



## The role of training needs assessment in developing effective training programmes: Evidence from Kigamboni municipal council, Tanzania

Emanuel Lain Lameck

[elameck46@gmail.com](mailto:elameck46@gmail.com)

<https://orcid.org/0009-0004-2664-3394>

Tanzania Institute of Accountancy

**Recommended Reference:** Lameck, E. L. (2026). The role of training needs assessment in developing effective training programmes: Evidence from Kigamboni Municipal Council, Tanzania. *African Quarterly Social Science Review*, 3(4), 808–819. <https://doi.org/10.51867/AQSSR.3.4.65>

### ABSTRACT

Effective training programmes depend on identifying employees' competency gaps and aligning training investments with organizational priorities. This study examined employees' and managers' perceptions of the role of Training Needs Assessment (TNA) in developing effective training programmes at Kigamboni Municipal Council, Tanzania. A mixed-methods case-study design combined quantitative questionnaire data with qualitative interview evidence. From a target population of 2,314 employees, 341 participants were selected through purposive and stratified random sampling. Of the questionnaires distributed, 321 were completed, representing a 94.1% response rate. Twenty participants drawn from the questionnaire respondents also participated in interviews. Quantitative data were analysed using descriptive statistics, while qualitative evidence was analysed thematically. The findings showed that 81.9% of respondents perceived TNA as having a high or very high influence on training-programme development. The most frequently mentioned benefits were improving performance and productivity (34%), aligning training with company objectives (29%), identifying skills gaps (21%), increasing training-content relevance (11%) and promoting cost-effective utilization of resources (5%). The results are consistent with Human Capital Theory, suggesting that systematic identification of needs can lead to better-targeted training investment, although organizational constraints can influence execution. The study concludes that TNA is a significant planning tool and recommends its incorporation into annual training planning and post-training evaluation. The study concludes that TNA is a vital planning tool and recommends that Kigamboni Municipal Council conduct needs assessments annually, align its training budget and programmes with identified competency gaps, and undertake post-training evaluations to assess training outcomes and guide future training decisions.

**Keywords:** Local Government Authorities, Kigamboni Municipal Council, Training Needs Assessment (TNA), Training Programs

### I. INTRODUCTION

In the contemporary era of increasing competition and dynamic environment, organizations continue investing in employee development to improve adaptability, innovation, and productivity (McGoldrick & Tobey, 2016). Training Needs Assessment is a critical component that ensures effective employee development by supporting the design of well-developed training programmes. TNA identifies gaps between required competencies and actual performance, helping organizations address skill deficiencies (Kura & Kaur, 2021). It bridges the gap between job expectations and employee capabilities, ensuring personnel possess the necessary skills to meet organizational goals (Mahmud et al., 2019). Across the world, some of the drivers behind the need for TNA include globalization, shift towards sustainable development and the advancement in technology. Within the US, federal agencies make funding provision for TNA. On the other hand, within the United Kingdom, TNA is addressed using the Management Competency Framework, whereas China combines TNAs with organizational objectives using the National Training Programs (Kazi, 2020).

In Africa, given the wide range of socio-economic issues, the importance of TNA cannot be over-emphasized with regard to enhancing the delivery of public services. According to a 2019 report by the African Development Bank, systematic training is necessary in order to deal with skills deficiencies in the public sector. While Nigeria has the Service Wide Training Program that assesses performance gaps at different levels, the Kenyan School of Government designs training programs through TNAs in the area of devolution and ethics (Ocheni et al., 2014). In Tanzania, the Public Service Training Policy of 2013 introduced TNAs in guiding the planning of training programs. The President's Office Public Service Management (PO-PSM) offers guidelines and training for TNA purposes in public institutions such as Local Government Authorities. Depending on organizational preference, either external consultants or internal evaluations are used to conduct TNA (McGoldrick & Tobey, 2016).

Local government authorities (LGAs) in Tanzania were established under the 1977 Constitution of the United Republic of Tanzania (CURT), Articles 145 and 146, to transfer power to the local population and promote their participation in development (Mbogela et al., 2023). LGAs are tasked with social advancement, public service delivery, maintaining law and order, and fostering development through inclusive approaches (Rubakula, 2013). Despite the good purpose of establishing local government in Tanzania, challenges remain, particularly in personnel development within LGAs (Robert & Mori, 2025). In 2009/2010, the Prime Minister's Office for Regional Administration and Local Government (PMO-RALG) introduced a Training Strategy to strengthen LGA training infrastructure (Shilingi et al., 2018). This strategy aimed to create a coordinated training and development system for public employees, prioritizing performance improvement and service delivery. The strategy also emphasized career advancement, equitable training access, and stakeholder collaboration (Shilingi et al., 2018).

Although previous studies have demonstrated the importance of TNA in employee development, most have concentrated on employee performance and general training outcomes rather than employees' and managers' perceptions of how TNA contributes to training-programme development (Letangule & Onyango, 2020; Alzahmi & Alshamsi, 2024). Consequently, limited empirical evidence exists on the perceived influence of TNA and its contribution to identifying competency gaps, aligning training with organizational objectives, improving the relevance of training content, strengthening employee performance and promoting efficient resource use, particularly within Tanzanian Local Government Authorities (Bunduki & Rutenge, 2024). This limitation is especially evident at the municipal-council level, where resource constraints and diverse service-delivery responsibilities may affect the implementation of TNA findings. The present study addresses this empirical and contextual gap by examining employees' and managers' perceptions of the role and contributions of TNA in developing effective training programmes at Kigamboni Municipal Council.

### 1.1 Research Questions

- i. How do employees and managers perceive the influence of TNA on the development of effective training programmes at Kigamboni Municipal Council?
- ii. What contributions does TNA make to the development of training programmes at Kigamboni Municipal Council?

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

In this study, Human Capital Theory (HCT) has been used. This theory was first advanced by Schultz in 1961 and further developed by Becker in 1964. According to HCT, the competencies, knowledge and skills of the employees form part of human capital which increases the efficiency of the organization whenever there are investments in education and training. This theory holds that investment in human capital increases the efficiency of the employees and consequently improves the performance of the organization (Awu et al., 2025). HCT forms an appropriate framework for explaining the importance of conducting Training Needs Assessment (TNA) in developing training programmes for employees of Local Government Authorities of Tanzania, particularly Kigamboni Municipal Council. This theory posits that organizations derive greater benefits from training if competency gaps are identified prior to the implementation of training programs (Khaykin, et al., 2020). In this study, Human Capital Theory explains why training investment should be preceded by a systematic assessment of competency gaps. TNA is reflected in the identification of competency gaps, assessment of employee performance, analysis of job requirements and prioritization of training needs. Effective training-programme development is reflected in the relevance of training content, alignment with organizational objectives, appropriate prioritization of training, and efficient use of training resources. The theory therefore connects the assessment of employee capabilities with decisions concerning where and how training resources should be invested.

Though Human Capital Theory has advantages, the theory has some limitations. The theory basically relies on the notion that investment in the training of employees will necessarily result in better performance and organizational productivity without considering other factors like organizational culture, leadership support, employee motivation, institutional support, and resources which can also play a role in training effectiveness (Marginson, 2019). However, despite this drawback, Human Capital Theory is still applicable in this research since it shows how the process of Training Needs Assessment determines effective training programs development.

**Table 1***Operationalization of Human Capital Theory Concepts*

| HCT Concept                         | Operational Definition                                                             | Empirical Indicator in This Study                                           |
|-------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Investment in human capital         | Resources allocated to employee development through training                       | Conduct of TNA as a prerequisite for training investment                    |
| Competency gap identification       | Systematic assessment of discrepancies between required and actual employee skills | TNA's role in identifying skill gaps (Table 4.2 - 21%)                      |
| Alignment with organizational needs | Ensuring training addresses strategic objectives                                   | TNA's role in aligning training with organizational goals (Table 4.2 - 29%) |
| Improved productivity               | Enhanced employee performance following targeted training                          | TNA's contribution to performance and productivity (Table 4.2 - 34%)        |
| Efficient resource allocation       | Directing training resources to areas of greatest need                             | TNA's role in promoting cost-effectiveness (Table 4.2 - 5%)                 |

**2.2 Empirical Review**

According to the findings of the research conducted by Kura and Kaur (2021), TNA plays a vital role in ensuring that there are effective training programs. Some of the major approaches to TNA include task analysis, competency analysis, performance analysis, and strategic needs analysis. In addition, it was also found out that effective TNA allows organizations to identify competency gaps, design appropriate training materials, choose proper training methods, and improve the performance of employees (Kura & Kaur, 2021). However, due to the fact that the study relied entirely on the literature review, it has little information about how TNA impacts the development of training programs.

Research findings have shown that training needs assessment is very important in improving employee performance and designing training programmes which improve the employees' competences. For instance, Litsova (2022) noted that training needs assessment helps in identifying skills gaps in employees and develops training programs for the needs at workplaces. Also, Osagie (2025) noted that conducting a proper TNA improves employee performance in the sense that such a process will ensure that training is carried out to meet the identified competency gaps. In the Tanzanian case, Kazi (2020) also revealed that TNA improves employee capacity and ensures that training interventions become relevant in public organizations. Thus, the above research works indicate that TNA is significant in the identification of training needs, aligning training with organizational goals and improving workforce performance. Nevertheless, majority of the studies considered employee performance, general effectiveness of training or sector-based training programs, without looking at the role played by TNA in developing training programs in Tanzanian LGAs. Consequently, this study addresses this research gap by examining the role of Training Needs Assessment in developing effective training programmes at Kigamboni Municipal Council.

**III. METHODOLOGY****3.1 Research Design**

The study employed a case-study design, with Kigamboni Municipal Council serving as the single unit of analysis. The design enabled an in-depth examination of how TNA was perceived and applied within its institutional and organizational context. Although the findings cannot be statistically generalized to all Tanzanian LGAs, they may provide contextually relevant insights for authorities operating under similar conditions (Teherani et al., 2015).

**3.2 Research Approach**

The study employed a mixed-methods approach by integrating quantitative questionnaire data with qualitative evidence obtained from semi-structured interviews and open-ended questionnaire responses. The quantitative component established the distribution of employees' perceptions of the influence and contributions of TNA. The qualitative component provided explanations and contextual insights concerning how TNA informed training-programme development. Findings from the two components were integrated during interpretation by using interview evidence to explain and elaborate the quantitative patterns (Teherani et al., 2015).

**3.3 Area of Study**

The study concentrates on Kigamboni municipal council, located at Dar es salaam, Tanzania. Kigamboni municipal council is one of the rapid growing districts within local authorities, socially and economically. This growth requires well trained and knowledgeable personnel; Training Needs Assessment (TNA) is very crucial because it identifies the skill and knowledge gap that enhance the alignment of training initiatives with employee's development needs and organizational needs. Therefore, the findings from this study provide a general picture on how Kigamboni municipal council conducts TNA and how TNA influence the effectiveness of training programs. Additionally,

Kigamboni municipal council will help in understanding the implications of TNA to other local government authorities in Tanzania.

### 3.4 Target Population

Target population of this study comprises human resource officers, head of departments (Infrastructure, rural and urban development, health, social welfare and nutrition service, industry, trade and investment, pre-primary and primary education, secondary education, community development, agriculture, livestock and fisheries, human management and administration, planning and coordination, waste management and sanitation, natural resources and environmental conservation, sport, culture and art, finance and account, legal service, internal audit, procurement management, government communication, information and communication technology), employees, training manager and Municipal Director. By involving all these groups in the study, the researcher was able to capture different perspectives that enhance effective understanding on how TNA influences effective training programmes.

### 3.5 Sampling

The study used purposive and stratified sampling techniques. The following categories of respondents were selected by using the purposive sampling technique: heads of departments, training manager, and municipal director. These participants were selected because they possessed direct knowledge of TNA and were involved in strategic and training-related decisions within the council. Stratified random sampling was used to select general employees from the council's departments. Employees were grouped according to department, after which respondents were randomly selected from each departmental stratum.

### 3.6 Sample size

The study used a sample size of 341, which was selected from the total population of 2314 of all Kigamboni municipal employees. According to Yamane (1967) the sample size was estimated by using the formula;  $n_T = \frac{N}{1+Ne^2}$  Where by:  $n$ =sample size computed,  $N$ = Total target population for each region,  $e$  =The desired level of precision (margin of error), expressed as a decimal (e.g., for a 5% margin of error,  $e = 0.05$ ) while the strata sample size for each department was made by using formulae  $n_i = \left(\frac{N_i}{N}\right) \times n_T$ . Whereby,  $N$ = Total population size,  $n_i$ = The sample size for stratum,  $N_i$ =Population size for each department. The following table shows the estimated sample size from Kigamboni Municipal Council.

**Table 2**

*Kigamboni municipal council workers population and sample size estimation*

| SN | Department                                       | Dept. Population | Dept.sample population |
|----|--------------------------------------------------|------------------|------------------------|
| 1  | Infrastructure, Rural and Urban development      | 11               | 2                      |
| 2  | Health, Social welfare and nutrition service     | 644              | 95                     |
| 3  | Industry, trade and investment                   | 8                | 1                      |
| 4  | Pre-primary and primary education                | 714              | 103                    |
| 5  | Secondary education                              | 584              | 86                     |
| 6  | Community development                            | 47               | 7                      |
| 7  | Agriculture, livestock and fisheries             | 44               | 6                      |
| 8  | Human management and administration              | 161              | 23                     |
| 9  | Planning and coordination                        | 7                | 1                      |
| 10 | Waste management and sanitation                  | 8                | 1                      |
| 11 | Natural resources and environmental conservation | 13               | 2                      |
| 12 | Sports, culture and art                          | 3                | 2                      |
| 13 | Finance and account                              | 31               | 5                      |
| 14 | Legal service                                    | 10               | 2                      |
| 15 | Internal audit                                   | 7                | 1                      |
| 16 | Procurement management                           | 13               | 2                      |
| 17 | Government communication                         | 3                | 1                      |
| 18 | Information and communication technology         | 6                | 1                      |
|    | <b>TOTAL SAMPLE SIZE</b>                         | <b>2314</b>      | <b>341</b>             |

Proportional allocation was initially applied across departments. However, minimum representation was assigned to selected small departments to ensure that their perspectives were included. Minor adjustments were subsequently made to ensure that the departmental allocations summed to the required sample of 341 participants. Of the 341 questionnaires distributed, 321 were completed and considered usable, producing a response rate of 94.1%. The

analysis presented in this study is therefore based on 321 questionnaire responses. Proportional allocation was initially applied across departments. However, for departments with total populations of fewer than 15 employees (such as Planning and Coordination,  $n=7$ ; Waste Management and Sanitation,  $n=8$ ; Legal Service,  $n=10$ ; Internal Audit,  $n=7$ ; and Government Communication,  $n=3$ ), the proportional calculation yielded sample sizes of less than one respondent. To ensure that the perspectives of these specialized departments were represented in the study, a minimum of one respondent was allocated to each of these departments.

**Rationale for Minimum Representation** These small departments, despite their small size, perform critical functions in the municipal council. For instance, the Legal Service department offers critical legal advice and compliance oversight, whereas Internal Audit carries out oversight functions critical to accountability. Excluding these departments entirely would have resulted in the loss of important institutional perspectives on how TNA influences training programmes across different functional areas. Including them as minimum representation ensures that the study captures the diversity of experiences within the municipal council, even though the sample sizes from these departments do not permit separate statistical analysis. Minor adjustments were subsequently made to ensure that the departmental allocations summed to the required sample of 341 participants.

### 3.7 Data collection

Documentary materials, including training manuals, TNA records and training reports, were reviewed to provide contextual information about training practices at Kigamboni Municipal Council. Relevant books and journal articles were also reviewed to establish the theoretical and empirical background of the study. However, the principal empirical findings were derived from the questionnaire responses and semi-structured interviews. Primary data were collected through interviews. This study adopted the use of semi-structured interviews. According to Mojtahed and Nunes (2014) Semi-structured interviews enable a researcher to omit or add to some of the questions or areas of interest depending on the situation and the flow of the conversation. Semi-structured interviews were conducted with 20 participants, comprising the Municipal Director, the Training Manager, the Head of Human Resources and Administration, and heads of departments from diverse portfolios such as Health, Education (Primary and Secondary), Finance and Account, Planning and Coordination, Community Development, and Infrastructure, Rural and Urban Development. They were purposively selected because of their involvement in training planning, needs assessment and programme implementation. The interviews lasted approximately 15–20 minutes and were conducted face-to-face between 20/04/2026-23/04/2026. This method allowed the researcher to ask in-depth questions and to supplement clarification of information collected through questionnaire, it allowed respondents to discuss issues under investigation freely and openly. It also minimized bias of the interviewer (Sevgi, 2024).

The 20 interview participants were selected from among the 321 questionnaire respondents; therefore, they did not constitute an additional sample. Questionnaires were used to collect primary data from general employees, human resource officers and heads of departments. The questionnaire contained closed-ended rating questions, a categorical question on the principal contribution of TNA, and open-ended questions. The rating questions measured respondents' perceptions of TNA's influence on training-programme development. For the question concerning TNA's contributions, each respondent identified one principal contribution, and the responses were coded into five mutually exclusive categories. The open-ended questions allowed respondents to explain how TNA contributed to training-programme development (Coe et al., 2021). The researcher distributed the questionnaires and collected them on the agreed dates.

### 3.8 Data Analysis

Data were analysed using quantitative and qualitative techniques corresponding to the research questions. Before analysis, the questionnaire responses were checked for completeness, coded and entered into SPSS. Frequencies and percentages were used to summarize respondents' ratings of TNA's influence and its principal contributions to training-programme development. Cross-tabulations were used to examine the distribution of impact ratings across department and respondent categories. A Pearson chi-square test of independence was conducted to determine whether impact ratings differed significantly between the grouped departmental categories. Because some categories contained small frequencies, the departments were combined into two broader groups and impact ratings were collapsed into high and low/moderate categories before conducting the test. Statistical significance was assessed at the 5% level. Qualitative data from semi-structured interviews and open-ended questionnaire responses were analysed thematically. Similar responses were coded and organized into themes, which were presented descriptively and supported by participants' quotations.

**Treatment of Small Department Samples:** Because several departments had only one or two respondents, individual departments were not analysed separately. Instead, related departments were combined into four functional categories: service delivery, administrative support, technical/infrastructure, and small/specialized departments. These categories were used for descriptive cross-tabulation. For the chi-square test, they were further collapsed into two groups: service delivery and technical/infrastructure departments, and administrative support and small/specialized

departments. This approach retained the perspectives of respondents from small departments without drawing unsupported statistical conclusions about individual departments.

### 3.9 Validity and Reliability

The questionnaire was reviewed by five academics with expertise in survey design and the specific construct being measured to assess the relevance, clarity and coverage of its items. It was subsequently pilot-tested 20 employees from a department not included in the final sample (who were subsequently excluded from the final study. Their feedback was used to revise unclear questions. Internal consistency was assessed using Cronbach's alpha, producing a coefficient of 0.81. This exceeded the adopted threshold of 0.70, indicating acceptable internal consistency.

### 3.10 Qualitative Trustworthiness

Credibility was enhanced by comparing evidence obtained from interviews, open-ended questionnaire responses and relevant documents. A clear record of the coding and theme-development process was maintained to support dependability. Transferability was supported by describing the study setting and participants, while confirmability was enhanced by grounding interpretations in participants' accounts and maintaining an audit trail of the analytical decisions.

### 3.11 Ethical consideration

To ensure informed consent, the researcher introduced himself to the respondents and made them aware of the purpose of the study. Also, the researcher informed the respondents that they could decide whether or not to respond to some of the questions. Confidentiality was observed during the study. Respondents do not need to mention their names when providing information, and they were assured that the information provided by them is only for research purposes and will be kept confidential. Furthermore, the researcher acknowledged all the scholarly works that were used during the research process. Furthermore, Approval from the institutional ethics committee was received. Permission to carry out the study was obtained from the Kigamboni Municipal Council. The informed consent was collected from the respondents (Young & Kenny, 2023). Pseudonyms were used to ensure the confidentiality and anonymity of participants. Transcripts and audio records were stored securely.

## IV. FINDINGS & DISCUSSION

### 4.1 Findings

#### 4.1.1 Respondents' Perceptions of the Influence of TNA on Training-Programme Development

The researcher asked respondents to rate the impact of Training Needs Assessment on the development of effective training programs at Kigamboni Municipal Council. Table 3 illustrates the responses provided by the respondents.

**Table 3.**

*TNA impact rating*

| Rating       | Freq.      | %          |
|--------------|------------|------------|
| 1            | 2          | 0.6        |
| 2            | 8          | 2.4        |
| 3            | 48         | 15         |
| 4            | 112        | 35         |
| 5            | 151        | 47         |
| <b>TOTAL</b> | <b>321</b> | <b>100</b> |

NOTE: (1 = very low impact, 2= low impact, 3=moderate impact, 4=high impact and 5 = Very impactful)

Table 3 shows that 47.0% of the respondents rated the influence of TNA on training-programme development as very high, while 34.9% rated it as high. Combined, 81.9% perceived TNA as having a high or very high influence. A further 15.0% reported a moderate influence, whereas only 3.1% rated its influence as low or very low. These results indicate a strong positive perception of the role of TNA among the surveyed employees. However, because the findings are based on respondents' assessments rather than an experimental or causal research design, they should be interpreted as perceived influence rather than evidence that TNA directly caused improvements in training effectiveness. Only a negligible fraction assessed TNA's impact as low (2.4%) or very low (0.6%), suggesting that a minority of respondents perceive TNA as having minimal impact to the success of training programs.

**Table 4***Cross-Tabulation of TNA Impact Rating by Department Category*

| Department Category                                                                 | Low Impact (%) | Moderate Impact (%) | High Impact (%) | Total      |
|-------------------------------------------------------------------------------------|----------------|---------------------|-----------------|------------|
| Service Delivery (Health, Education, Community Development)                         | 4 (2.5%)       | 23 (14.4%)          | 133 (83.1%)     | 160 (100%) |
| Administrative Support (Human Resources, Finance, Procurement)                      | 3 (3.6%)       | 14 (16.9%)          | 66 (79.5%)      | 83 (100%)  |
| Technical/Infrastructure (Waste Management, Natural Resources, ICT, Infrastructure) | 1 (1.8%)       | 8 (14.5%)           | 46 (83.6%)      | 55 (100%)  |
| Small/Specialized Departments (Planning, Legal, Audit, Communications)              | 2 (8.7%)       | 3 (13.0%)           | 18 (78.3%)      | 23 (100%)  |
| Total                                                                               | 10 (3.1%)      | 48 (15.0%)          | 263 (81.9%)     | 321 (100%) |

As indicated in the cross tabulation above, the TNA impact in the case of employees from technical/infrastructure and service delivery functions is the highest among the three functions since they have high/very high ratings of 83.6% and 83.1% respectively. Small / specialized functions on the other hand have slightly lower ratings of 78.3%.

**Table 5***Cross-Tabulation of TNA Impact Rating by Respondent Category*

| Respondent Category     | Low Impact (%) | Moderate Impact (%) | High Impact (%) | Total      |
|-------------------------|----------------|---------------------|-----------------|------------|
| Heads of Departments    | 0 (0%)         | 2 (14.3%)           | 12 (85.7%)      | 14 (100%)  |
| Human Resource Officers | 0 (0%)         | 1 (11.1%)           | 8 (88.9%)       | 9 (100%)   |
| General Employees       | 10 (3.4%)      | 45 (15.1%)          | 243 (81.5%)     | 298 (100%) |
| Total                   | 10 (3.1%)      | 48 (15.0%)          | 263 (81.9%)     | 321 (100%) |

The cross-tabulation shows that heads of departments and human resource officers reported slightly higher high-impact ratings than general employees. Heads of departments and human resource officers recorded high-impact ratings of 85.7% and 88.9%, respectively, compared with 81.5% among general employees. Their greater involvement in training planning and needs assessment may explain this descriptive pattern. However, the pattern should be interpreted cautiously because of the small numbers of heads of departments and human resource officers. To explore whether the observed differences in impact ratings across department categories were statistically significant, a chi-square test of independence was conducted. Given the small expected frequencies in some cells, the four department categories were collapsed into two groups: Service Delivery and Technical/Infrastructure Departments ( $n = 215$ ) and Administrative Support and Small/Specialized Departments ( $n = 106$ ). Impact ratings were similarly collapsed into two categories: High Impact (ratings 4 and 5) and Low/Moderate Impact (ratings 1, 2, and 3). The analysis produced  $\chi^2(1) = 0.773$ ,  $p = 0.379$ , indicating that the observed differences were not statistically significant at the 0.05 level. A comparison between managers (Heads of Departments and HR Officers,  $n = 23$ ) and general employees ( $n = 298$ ) could not be conducted using chi-square due to the small manager sample size violating the assumption of expected cell frequencies  $\geq 5$ . The descriptive pattern showing managers rating TNA impact higher (87.0% high/very high) than general employees (81.5%) should therefore be interpreted with caution, as the small number of managers limits statistical inference. Responses from participants who were interviewed revealed the following;

*"I would characterize the impact of TNA as very impactful. It has enabled a thorough investigation of areas where employees reveal weaknesses in capabilities and insight. Consequently, the training programs are now considerably more focused and effective compared to previous iterations."* (Training Officer, Interview Participant 01, April 2026)

*"Based on my experience, I would assess the impact as moderate to highly impactful. TNA guarantees that the training provided aligns with the organizational objectives, although occasionally constrained resources limit the extent to which we can fully implement the findings."* (Municipal Official, Interview Participant 01, April 2026)

*"I would designate TNA as very impactful. TNA has mitigated irrelevant training and directed our focus towards essential needs. Hence, this has triggered marked declines in both time and expenditures, verifying that employees are provided with the adequate support they seek."* (Training Officer, Interview Participant 01, April 2026)

*"In my perspective, TNA has proven to be impactful. Personnel who participate in training developed from the needs assessment exhibit enhanced performance and productivity, thereby substantiating the value of the process. (Municipal Official, Interview Participant 01, April 2026)*

Overall, respondents perceived TNA as having a substantial influence on the development of effective training programmes at Kigamboni Municipal Council. Nevertheless, the 15% moderate rating and the modest proportion of low ratings suggested that there remained an opportunity to reinforce the systematic application of TNA to ensure that all training interventions were firmly grounded in empirical evidence and customized to meet the needs of staff.

#### 4.1.2 TNA's contribution to training programs at Kigamboni Municipal Council

The researcher asked respondents to mention the contribution of Training Needs Assessment to the development of effective training programs at Kigamboni Municipal Council. Table 6 illustrates the responses provided by the respondents.

**Table 6**

*TNA's contributions*

| Influence                                 | Freq. | %   |
|-------------------------------------------|-------|-----|
| Identifies Skill Gaps                     | 66    | 21  |
| Aligns Training with Organizational Goals | 92    | 29  |
| Promotes Cost-effectiveness               | 17    | 5   |
| Enhances Relevance of Training Content    | 35    | 11  |
| Strengthens Performance and Productivity  | 111   | 34  |
| TOTAL                                     | 321   | 100 |

The results in Table 6 indicate that the Training Needs Assessment (TNA) contributed to the development of training programs at Kigamboni Municipal Council in various several ways. A considerable portion of the respondents (34%) expressed that TNA fundamentally aids in the advancement of performance and productivity. One of the interviewees further elaborated that;

*By addressing genuine skill deficiencies through precisely targeted training resulting from Training Needs Analysis (TNA), employees are more effectively prepared to execute their responsibilities with proficiency, subsequently improving service delivery and enhancing organizational efficacy. (Interviewee KMC-01, 20 April 2026, Kigamboni Municipal Council).*

This suggests that when education is shaped by actual needs, personnel develop useful skills that substantially raise their efficiency at work. Heightened productivity contributes to individual team members and simultaneously increases the overall effectiveness of service delivery at the municipal level. The second most frequently referenced contribution was that TNA matches training with organizational objectives (29%). Another respondent during an interview remarked that;

*This underscores that the training initiatives of the municipal council are strategically oriented towards fulfilling broader institutional aims, such as enhanced governance, accountability, and citizen service. If training schemes are in harmony with the council's strategic aims, they are more appropriate to drive enduring organizational success. (Interviewee KMC-02, 21 April 2026, Kigamboni Municipal Council).*

The findings indicate that TNA is of considerable importance because training programs are not executed in isolation but are crafted to strengthen the overarching objectives of the council. By matching staff training activities with strategic aims, the local council assures that workforce growth is aligned with the institution's priorities, including enhancing services, following policies, and engaging with the community. Twenty-one percent of respondents involved (21%) expressed that TNA is vital in recognizing gaps in skills. Through an interview, one of the participants remarked that;

*This is vital as it guarantees that training interventions are founded on empirical evidence rather than conjecture, thus targeting the specific areas where employees require enhancement. To illustrate, TNA has contributed to uncovering shortcomings in ICT expertise, budget management, and service to customers, which have been effectively remedied via adapted training programmes. (Interviewee KMC-03, 22 April 2026, Kigamboni Municipal Council).*

This illustrates that through systematic evaluation, the council can delineate precise domains where employees lack competencies. This ensures that training interventions are focused and rectify actual shortcomings rather than being generic. Utilizing such a dedicated tactic raises the odds of impactful training and employee's motivation. Another critical element emphasized by 11% of respondents is that TNA augments the relevance of training content. One of the participants from an interview articulated that;

*This indicates that training programs are formulated to be pragmatic and directly applicable to employees' daily responsibilities. Relevant training enhances employee involvement and also supports the application of knowledge in the workplace.* (Interviewee KMC-04, 23 April 2026, Kigamboni Municipal Council).

Surveyed individuals noted that training schemes formed through TNA align more effectively with employee roles and obligations, enhancing the practicality and utility of the learning experience in professional settings. Content relevance diminishes redundancy and ensures that employees can promptly implement the knowledge and skills acquired. Finally, a smaller proportion (5%) observed that TNA fosters cost-effectiveness. One of the respondents during an interview described that;

*TNA aids in avoiding unnecessary expenditures on irrelevant or redundant training, thereby ensuring optimal utilization of limited municipal resources.* (Interviewee KMC-05, 23 April 2026, Kigamboni Municipal Council).

While this dimension was not perceived as the predominant factor, it represents a considerable consideration, as the congruence of training with actual requirements alleviates the misallocation of resources towards redundant or poorly constructed programs. This holds particular importance in a resource-constrained entity such as Kigamboni.

In conclusion, these outcomes reveal that Training Needs Assessment (TNA) plays a multifaceted role in the design of effective training strategies at Kigamboni Municipal Council. It improves the performance, aligns training with organization goals, promotes cost effectiveness, enhances the relevance of training content, and strengthens performance and productivity.

## 4.2 Discussion

The findings from this study provide important empirical evidence on the perceived role and contributions of Training Needs Assessment in developing effective training programmes within a Tanzanian Local Government Authority.

### 4.2.1 Comparison with Previous Studies

The finding that 81.9% of respondents rated TNA's influence as high or very high aligns with Kura and Kaur (2021) who argued that TNA plays a vital role in ensuring effective training programs. However, while their study relied entirely on literature review, the present study contributes empirical evidence from a municipal government context, strengthening the generalizability of these claims. Similarly, the finding that TNA is perceived as important for identifying skill gaps (21% of respondents) supports Litsova (2022) observation that training needs assessment helps identify skills gaps and develop workplace training programs. The most frequently cited contribution strengthening performance and productivity (34%) is consistent with Human Capital Theory's central proposition that investment in human capital increases employee efficiency and organizational performance (Awu et al., 2025; Khaykin et al., 2020). This suggests that within Kigamboni Municipal Council, employees and managers perceive TNA as a mechanism that directly enhances their ability to perform duties effectively.

The second most cited contribution aligning training with organizational goals (29%) indicates that TNA serves as a strategic tool connecting employee development with broader institutional objectives. This strategic dimension was highlighted by Nor (2025), who emphasized that TNA aligns training with organizational ambitions by systematically collecting data on institutional needs. The high endorsement of this contribution suggests that Kigamboni Municipal Council has successfully integrated TNA into its strategic planning processes, despite the resource constraints typical of Tanzanian LGAs (Shilingi et al., 2018).

### 4.2.2 Unexpected Findings

The relatively low proportion of respondents (5%) who identified cost-effectiveness as a primary contribution was unexpected. Given the well-documented resource constraints facing Tanzanian LGAs (Robert & Mori, 2025), it was anticipated that cost considerations would feature more prominently. Several explanations are plausible. First, employees and managers may focus primarily on substantive outcomes such as improved performance and organizational alignment rather than financial implications. Second, cost-effectiveness may be more relevant to senior management and HR officers directly involved in budget allocation, while general employees have limited visibility into financial aspects of training decisions. Third, the municipal council may not have systematically communicated cost savings resulting from TNA-informed training programmes to all employees. This finding suggests an opportunity for the council to enhance communication about the financial benefits of TNA to build broader support for continued investment.

The finding that 15% of respondents rated TNA's influence as only moderate warrants consideration. This may indicate that while TNA is generally perceived positively, there are areas where implementation could be strengthened. Interviews with municipal officials suggested that resource constraints sometimes limit the extent to which TNA findings can be fully implemented. This finding is consistent with Marginson (2019) critique that Human Capital Theory pays

insufficient attention to contextual factors such as organizational culture, leadership support, and resource availability that influence training outcomes.

#### 4.2.4 Alternative Explanations

Several alternative explanations for the positive perceptions of TNA should be considered. First, employees may have responded positively due to social desirability bias, particularly since the study was conducted within their employing organization. However, the anonymity of the questionnaire and the qualitative data from interviews which provided critical perspectives on resource constraints and implementation challenges suggest that respondents were willing to provide honest assessments.

Second, the positive perceptions may reflect employees' general satisfaction with training opportunities rather than specifically the role of TNA. However, the open-ended questionnaire responses and interview data specifically addressed how TNA contributes to training programme development, suggesting that respondents were able to distinguish between the TNA process and training programmes more broadly. Third, the cross-sectional design captures perceptions at one point in time, and respondents' assessments may have been influenced by recent training experiences or organizational changes. Future longitudinal studies could address this limitation by tracking perceptions over time and examining whether TNA produces measurable changes in training outcomes and employee performance.

### V. CONCLUSION & RECOMMENDATIONS

#### 5.1 Conclusion

This study examined the perceived role of Training Needs Assessment in developing effective training programmes at Kigamboni Municipal Council. The findings reveal that TNA is widely regarded as an important component of training planning, with 81.9% of respondents rating its influence as high or very high. Respondents identified its principal contributions as strengthening employee performance and productivity (34%), aligning training with organizational goals (29%), identifying skill gaps (21%), improving the relevance of training content (11%), and promoting cost-effective use of training resources (5%). These findings indicate that respondents perceived TNA as serving multiple functions beyond identifying training needs, including supporting strategic alignment, relevant training content, efficient resource use and employee performance. Although impact ratings varied slightly across departmental categories, the chi-square test indicated that the differences between the grouped departments were not statistically significant.

The unexpectedly low proportion of respondents who identified cost-effectiveness as a primary contribution (5%) suggests that the financial benefits of TNA may not be widely recognized by all employees, pointing to a need for improved communication about how TNA contributes to efficient resource utilization in a resource-constrained municipal context. Nevertheless, the findings represent perceptions within one municipal council and do not establish causal relationships between TNA and training effectiveness, and should therefore be interpreted within the institutional context of Kigamboni Municipal Council.

#### 5.2 Recommendations

Based on the findings of this study, the following recommendations are offered. The municipal council should institutionalize mandatory annual TNA as a formal stage in the training-planning cycle, with all departments conducting assessments during the first quarter of each financial year and submitting findings by October 31st. A TNA-Training Matrix should be developed which will connect identified needs with specific training objectives, delivery methods and costs and this matrix should be utilized to support the justification of training budget allocations during the annual budget preparation process. Post-training evaluation should be introduced using standardized forms completed immediately after training and at three- and six-months post-training, with department heads being required to include training impact data in quarterly performance reports. The council should also increase employee awareness of TNA benefits by distributing information briefs and holding bi-annual feedback sessions.

For policymakers and training institutions, a standardized TNA Toolkit for Local Government Authorities should be developed and pilot-tested in three LGAs before nationwide rollout, with a TNA Support Unit established to provide technical assistance and regional training workshops for LGA HR officers. National training institutions should integrate LGA-specific TNA modules into public administration and HR curricula, addressing resource constraints and service delivery challenges unique to LGAs. Additionally, minimum TNA compliance standards should be established requiring each LGA to conduct documented TNA for at least 70% of departments annually, with compliance verified through the annual Local Government Performance Assessment system.

## Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## Funding Declaration

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

## REFERENCES

- Alzahmi, A., & Alshamsi, S. (2024). The influence of applying human resource training needs analysis on employees' performance. *Journal of Human Resource and Leadership*, 9(1), 1–18. <https://doi.org/10.47604/jhrl.2302>
- Awu, E., Darius, B., & Chimele, M. P. (2025). Human capital theory: Viewing employees as organizational assets. *International Journal of Academic Management Science Research*, 9, 370–375.
- Bunduki, Z. I., & Rutenge, M. M. (2024). Exploring the practice of training needs assessment towards improving quality public service delivery: A case of Tanzania Port Authority. *African Journal of Empirical Research*, 5(4), 816–825. <https://doi.org/10.51867/ajernet.5.4.68>
- Coe, R., Waring, M., Hedges, L. V., & Ashley, L. (2021). *Research methods and methodologies in education* (3rd ed.). SAGE Publications. [https://books.google.co.tz/books/about/Research\\_Methods\\_and\\_Methodologies\\_in\\_Ed.html?hl=id&id=pFMI\\_EAAAQBAJ&redir\\_esc=y](https://books.google.co.tz/books/about/Research_Methods_and_Methodologies_in_Ed.html?hl=id&id=pFMI_EAAAQBAJ&redir_esc=y)
- Kazi, K. H. (2020). *Effectiveness of employee training needs assessment in the public organizations in Tanzania: A case of Kinondoni Municipal* [Master's dissertation, Open University of Tanzania]. <https://repository.out.ac.tz/2967/1/DISSERTATION%20-%20KASSIM%20H.%20KAZI%20-%20FINAL.pdf>
- Khaykin, M. M., Lapinskas, A. A., & Kochergina, O. A. (2020). The development of the theory of human capital in the historical dimension. In *Proceedings of the International Conference on Economics, Management and Technologies 2020 (ICEMT 2020)*. Atlantis Press. <https://doi.org/10.2991/aebmr.k.200509.090>
- Kura, B. K., & Kaur, D. (2021). Effect of training needs assessment on employee performance: A review perspective. *International Journal of Research and Innovation in Social Science*, 5(6).
- Letangule, S. L., & Onyango, M. A. (2020). Relationship between training needs assessment and performance of non-teaching employees at management level at Kenya School of Government. *International Multidisciplinary Journal of Science, Technology and Business*, 5(9). <https://www.imjst.org/wp-content/uploads/2020/09/IMJSTP29120327.pdf>
- Litsova, I. (2022). The role of the training needs analysis in the training process and its relationship with the performance of the employees. *Knowledge – International Journal*, 55(5), 995–1000. <https://doi.org/10.35120/kij5505995i>
- Mahmud, K. T., Saira Wahid, I., & Arif, I. (2019). Impact of training needs assessment on the performance of employees: Evidence from Bangladesh. *Cogent Social Sciences*, 5(1), Article 1705627. <https://doi.org/10.1080/23311886.2019.1705627>
- Marginson, S. (2019). Limitations of human capital theory. *Studies in Higher Education*, 44(2), 287–301. <https://doi.org/10.1080/03075079.2017.1359823>
- Mbogela, A., Kira, A., & Ngumuo, S. (2023). Internal audit attributes on the performance of projects in local government authorities in Tanzania. *Huria: Journal of the Open University of Tanzania*, 28(2). <https://doi.org/10.61538/huria>
- McGoldrick, B., & Tobey, D. D. (2016). *Needs assessment basics* (2nd ed.). Association for Talent Development. <https://www.td.org/product/book--needs-assessment-basics-2nd-edition/111622>
- Mojtahed, R., & Nunes, M. (2014). Equipping the constructivist researcher: The combined use of semi-structured interviews and decision-making maps. *The Electronic Journal of Business Research Methods*, 12(2), 87–95.
- Nor, A. I. (2025). The role of training needs analysis in training effectiveness in public sector organizations. *Multidisciplinary Reviews*, 9(3), Article 2026149. <https://doi.org/10.31893/multirev.2026149>
- Ocheni, S., Atakpa, M., & Nwankwo, B. C. (2014). Analysis of methods for identification of training needs in the Nigerian local government system. *International Journal of Democratic and Development Studies*, 2(1). [https://www.researchgate.net/publication/344877913\\_Analysis\\_of\\_Methods\\_for\\_Identification\\_of\\_Training\\_Needs\\_in\\_the\\_Nigerian\\_Local\\_Government\\_System\\_Analysis\\_of\\_Methods\\_for\\_Identification\\_of\\_Training\\_Needs\\_in\\_the\\_Nigerian\\_Local\\_Government\\_System/link/5f963bada6fdccfd7b7f8282/download](https://www.researchgate.net/publication/344877913_Analysis_of_Methods_for_Identification_of_Training_Needs_in_the_Nigerian_Local_Government_System_Analysis_of_Methods_for_Identification_of_Training_Needs_in_the_Nigerian_Local_Government_System/link/5f963bada6fdccfd7b7f8282/download)
- Osagie, U. N. (2025). The critical role of training needs assessment (TNA) in elevating employee performance and organizational alignment. *Euro Afro Studies International Journal*, 7(5), 1–12. <https://doi.org/10.5281/zenodo.17058678>



- Robert, N., & Mori, N. (2025). Effects of training needs assessment in enhancing employees' skills and firm performance. *Journal of Work-Applied Management*, 17(1), 82–98. <https://doi.org/10.1108/JWAM-05-2023-0046>
- Rubakula, G. (2013). Public sector reform in Tanzania: Implementation of the national five-year development plan towards social service provision. *The International Journal of African Historical Studies*, 9(2). <https://doi.org/10.56279/tajoso.v9i2.139>
- Sevgi, M. (2024). Interview as a data collection technique: An ethnographic evaluation. *International Journal of Eurasia Social Sciences*, 57. <https://doi.org/10.35826/ijoess.4498>
- Shilingi, V., Kinemo, S. M., & Kwayu, M. (2018). Strategic issues affecting training and development in Tanzania's public sector: Evidence from selected local government authorities. *Journal of Public Administration and Governance*, 8(3), 297–313. <https://doi.org/10.5296/jpag.v8i3.13638>
- Teherani, A., Martimianakis, T., Stenfors-Hayes, T., Wadhwa, A., & Varpio, L. (2015). Choosing a qualitative research approach. *Journal of Graduate Medical Education*, 7(4), 669–670. <https://doi.org/10.4300/JGME-D-15-00414.1>
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.
- Young, G., & Kenny, M. C. (2023). Focusing the APA Ethics Code to include development: Applications to abuse. *Journal of Child & Adolescent Trauma*, 16(1), 109–122. <https://doi.org/10.1007/s40653-022-00484-z>