training, they refreshed their mind while learning. One of the participants said the following during interview;

That training gave me an opportunity to reduce my work stress. You know when we are at work, we are occupied with a lot of duties and issues that stresses us a lot. So when we go for off the job training, we are having an opportunity to refresh our mind while learning. This help in reducing stress and help us gain new energy to perform our duties after training . (interview extract from participant J, July 2022)

However, the off the job training made the SMC staff feel that they are being cared by their employer. They felt the sense of caring from their employer by being allowed and sponsored for off the job training. This was insisted by one of the participants as follows;

“I was really encouraged to perform my duties after attending off the job training because I felt sense of love and care from my employer by enabling and supporting me to attend training”. (FGD extract from participant V, Group B, July 2022)

Also another participant had the following to add;

“...the training encouraged me to perform my duties because I found myself a very important person in my work by being allowed and sponsored to attend the training. I felt being valued by employer” (interview extract from participant K, July 2022)

Nevertheless, the participants were encouraged to perform their duties because they were able to gain new knowledge and skills. During the off the job training, the participants added new knowledge and skills regarding their duties. The acquisition of new knowledge and skills regarding their duties, make them more confident and encouraged to perform their tasks as said by one of the participants during interview;

“...the knowledge and skills I gained from the training gave me confidence to perform my duties. This gave me more energy and the desire to perform my duties”. (interview extract from participant A, July 2022)

Another participant added the following on the same issue;

“...the training encouraged me to perform my duties because I gained more knowledge and skills, I had no fears at all and I became confident in performing my duties” (interview extract from participant L, July 2022)

Furthermore, Participants added that off the job training encouraged them to perform their duties because it was a training resolution as stated by one of the participants during FGD as follow: .

I was encouraged to perform my duties because apart from understanding my duties in detail, being not discouraged in the course of discharging our duties was one of the resolutions of the training. During the closing day of the training, the training coordinator insisted that our work is very important and we form the very important aspect in our organizations. He added that we should not be discouraged by anyone in the course of performing our duties. We all agreed with him. (FGD extract from participant A1, Group C July 2022)

From the findings it was revealed that, the large number of participants have affirmed that the off the job training have encouraged them to perform their duties. They gained new knowledge and skills. The acquisition of new knowledge and skills regarding their duties, enable employees to

become confident and eager to perform their duties. Confidence is one of the key aspects in making employees perform better as provided by Obi-Anike and Ekwe, M.C, (2014, pp. 66-75) on their study on Impact of training and development on organizational effectiveness. Furthermore, participants have provided that off the job training helped them to cool their work stress and encouraged them to perform their duties. Stress hinders effective employees' performance. This conforms to the findings of Wilkins, and Beaudet, (1998, pp. 47-62), on their study on work stress and health. They revealed that work stress endangers employees' health and well-being which hinder their productivity. Nevertheless, the off the job training make employees feel that they are valued and cared for by their employer because they are given an opportunity to enhance their capacities and being sponsored by their employer. This encourages them to perform their duties efficiently and effectively which ultimately increase their productivity.

4.3.4. Feeling progressing on job

During FGD and interview, the majority of participants said that off the job training have helped them to feel progressing in their job and career. The participants said that they feel progressing because off the job training helped them to perform their duties effectively hence see themselves being promoted, able to perform the tasks that they once use to postpone them and making beneficial decisions. Off the job training, helped employees to gain more knowledge and skills which enable them to perform their duties effectively and efficiently which enable them to be promoted as provided by one of the participants during FGD;

“Yes, after attending that training, I am capable of performing my duties effectively and diligently, I see myself being promoted” . (FGD extract from participant A4, Group C July 2022)

Participants added that off the job training help them to perform the tasks that they once use to postpone them. The reason for postponing these tasks was lack of knowledge and skills in performing them. So, they see themselves progressing in their job because they no longer postpone their tasks by lacking required knowledge and skills as said by one of the participants during FGD;

“....I am now able to perform the duties that once I used to postpone them or ask someone else to help me. This is a big progress in my job” . (FGD extract from participant A5, Group C July 2022)

Furthermore, off the job training help employees to make decisions that are very beneficial to the department, perform tasks that they were once seem to be difficult and perform their work with no closer supervision. One participant had the following to say during interview;

after attending training, I can attend the issues that I once find them very difficult. I am capable of making decisions that are beneficial for my department. I can work without any close supervision. This make me to be trusted, and for this reason, I see my self being appointed to higher positions . (interview extract from participant A, July 2022)

From the findings, it have been revealed that a large number of participants feel progressing in their job after attending off the job training. Being able to perform the tasks that were once seem to be difficult, working under less supervision and making decisions that seem to be beneficial they make employees feel that they progress in their work and this motivates them. The human capital theory suggests that, employees' training enable them to feel motivated and hence improved performance. The feeling of being progressing in the job motivates employees and hence improved performance because motivated employees perform better (Gerhart and Fang; 2015). This have been also asserted by Saeed and Asghar., (2012). In their study on Examining the relationship between training, motivation and employees job performance where they revealed

that training motivates employees and the motivated staff is less likely to engage in absenteeism and conflicts. This facilitates good performance.

4.4 The Effect of Off the Job Training in Developing Employees' Knowledge and Skills

The second objective of this study aimed at exploring the influence of off the job training in developing knowledge and skills to employees. In order to achieve this objective, the researcher focused on various aspects such as facilitation methods, increase in knowledge and skills as a result of off the job training, relevance of off the job training in work and being updated in new trends and development in job.

4.4.1 Methods of facilitation used in off the job training

It was revealed that a number of facilitation methods were used in developing the knowledge and skills through various training that employees at Singida Municipal Council have attended. Those methods include role play, group discussions, group presentations, questions and answers, lectures and group games. Role play as a method of facilitation was used during off the job training. Role play is a method whereby trainees act out a given role as they would in a stage play (Chhabra; 2015). During the training, participants were given different roles to act upon. For example, when they were discussing about handling difficult customers. In this method, the facilitator first instructed on how difficult customers can be handled in organizations. He also demonstrated how to handle them. Then he appointed one of the participants to act as a difficult customer and another participant to act as a service provider and then he asked them to act out the situation as said by one of the participants during interview:

oooh the trainer used many methods during the training but role playing was the method that was used much by the facilitator. In this method, the facilitator first instructed us on what we are supposed to do while handling difficult customers. The facilitator selected one participant to be a difficult customer and another one to be a service provider and act out the situation. (interview extract from Participant B, June, 2022)

It was also found that during off the job training questions and answers were used as a method of facilitation. In this method, the facilitator posed questions to the participants. The questions based on the topic under study. These were one to one questions where by each participants was asked one of the questions by the facilitator and required to respond basing on the understanding and experience. For example when participants were trained on general conditions of service, one of the question asked to one participant was when is transport allowance is granted even to the dependents of the public servant as said by one of the participants during FGD.

The facilitators used questions and answers especially when we were taught on the general conditions of service. The asked each participant some questions regarding general conditions of service and we responded basing on our understanding and experience. I was asked on when do I think that transport allowance is granted to the dependents of the public servants. . (FGD extract from participant A7, Group D July 2022)

In group discussion, the participants were asked to form groups of five members and given several questions to discuss in groups. The questions were from the topic to be taught. Participants were given some time to discuss the question assigned and write their work. After that the group work was submitted to the facilitator and then the facilitator read the work of each group and corrected them where they did not do well. This was said by one of the participant during FGD.

Those facilitators knew that we were adults. They used very friendly methods during facilitation. The methods kept us active throughout the training and we enjoyed. They used group discussions and other group activities. In group discussion, the facilitator asked us to form groups and each group should consist of five members. Then he developed some questions from topic to be discussed and gave each group one question to discuss for 45

minutes. Then we wrote down what we discussed and submit to the facilitator. Then the facilitator read the work of each group before the class and corrected where we were wrong. . (FGD extract from participant X, Group B July 2022)

Furthermore, the other method identified during the study was group presentation. In this method, the participants said that it was the most method that was emphasized by the facilitator. To make it work, the facilitator grouped the participants in groups of six members and assigned them some questions regarding the training contents. Each group was given 30 minutes to discuss the question and then each was required to present their work before the class. One of the participant during interview highlighted that group presentation was the most effective and emphasized so much by the facilitator. He has the following to say:

group presentation was much used and emphasized by the trainer because the trainer argued that the method will also enhance our presentation, interpersonal and communication skills. The trainer prepared some questions regarding the training contents and asked us to form a group of five members and assigned one question to each group and let us discuss them for 30 minutes and then each group present what we discussed. . (interview extract from participant M, July 2022)

From the findings it was found that the most method used and which have enhanced their knowledge and skills the most in various off the job training that were attended by staff at SMC, was group presentation. Group presentation is the effective method in making trainees gain required knowledge and skills because the trainees are having an opportunity to think and provide immediate ideas and they also gain ideas from others. Also group presentation enhance participants creativity (Milhem et al: 2014). At the work place, group presentation enable the employees to plan and organize their tasks, prepare and present their reports because they have attained the knowledge during the group presentations at the training while they were planning for and organize their work (Islam et al:2019) . Other methods such as group discussions, role play

and questions and answers are also good methods in enhancing trainees knowledge and skills because an employee is involved in generating knowledge. They give trainees an opportunity to provide their knowledge and skills and also gain knowledge and skills from other participants. These methods also enhance trainees thinking capacity which is essential in performing their daily duties. Apart from the said methods, there is also lecture. This method is less efficient in developing the knowledge and skills of employees because it is a one way form of facilitation. The trainee have to listen only to the facilitator and it does not activate learning because most of the trainees prefer sharing their ideas and experience during the training (Gupta:2018)

4.4.2. Increase in knowledge and skills as a result of off the job training

It was found out that, off the job training have enabled employees to increase their knowledge and skills. Off the job training have enabled employees to increase their knowledge and skills in labor laws, customer service, communication skills, supervision, handling confidential records and communicable and non-communicable diseases. These skills either direct or in direct facilitate employees' performance. In increasing the knowledge and skills in labor laws, the trainees were taught on different laws, regulations and standing orders regarding the public service. These were taught during the topic known as general conditions of service. The trainees learned about the Public Service Act and its amendments, Public Service Regulations and Public Service Standing Orders. One participant during interview had the following to say:

Oh yeah....that training I last attended have really helped me in increasing my knowledge and skills. I learned from my fellow training participants and from the training facilitators. We were taught on general conditions of service and in this topic I gained more knowledge on the labor laws including the changes made in various legislations. We were trained on Public Service Act, Public service regulations and public service standing orders. . (interview extract from participant C, July 2022)

From the findings, it was revealed that off the job training has enhanced the increase in knowledge and skills to employees of SMC who have attended off the job training. The increase in knowledge and skills in labor laws will enable the particular employees to make valid and reliable decisions regarding labor aspects in the area of their responsibility. Similarly, Wulnye et al (2018, pp. 745-776), found that the off the job training enhance the increase in knowledge and skills to employees which in turn lead to improved performance. They will also help other employees in understanding the labor laws because the labor laws are the essential guidelines in enhancing the integrity and employees rights. The increase in communication skills is very important because communication is a key tool in enhancing efficiency and labor relations in organizations. The same have been noted by Rahman et al (2010,pp. 565-567) who argued that communication skills is a key factor in facilitating staff motivation and harmonious employee relations. Furthermore, supervisory skills enable supervisors to perform their supervisory roles effectively. Shafee, Makin and Abdulla (2018, pp. 37-55) noted that effective supervision is important in ensuring effective performance of subordinates. This lead to increase in performance. The knowledge increase in customer service, is important in helping the employees to offer better service to the customers which will facilitate the reduce in customers' complaints and gain the public trust. The knowledge and skills on communicable and non-communicable are vital in enhancing the health of employees. Healthy employees make an effective and productive workforce.

4.4.3. Relevance of off the job training in work

A number of participants provided that what they were taught during off the job training was relevant to their work. Participants were able to apply what they were taught during training in their daily duties. Some participants were taught on communication skills. They argued that those skills

taught were direct related to their daily duties because they communicate with their fellow employees as well as their customers. In this, one of the participants had the following to say:

I can say that the training was very relevant as far as my job is concerned because what I was taught during the training, I was capable to apply it while performing my daily duties. For example communication skills, I do communicate with our customers and my fellow employees very well. . (FGD extract from participant A7, Group D July 2022)

Also, other participants said that during off the job training they were taught on how to handle official files and correspondence. This was part of their daily duties. In this, one of the participant during FGD, said the following:

*“That training was very relevant to my duties, we were taught on how to handle official files”
. (FGD extract from participant R, Group A July 2022)*

Other participants argued that to some extent, the off the job training they attended was not direct relating to their duties because the training consisted of participants from different cadres. So only some of the contents were relating to their daily duties as said by one of the participants:

Some of the aspects that I was taught during that training were relating to my duties but some were not. This was due to the fact the training consists of participants from different cadres such as personal secretaries, office attendants and drivers. Truly, some of the training contents were direct relating to my duties. (FGD extract from participant Y, Group B July 2022)

These results indicate that most of off the job training that have been attended by staff at SMC were relevant to their daily duties. The knowledge and skills that employees obtained from the training were applicable to their daily duties and responsibilities. This is in line with the study conducted by Tanveer and Imran (2015, pp. 22-44) which revealed that off the job training enable employees to gain knowledge and skills that are relevant to their job. The relevance of knowledge

and skills that employees acquire from training to their job, enable employees to become confident, perform their duties accurately and diligently. It also make employees enjoy and motivated to perform their duties. Gupta (2018), argued that relevant training motivates employees in their job. However, some of off the job training are not direct relevant to employees' work. This demotivates employees in attending off the job training, do not enhance their performance and do not pay the company. This have been also revealed by Pastore and Pompili (2020, pp. 145-184) in their study on assessment the impact of off-the-job and on-the-job training on employment outcomes. They revealed that in most cases, off the job training is less relevant to the work done by employees.

4.4.4 Updated with the new development and trends in job

The findings have revealed that, off the job training help employees to become updated with the changes and the current trends and developments in their job and professions. The participants revealed that off the job training have helped them to become updated with the current changes, trends and development in their job and profession as well. They became updated in labor laws, handling electronic records and the use of new electronic systems of work in their areas of responsibilities. In being updated with the labor laws, one participant said the following during interview:

The recent off the job training that I attended enabled me to be aware on various recent changes on several labor laws. For example we taught on the Public Service Act. No 8 of 2022 and its recent amendments. Also the recent amendments on the Employment and Labor Relation Act no 6 of 2004. So the training kept updated with recent changes in our labor laws. Labor laws guide us in performing our daily duties and making various decisions. . (interview extract from participant B July 2022)

In being updated with the current electronic systems in their area of responsibility, one participant said the following during interview:

I think you know that now almost all government organizations use MUSE system of payment. This system was not used before. It is a new one. So I and my fellow accountants from other government organizations attended training on how to use MUSE. So the training kept me updated with the new system. . (interview extract from participant E, July 2022)

In the same, another participant had the following to say during FGD:

As you that we are now moving from paper based to electronic based system of records keeping. From 01st July this year we are determined to completely move from paper to electronic system of keeping records. The off the job training I attended was about electronic records. So it enabled me to be updated with the new and current trend in my job. . (FGD extract from participant A7, Group D July 2022)

It is very important to make sure that employees are updated with the new and current changes, trends and development in their job and profession. This enable employees to cope up with those changes and trends. This help in improving their performance because the use new techniques and skills simplify the work of employees and reduce operational costs to the organization. This have been also revealed by (Gidey, 2016) in his study on The effect of training and development on employees performance conducted in Addis Ababa where he pointed out that off the job training express employees to new ideas, techniques knowledge and skills which increase their performance.

4.4.5 Work reliability and trustworthy

In order to find out if off the job training have facilitated the development of knowledge and skills to SMC staff, the participants were asked if off the job training have helped them in making their work reliable. Majority of the participants agreed that the knowledge and skills that they acquired

from off the job training have helped them to make their job reliable and trustworthy. Participants said that after attending off the job training, there was no complaints and frequent errors in their works and now they are trusted by their supervisors, fellow employees and customers. In reducing the mistakes and errors in their work, one of the participants had the following to say;

I can now prepare and write different reports regarding my department without much errors and mistakes as it was before. I attended a report writing training. In this training we were taught on how to prepare and write official reports. We were taught on reasonable report format, stages of writing reports and many more concerning report writing. This make me confident in preparing and writing good reports. (interview extract from participant J, July 2022)

Furthermore, the participants said that off the job training have helped them to reduce complaints from their supervisors, fellow employees and customers which indicates that their work was reliable and trustworthy as said by one of the participants during interview;

Definitely yes, after I undergo several off the job training, my boss know don't complaint on my delays in performing my duties. My boss have no worries in delaying on the tasks that he assigned me to perform them because I perform them on time because I am capable of performing them now. (interview extract from participant K, July 2022)

Nevertheless, participants said that off the job training enable them to make their work to be trusted by their supervisors and other employees. One of the participants had the following to say during FGD;

Yes, after I attended off the job training now my colleagues believe on what I do, they have no doubt or questions regarding my work. They trust me, even now my supervisor delegates to me without any hesitations as it was before. . (FGD extract from participant Y, Group B July 2022)

Another participant had the following to say regarding the same issue of being trusted in their work after off the job training;

...my supervisor and colleagues trust my work because I am now performing my duties diligently and effective, this was made possible through attending off the job training. The training was about capacity building where we were reminded and trained on our daily duties. (FGD extract from participant W, Group C July 2022)

From the findings it is revealed that off the job training have helped employees at SMC to make their work reliable and trustworthy. It have helped them reduce frequent errors and mistakes in their work, reduced in complaints from supervisors, fellow employees and supervisors and make them trusted by fellow employees, supervisors and customers. The human capital theory suggests that the development of human resource knowledge and skills is an investment to an organization because it makes employees work to be reliable and trustworthy which is essential and beneficial to an organization. This is asserted by Farooq and Khan, (2011, pp. 23-33) on their study on . Impact of training and feedback on employee performance where they revealed that staff training help them to make their work reliable and trustworthy which improve organizational performance. This is also revealed by Obi and Ekwe (2014, pp. 66-75) in their study on impact of training and development on organizational effectiveness where they found out that the development of staff knowledge and skills enhance their confidence and trustworthy which help them to perform effectively.

4.5 The Role of Off The Job Training in Facilitating Employees' Team Work in Singida Municipal Council.

The last specific objective was to find out the role of off the job training in facilitating team work among employees. To achieve this objective, the researcher focused on the following aspects; whether off the job training helped employees to develop team spirit, if off the job training helped

employees to develop interpersonal skills and if off the job training have helped employees to offer support to their team members.

4.5.1 Developing of team spirit

The large number of participants said that the off the job training that they attended enabled them to develop team spirit. They added that during off the job training, they were given different tasks and activities which enhance team spirit as said by one of the participants during interview;

.....that off the job training helped me to develop my team spirit because during the training sessions, we were given group activities. These group activities such as group discussions and presentations enabled us to work as a team. This enhanced my team spirit..... (interview extract from participant I, July 2022)

Another participant added the following;

“Absolutely yes, during the training we were given activities in groups. Each group was struggling to win. The desire to win as a group, made us to strongly cooperate in our groups. This developed a team spirit within us” . (FGD extract from participant A2, Group C July 2022)

Furthermore, the participants said that they off the job training have helped them to develop team spirit because one of the topics that was facilitated during the training was team work at work place. This helped them to develop team spirit as stated by one of the participants during interview;

To some extent yes, because one of the topic that was facilitated during the training was team work at the work place. I learned a lot about working in a team including the advantages of team work. This enabled me to gain a deep understanding on how to work as a team and that alone, I cannot achieve more. Also the training sessions were associated with group activities such as group discussions, presentations and group games. These activities also enhanced my team spirit. . (interview extract from participant F, July 2022)

From the findings it is revealed that off the job training enhance the development of team spirit among employees. Team work is a process of working collaboratively with a group of people in order to achieve a common goal. (Roots and Endeby,2013, pp. 1-11). Ten principles of good interdisciplinary team work. The human capital theory suggest that team spirit is one of the aspects that are developed through training and they enhance the performance of employees. The development of team spirit to staff at SMC, enable them to benefit from the competences of each other, to finish their work on time, reduce misunderstanding, enhance their confidence and eventually lead to improved individual performance and the overall organizational performance. This have been also asserted by Beauchamp et al (2017) on their study on effectiveness of teamwork on team work behaviors and team performance. In their study, they revealed that team work enhance the performance of a team and the organization in general. This is also revealed by Sanyal and Hisam, (2018, pp. 15-22) on their study on The impact of teamwork on work performance of employees where they reveal that team spirit is essential for improved employees' performance.

4.5.2 Developing interpersonal skills

Participants during FGD and interview were asked if off the job training have helped them to develop their interpersonal skills. In this, a large number of participants said that they enhanced their interpersonal skills through off the job training they attended. Those skills were enhanced through group activities and group works that they were given during off the job training. Participants had the following to say;

.....it enhanced my interpersonal skills very much. During the training we were given group activities where we were supposed to work together and collaborate in groups. By working

in groups we were able to understand and tolerate each other. . (FGD extract from participant A8, Group D July 2022)

Another participant added the following concerning how off the job training have helped them to develop their interpersonal skills;

.....I gained interpersonal skills. The training consisted of participants from different places who posses different habits, but I was able to work with them and there was no conflicts for the whole training. . (FGD extract from participant S, Group A July 2022)

Also another participant added the following on the same;

Definitely yes, the training enhanced my interpersonal skills because of the activities that we were given during training. The activities enabled us to understand each other and being able to interact. . (FGD extract from participant X, Group B July 2022)

Furthermore, participants said that they developed their interpersonal skills because it was one of the topics that was taught during off the job training that some of them have attended. One of the participants said the following;

my interpersonal skills were developed because one of the topic for discussion during the training was interpersonal skills. I learned the types and the benefits of interpersonal skills. Also the activities we were given during the training enhanced our interpersonal skills. (interview extract from participant F, July 2022)

From the findings it is revealed that off the job training have enabled staff at SMC to develop their interpersonal skills. Interpersonal skills refers to skills that enable individuals to work and interact with each other. It can describe actions, communication or even a certain kind of a relationship (Hamilton et al, 2002). Interpersonal skills are vital in facilitating team work which ultimately lead to improved employees performance. Interpersonal skills help SMC staff to have a fruitful labor relationship, develop their leadership skills and being able to work with their members effectively and collaborate with them. This is asserted by Duffy et al (2004, pp. 495-507). In their study on competence in communication and interpersonal skills. In their study they revealed that,

interpersonal skills make people feel comfortable around each other, easier understand and interact with other. They added that interpersonal skills are very essential in promoting and developing teams in organizations. This is the key aspect in ensuring effective teams at SMC. This also affirms that it will be difficult for employees to develop their interpersonal skills if they will not attend off the job training. This will make staff at SMC fail to cooperate and collaborate with each other at work. This will also not be able to develop positive labor relations.

4.5.3 Developing communication skills

Majority of the participants said that off the job training have helped them to develop their communication skills. Participants said that during the training session they were assigned to different tasks which enhanced their communication skills. They added that even listening to facilitators and fellow training participants have improved their listening skills. Also communication skills was one of the topics that was taught during one of off the job training that was attended. In developing communication skills through the tasks that were assigned during training sessions, participants had the following to say;

.....the training has increased my communication skills because during the training sessions we were given group activities for example group discussion and presentation. These enhanced our speaking and listening skills because we had to talk and listen to each other. . (FGD extract from participant Q, Group A, July 2022)

Other participant added the following regarding the same;

.....the off the job training developed my communication skills because during the training we shared ideas and experience, we participated in discussions and presentations these helped in enhancing our speaking and listening skills. . (interview extract from participant K, July 2022)

Furthermore, participants said that they enhanced their communication skills through off the job training because communication skills was one of the topics that was taught during the training. They were taught on communication procedures within the public service. They were taught on oral and written communication as said by one of the participants during interview;

“.....the training enhanced my communication skills. It helped in oral and written communications because one of the topics taught during training was communication procedures within the public service. Also through asking and answering questions during training sessions”. . (interview extract from participant A, July 2022)

From the findings it was revealed that, the majority of the participants have enhanced their communication skills through off the job training.. Communication skills are essential in developing and enhancing team work which facilitate employees' performance. Ramadanty, and Martinus (2016, pp.77-86). The development of communication skills to SMC staff, will help the council to recruit the right people because you can clearly communicate what you expect from them, right communication skills enable effective sharing of ideas and creating an environment which enable people to willingly and delightfully share their unique ideas and communication skills help to resonate with customers and better connections with customers. Furthermore communication skills, enhance team work among members because they enable staff at SMC to relate with different types of people. This is asserted by Duffy et al (2004, pp. 495-507). In their study on competence in communication and interpersonal skills.

4.5.4 Offering support to team members

During interview and FGD, majority of the participants said that off the job trainings they attended have enabled them to offer support to their fellow employees after coming back on job from training. They added that the knowledge and experience they obtained from the training, they

shared them with their fellows and they were able to support their fellows whenever need arise.

One of the participants said the following during interview;

.....the training I received enabled me to offer support to my colleagues. You we are almost five here but I was the one who attended training so when I came back from training I helped my colleagues on the tasks that were seem to be difficult to them. I helped them because I had more knowledge and skills from the training. (interviewextract from participant A, July 2022)

Regarding the same issue, another participant said the following;

.....Yes, the training enabled me to help and support my colleagues in performing their duties because I gained more knowledge and skills during the training. I was competent than them because I attended the training that they did not attend. . (FGD extract from participant Z, Group B July 2022)

Furthermore, participants said that off the training have enabled them to enhance the skills and knowledge of their fellow employees by teaching them what they were taught during training as said by one of the participants;

"I do support and help my colleagues in our daily duties because I gained more knowledge and experience form the training. I also taught them what I was taught during the training". . (FGD extract from participant R, Group A, July 2022)

Also, other participants said that, during training sessions of one of the training they attended, they were taught on team work and its importance. This make them support and help their fellow staff at SMC in performing their duties because they understood how important it is to help fellow employees from the training as said by one of the participants during interview;

I am able to support my colleagues and I do it with all my heart because during the training we were also taught about team work. It was insisted that you will never loose by supporting and helping our colleagues in performing their task and we depend on each other's capabilities. (interview extract from participant B, July 2022)

However, few participants said that off the job training did not help them to help them offer support and help their fellow employees. The participants said that it was difficult for them to support their fellow employees after coming from the training because the off the job training that they attended did not help them acquire required competence that was helpful to them and their colleagues. one of the participants said the following;

“Frankly speaking the training I attended did not help me in supporting my fellow employees. It was not relevant to me and to the work of my colleagues” . (FGD extract from participant A3, Group C July 2022)

From the findings it seems that off the job training help SMC staff to offer support to their fellow employees as provided by the majority of participants. Supporting and helping each other at work is one of the aspects of team work (Sanyal and Hisam,2018, pp. 15-22). The human capital theory suggests that training help employees to become more competent. This enable them to offer support to their colleagues which enhances their performance. For employees at SMC to be able to offer support to their colleagues it is an indicator that they themselves have acquired relevant and enough knowledge and skills from off job training. This enhance their performance and the performance of their fellow employees. This is asserted by Beauchamp, et al (2017) on their study on The effectiveness of teamwork training on teamwork behaviors and team performance where they revealed that for organizations to have effective team, the team members must support and help other in performing and accomplishing their tasks

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this chapter is to provide a general overview of the whole study which aimed at assessing the contribution of off the job training in enhancing employees' performance at SMC. Specifically, the chapter provide a summary of key findings basing on specific objectives, conclusions and recommendations for addressing the challenges faced by people, policy implications and recommendations for further studies. Also the chapter consists of critical evaluation of the study.

5.2 Summary of key findings

The key findings of the study have been summarized basing on the themes obtained from the specific objectives of this study as follows.

5.2.1 The role of off the job training in enhancing staff motivation

The key findings show that off the job training have helped staff at SMC to become motivated in performing their daily duties. The findings have also revealed that a large number of staff at SMC have attended off the job training whereby all the participants in the study have affirmed that they have attended off the job training although at different frequencies. The modality of selecting staff for attending off the job training, the exposure to new environment, payments of allowances to cover training expenses, training contents, facilitation methods are among the aspects that motivated employees at SMC to perform their duties. Furthermore, off the job training have encouraged staff at SMC to be encouraged in performing their duties and they felt progressing in

their job and professions. These aspects have helped to motivate the staff and hence increased performance.

5.2.2 The effect of off the job training in developing employees' knowledge and skills

The study have revealed that staff at SMC have developed their knowledge and skills after attending off the job training. The facilitation methods such as role play, group presentation, question and answer sessions used in off the job training attended by staff at SMC, have enabled them to develop their knowledge and skills. Also off the job training help employees acquire new knowledge and skills in areas such as communication skills, labor laws, confidentiality of records and supervisory skills which are essential in performing their daily duties. Nevertheless, off the job training attended by employees of SMC was relevant to their job because the knowledge and skills gained from the training were applicable to their daily duties. Also the knowledge and skills attained from the training have enabled them to make their work reliable and trustworthy. Finally, through off the job training, staff at SMC have become updated with new trends and development in their job and profession.

5.2.3 The role of off the job training in facilitating team work

The key findings of the study have revealed that off the job training have enabled staff at SMC to enhance and develop team working spirit. The training have enhanced team work spirit because of the group work and group activities that were assigned to them during training. Also the findings have revealed that team work at work place was one of the topics that were taught during one of off the job training that was attended by some of participants. This topic help them develop team spirit. Also the staff at SMC have developed their communication and interpersonal skills which

are very essential in performing their daily duties. Furthermore, off the job training have enabled staff at SMC to offer support to fellow employees whenever needed and also the knowledge and skills they gained enabled them to teach their fellow employees who did not have an opportunity to attend such particular training.

5.3 Conclusions

The conclusions made in this study have been presented basing on research specific objective as will be seen below

5.3.1 The role of off the job training in enhancing employees' motivation

It have been revealed that SMC is doing a great job in ensuring that its staff attend off the job training being one of the ways used in motivating its employees towards improved performance. A large number of employees at SMC have attended off the job training. Off the job training make staff at SMC to be encouraged in performing their duties as they feel valued and important in organization. Also through off the job training, staff at SMC feel that they progress in their job and professions. This motivates employees and as a result of being motivated, their performance is increased.

5.3.2 The effect of off the job training in developing employees knowledge and skills

Off the job training have helped staff at SMC to develop their knowledge and skills. The findings of the study have revealed that, the methods of facilitation that were used during off the job training that some of staff at SMC have attended, enabled them to gain the required knowledge and skills. Also off the job training have helped them gain knowledge and skills which enable their work to be reliable and trustworthy. Nevertheless, they have become updated with the current trends and

development in their job and area of specialization. These enable them to cope with various changes happening in organizations as a result of internal and external forces and ultimately, the development of knowledge and skills result to improved performance of employees at SMC.

5.3.4 The role of off the job training in developing team work

Basing on findings of the study, off the job training have helped staff at SMC to develop team spirit. The different group works and activities that they were assigned during the training, have helped them to develop their team spirit. Staff at SMC have also enabled their communications and interpersonal skills which are important in building and developing team work at work place. Also through the training they were able to help their fellow employees acquire the knowledge and skills they gained from off the job training they attended. This has an implication in developing and enhancing the performance of employees at SMC.

5.4 Recommendations

Basing on the findings, the following recommendations have been made

5.4.1. Recommendations to the Council Management Team of Singida Municipal Council

It is recommended that the Council Management Team at SMC through Heads of Departments, specifically the head of Human Resource and Administration department should work on the modality of selecting employees to attend off the job training. The findings revealed that few participants were not comfortable with the modalities that are used to select staff for off the job training as the current modalities used make some of the staff to attend few times compared to others performing the same job. SMC should try to make a routine for their employees in attending off the job training rather than relying only on the current modalities.

The human resource department and other heads of departments at SMC should make sure that they satisfy themselves with the training contents before allowing and sending their employees to off job training and carefully conduct training needs assessment. This will help in making sure that their employees receive training that is relevant to their job and the organization in general.

Also SMC should insist and emphasize on off the job training when it comes to training decisions. Off the job training increase staff motivation, develop the knowledge and skills of employees and enhance team spirit among employees. These are key aspects in ensuring employees' performance improvement.

5.4.2 Recommendations to government (PO - PSM&GG and PO –RALG)

The PO – PSM & GG through the Public Service Training and Development Unit, should formulate training policy which will cater for all government organizations. The training policy should emphasize the use of off the job training whenever a need arise. Currently, there is no proper training policy from the government authority towards MDAs and LGAs. The presence of training policy which will also insist in off the job training, will give more power to LGAs to make decision in training their employees off the job.

The PO – RALG through Heads of Departments and Units, should allocate enough fund to support training initiatives in LGAs. This will enable SMC to train a big number of its employees every year. SMC being one of the LGAs, suffers lack of fund which sometimes make it fail to train its employees off the job.

5.4.3 Recommendations for further studies

This study aimed at examining the role of off the job training in enhancing employees performance in LGAs. Specifically it aimed at finding out the role of off the job training in enhancing staff motivation, the role of off the job training in developing the knowledge and skills of employees and the role of off the job training in facilitating team work. Other studies may:

Examine the contribution of on the job training in facilitating employees' performance in LGAs. Since this study have examined the contribution of off the job training in enhancing employees' performance, another study can be done to examine the contribution of on the job training in enhancing the performance of employees in LGAs.

Assess the role of off the job training in creating a second line of officers in LGAs. This means, the role of off the job training in creating other competent personnel who may take upper positions in the future.

Assess the influence of off the job training in employees' performance in other areas apart from LGAs

Identifying factors that hinder effective implementation of off the job training in Executive Agencies

5.5 Critical evaluation of the study

5.5.1 What went well

During the study, the researcher had enough cooperation from some of the respondents. Some HODs helped the researcher to insist the participants to sit for group discussion and making sure that there are no interruptions during the discussion.

Some of participants were free in responding to interview questions. They provide information without and hesitations and no worries. This enabled the researcher to have the required information.

5.5.2 What went wrong

During the study, the researcher faced some difficulties as follow:

During the study, some of the officers were not available for interview because they were on official travel in other regions. The researcher had to wait for them to come back to the office. Also some officers who were in the office were very occupied with their daily duties. The researcher had to wait for them. This led to delay in data collection.

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APPENDIX 1 – INTEVIEW GUIDE

INTERVIEW GUIDE FOR HEAD OF DEPARTMENTS ON CONTRIBUTION OF OFF THE JOB TRAINING ON EMPLOYEE'S PERFORMANCE IN LOCAL GOVERNMENT AUTHORITIES. A CASE OF SINGIDA MUNICIPAL COUNCIL

PART A: PARTICIPANT'S DETAILS

1. Sex: Male () Female ()
2. Position
3. How long have you worked with Singida Municipal Council?
4. For how long have you worked in your current position?

PART B: TO EXAMINE ROLE OF OFF THE JOB TRAINING IN ENHANCING STAFF

MOTIVATION

1. Have you attended any training?
If no, why?.
If yes, was it on the job or off the job training?
2. What is the modality of selecting employee to attend off the job training?
Is it fair to you?
3. Have you become motivated as a result of off the job training?
If yes, why?
If no, why?

4. Are you encouraged to perform your duties as a result of off the job training?

If yes why?

If no, why?

5. Does off the job training help you feel progressing on your job?

If yes why?

If no, why?

**PART C: TO EXPLORE THE EFFECT OF OFF THE JOB TRAINING IN DEVELOPING
KNOWLEDGE AND SKILLS TO EMPLOYEES**

1. Did the facilitation methods used have any impact in developing your knowledge and skills?

If yes how?

If no, why?

2. Have you increased your knowledge and skills as a result of off the job training?

If yes how?

If no, why?

3. How relevant were the off the job trainings you received in your work?

If yes why?

If no, why?

4. Have off the job training kept you updated with new development and trends in your job?

If yes how?

If no, why?

5. Have off the job training help in making your job reliable and trustworthy?

**PART D: TO FIND OUT THE ROLE OF OFF THE JOB TRAINING IN FACILITATING
EMPLOYEES' TEAM WORK**

1. Have off the job training help you to develop team spirit?

If yes, how?

If no, why?

2. Have off the job training help you to develop interpersonal skills?

If yes how?

If no, why?

3. How did off the job training help you to develop your communication skills?

If yes how?

If no, why?

4. Have off the training enabled you to offer support to your team members?

If yes, how?

If no, why?

APPENDIX 2- GUIDE FOR FOCUS GROUP DISCUSSION

FOCUS GROUP DISCUSSION GUIDE FOR EMPLOYEES ON CONTRIBUTION OF OFF THE JOB TRAINING ON EMPLOYEE'S PERFORMANCE IN LOCAL GOVERNMENT AUTHORITIES. A CASE OF SINGIDA MUNICIPAL COUNCIL

PART A: PARTICIPANT'S DETAILS

1. Sex: Male () Female ()
2. Position
3. How long have you worked with Singida Municipal Council?
4. For how long have you worked in your current position?

PART B: TO EXAMINE ROLE OF OFF THE JOB TRAINING IN ENHANCING STAFF MOTIVATION

What is the modality of selecting employee to attend off the job training?

Are you encouraged and motivated to perform your duties as a result of off the job training?

Did off the job training helped you progress in your job?

PART C: TO EXPLORE THE EFFECT OF OFF THE JOB TRAINING IN DEVELOPING KNOWLEDGE AND SKILLS TO EMPLOYEES

Did off the job training increase your knowledge and skills?

How relevant were the off the job trainings you received in your work?

Did off the job training keep you updated with new development and trends in your job?

**PART D: TO FIND OUT THE ROLE OF OFF THE JOB TRAINING IN FACILITATING
EMPLOYEES' TEAM WORK**

Did off the job training help you to develop team spirit?

Did off the job training help you to develop interpersonal skills?

Did off the job training help you to develop communication skills?

APPENDIX 3- RESEARCH SCHEDULE

List of activities	July - August	September	October -November	December	January February	May	July	Aug	Oct
Identification of research topic and initial consultation with supervisor	XXXXXX XXXXXX XXXXXX XXXXXX								
Developing chapter one	XXXXXX XXXXXX	XXXXXX XXXXXX							
Literature review and consultation with the supervisor	Xxxxxx xxxxxx xxxxxx xxx	Xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx	XXXXXXXX XXXXXXXX XXXXXXXX	xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx	xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxx	xxxxxx xxxxxx xxxxxx	xxxxxx xxxxxx		
Developing first and second draft of proposal				XXXXXXXX XXXXXXXX	XXXXXXXX XXXXXXXX				
Developing final draft of proposal						XXXX XXXX			
Submission of proposal						XXXX XXXX			
Defense of proposal								XXX	
Pilot study								XXX	
Data collection & Analysis								XXX	
Writing and submitting reports drafts as per supervisor's guidance								XXX	XXX
Submission of final draft of research report									XXXX XXXX
Defense of dissertation									XXXX XXXX

APPENDIX 4 - RESEARCH BUDGET

ACTIVITY	UNIT	COST PER UNIT	NO. OF UNITS	TOTAL (TSH)
Proposal writing	42	Printing 500 @ page	5	105,000.
Data collection	7 1	Local Transport 10,000. Tape recorder 80,000	7 1	150,000.
Data entry, analysis and verification				200,000.
Report writing	80	Printing 500 @ page	5	200,000.
Binding		10,000.	5	50,000
GRAND TOTAL				700,000.