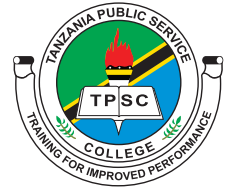




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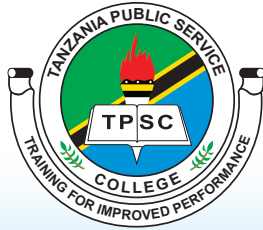
TANZANIA PUBLIC SERVICE COLLEGE

MBEYA CAMPUS

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LIST OF ABBREVIATIONS

TaGLA	: Tanzania Global Learning Agency
TPSC	: Tanzania Public Service College
URT	: United Republic of Tanzania
HRD	: Human Resource Development
HRM	: Human Resource Management
ICT	: Information and Communication Technology
ILO	: International Labour Organisation
LMICs	: Low and Middle-Income Countries
MCC	: Mbeya City Council
M&E	: Monitoring and Evaluation
MIT	: Ministry of Industry and Trade
MoU	: Memorandum of Understanding
MSD	: Medical Stores Department
NPM	: New Public Management
OECD	: Organisation for Economic Co-operation and Development
OECD-DAC	: Organisation for Economic Co-operation and Development – Development Assistance Committee
OJT	: On-the-Job Training
RBV	: Resource-Based View
SDG(s)	: Sustainable Development Goal(s)
TNAs	: Training Needs Assessments
UNDP	: United Nations Development Programme

ABSTRACT

This study investigates the effectiveness of capacity-building training programs in enhancing public service delivery within Tanzanian public sector institutions. Anchored in the Resource-Based View (RBV) and New Public Management (NPM) theories, the research explores how training programs are implemented, their contributions to service outcomes, and the challenges that hinder their success. Using a mixed-methods approach, data were collected from 178 respondents from the Ministry of Industry and Trade, Medical Stores Department, and Mbeya City Council through questionnaires and semi-structured interviews.

The findings show a varied picture of training practice across institutions. In some offices, managers begin by asking what the staff need. Training content in these cases reflects real tasks and daily pressures at work. This approach shows practical thinking, not just formal compliance. In many other settings, training ends once sessions are completed. Little effort is made to see what staff apply on the job. Progress is rarely tracked, and lessons are soon forgotten. Managers often return to routine work and move on.

Where training is taken seriously, the difference is visible. Staff handle duties with greater skill and confidence. Responses to clients become faster and more respectful. Mistakes are reduced, and work flows more smoothly. Citizens notice these changes in everyday interactions. These outcomes show that training can deliver real value. They also reveal their limits when support is weak. Policies are present but applied unevenly. Funds for training are often delayed or reduced. Leadership commitment differs from one institution to another. Together, these gaps hold back the full gains of training.

This study calls for a paradigm shift: viewing training not as a bureaucratic ritual but as a performance-driven engine of reform. By uncovering the critical link between competence and service delivery, the research positions capacity building as the foundation of a modern, accountable, and citizen-focused public service in Tanzania.

Based on these findings, the study calls for changes in how institutions are set up. Structures should support training goals and make responsibility clear. Clear ownership would help ensure that training leads to action at work. Training should also be part of performance review systems. This would allow supervisors to see how skills are used on the job. It would shift training from attendance to real work results.

The study further highlights the need for stronger direction from public training bodies. Oversight should focus on quality and relevance to sector needs. Better coordination would reduce gaps between institutions. Over time, this would support learning as part of everyday public service practice.

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This report stands as a collective achievement driven by vision, supported by leadership, and powered by collaboration.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter introduces the study and onboards readers to the topic. The chapter starts with a background to the study; it is then followed by the statement of the problem, the objectives of the study, the research questions, and a conclusion that justifies why this study was worth undertaking.

1.2 Background to the Study

Effective public service delivery is central to national development, citizen well-being, and institutional trust. Ideally, public institutions are expected to provide timely, accessible, reliable, and high-quality services to meet the social and economic needs of the population. To realise this goal, governments invest in human capital through structured capacity-building initiatives to enhance employees' knowledge, skills, and competencies. Countries prioritising continuous staff development and competency-based training have witnessed improvements in governance, responsiveness, and citizen satisfaction (European Centre for the Development of Vocational Training CEDEFOP, 2012; Afroz, 2018).

In the Tanzanian Public Service, capacity building is seen as an important means of improving public service delivery. Since independence in 1961, the government has invested in staff training as part of public administration reform. Over time, training institutions were established to support this effort. These include the Tanzania Public Service College (TPSC), the former Tanzania Global Learning Agency (TaGLA), and the UONGOZI Institute. Through these bodies, training has become a routine part of public service management.

The Public Service Training Policy requires institutions to plan training within their human resource frameworks and link it to organisational needs and national priorities (URT, 2013). The policy presents a public service that is professional, responsive, and accountable. This image assumes that public servants at all levels have the skills required to perform their duties effectively.

Conversely, service delivery outcomes have not fully reflected the policy's vision. Citizen grievances about delays and poor service quality continue to surface across many Tanzanian public institutions. Research findings have associated these problems with skill gaps, low motivation, and weak accountability among public servants (Mndeme, 2011; Yusuph & Guohua, 2017; Lameck & Shabiru, 2023; Jaffu & Changalima, 2023; Silidion & Rutenge, 2024). All these problems suggest that training in the Tanzanian public service has not always translated into improved daily practice.

Several studies also point to weaknesses in the organisation of training programs. In many cases, training activities are planned without clear outcomes in mind. Coordination between training providers and employing institutions remains limited. Training content is occasionally distant from actual job requirements. Training Needs assessments are rarely conducted systematically, and follow-up mechanisms remain insufficient or absent altogether. At the local government level, the situation is worse, since limited budgets and rigid structures further limit the effective implementation of training programs. (Jaffu & Changalima, 2023; Bunduki, 2023).

As a result, a gap persists between policy intent and lived experience. While training is presented as a solution to performance problems, service delivery challenges remain visible. This situation raises a simple but important question. If training is meant to improve performance, why do the same problems continue? Addressing this question requires closer attention to how training programs are designed, managed, and applied in practice.

This study is informed by the Resource-Based View (RBV) and New Public Management (NPM) perspectives. RBV is based on the idea that organisational performance is largely influenced by its internal resources, especially skilled human resources used effectively. (Barney, 1991; Wright et al., 2001). In public institutions, the failure to develop capacity and utilise human resources repeatedly leads to weak performance results (Carmeli, 2004; Szymaniec-Mlicka, 2014). NPM focuses on performance management, efficiency, and service orientation in public organisations, drawing on lessons from private-sector management (Hood, 1991; Hope, 2001). From this view, public services must show results, and such results depend on how well people are prepared to do their work.

Looking together, these viewpoints uphold the belief that training matters, but only under certain conditions. Training must be relevant to the job, supported by management, and connected to daily work. When these links are weak, training has little effect on service delivery.

Therefore, this research examines the effectiveness of capacity-building training programs in selected public organisations in Tanzania, namely the Ministry of Industry and Trade (Dodoma), the Medical Stores Department (Dar es Salaam), and the Mbeya City Council (Mbeya). These institutions represent diverse sectors and administrative structures, offering a rich context for understanding the link between training and performance. This study aims to generate insights that inform policy and strengthen public sector performance in Tanzania by evaluating the relevance, delivery, and outcomes of their training initiatives.

1.3 Problem Statement

Public service delivery is a core function of government and a key factor in national development, social equity, and public trust. The way public institutions deliver services shapes how citizens experience the state in their daily lives. As a result, public organisations are expected to provide timely, responsive, and accountable services while remaining sensitive to changing citizen needs.

The ability to meet these expectations depends largely on the capacity of public servants. Effective service delivery requires appropriate skills, practical knowledge, and work attitudes that support responsibility and responsiveness. Building this capacity requires continuous, deliberate investment in training that aligns with actual work demands (Wambura, 2023; URT, 2021). Training, in this sense, is not an optional activity but a necessary condition for consistent public service performance.

In Tanzania, this requirement has been recognised at the policy level. The government has adopted formal instruments to guide capacity building in the public service. Guidelines for training planning and alignment with institutional needs are provided by the Public Service Training Policy (URT, 2013). Institutions such as the UONGOZI Institute and the Tanzania Public Service College (TPSC) were founded to advance this objective by enhancing the professional capabilities of public employees. The goal of these initiatives is to develop a public-sector workforce that is knowledgeable and competent.

Performance issues in the provision of public services remain apparent despite these steps. Uneven accountability, poor responsiveness, and service delays are still problems in many institutions. The continued unhappiness of citizens with public services indicates that policy goals have not fully materialised in better outcomes (Lameck, 2021; Cheche, 2024).

Findings from empirical studies and performance audits point to underlying capacity gaps. Public employees frequently lack the skills necessary to function well in settings where demands are increasing and service standards are shifting (Basheka & Kihamba, 2023; Mutungi, 2018). These findings raise questions about whether current training methods are adequate to achieve significant gains in organisational performance, as well as the efficacy of current capacity-building initiatives. According to the Resource-Based View (RBV), these constraints indicate that public institutions have not adequately developed and utilised human capital as a strategic internal resource to maintain a competitive edge (Barney, 1991; Szymaniec-Mlicka, 2014). Similarly, under the New Public Management (NPM) paradigm, which prioritises citizen-centred service delivery, efficiency, and performance metrics, a shortage of qualified staff hinders reform initiatives and undermines institutional credibility (Hood, 1991; Goddard & Mkasiwa, 2016).

Few studies have thoroughly evaluated the efficacy of capacity-building initiatives in Tanzania's public sector, especially with regard to tangible gains in service delivery, despite many studies recognising the value of training. This gap is crucial because training programs that lack strategic coherence, quantifiable results, or clear relevance risk wasting resources, wearing out policies, and stagnating. Thus, this study looks at how well capacity-building training initiatives work in a few Tanzanian public organisations. To improve service delivery outcomes, the study specifically evaluates whether these interventions are strategically deployed, well-developed, and contextually applicable.

By focusing on the Ministry of Industry and Trade (Dodoma), the Medical Stores Department (Dar es Salaam), and the Mbeya City Council (Mbeya), the study contributes to the growing discourse on aligning human resource development with public sector performance imperatives.

1.4 Study Objectives

The following objectives guided this study.

1.4.1 General Objective

The general objective of this study was to assess the effectiveness of capacity-building training programs in improving service delivery within Tanzanian public service organisations.

1.4.2 Specific Objectives

- i. To examine the current implementation practices of capacity-building training programs for public employees.
- ii. To investigate the contribution of capacity-building training programs to effective service delivery in public organisations.
- iii. To identify key challenges hindering the effective implementation of capacity-building training programs in public organisations.

1.5 Research Questions

- i. How are capacity-building training programs for public employees currently implemented?
- ii. In what ways do capacity-building training programs contribute to effective service delivery in public organisations?
- iii. What are the main challenges hindering the effective implementation of capacity-building training programs in public organisations?

1.6 Justification of the Study

This study lies in Tanzania's national goal of building a public sector that works well for citizens. National development plans and public service reform efforts place strong emphasis on efficiency, accountability, and service focus. This study speaks directly to those priorities by examining how capacity-building training supports service delivery in selected public institutions.

By focusing on training practice, the study investigates how prepared public servants are to carry out their duties. It considers whether existing training helps staff respond to rising public expectations and changing work demands. In this approach, the study suggests a practical understanding of the role of training in shaping everyday service delivery within the public sector.

As an executive agency responsible for research, consultancy, and training in the Tanzania Public Service, TPSC works closely with the everyday realities of public service. Its role is not limited to policy support or classroom training. It involves direct engagement with institutions, staff, and systems where performance challenges are experienced. This study grows out of that practical position. It reflects TPSC's mandate to improve public sector performance through training, applied research, and institutional support.

By examining how capacity-building programs operate in practice, the study looks at what training delivers on the ground. It draws attention to areas where training supports better work practices, as well as areas where expected improvements do not materialize. These findings are useful for improving future training programs and for guiding internal decisions at the College. They also strengthen TPSC's capability to help public institutions in addressing persistent performance gaps.

At a broader level, the study links local experience with wider development priorities. It speaks to international efforts that emphasize effective and accountable public institutions, including the United Nations Sustainable Development Goals, particularly Goal 16. It also reflects global attention to governance and human capacity as foundations for long-term growth. By focusing on real conditions within Tanzanian public institutions, the study provides a grounded view of how these global goals are pursued in practice and how targeted training efforts can contribute to improved service delivery.

Ultimately, this study contributes to TPSC's growing body of applied research and its role as a national knowledge hub. It (the study) provides actionable recommendations for improving training policies, strengthening institutional delivery mechanisms, and accelerating public sector transformation across Tanzania.

CHAPTER TWO: LITERATURE REVIEW

2.1 Chapter Overview

This chapter reviews existing literature and sets the foundation for the study. It examines theories, key ideas, and past studies on capacity-building training and its link to public service delivery. The aim is to show how earlier work informs the focus of this study and where important gaps remain. The chapter begins with a discussion of the theoretical lens used in the study. It draws on the Resource-Based View (RBV) and the New Public Management (NPM) to explain why human capital matters and how management practices shape performance in the public sector. These perspectives help explain how skills, judgment, and work systems influence service outcomes.

The chapter then explains key concepts used in the study. These include capacity building, service delivery, and training effectiveness. Each concept is defined as understood in this research to avoid confusion and ensure clarity. The review goes on to examine empirical studies on training practice. It looks at how training programs are implemented, how they affect employee performance, and how they influence service outcomes. Particular attention is given to challenges that limit training effectiveness in the Tanzanian context.

The chapter also reviews relevant policy frameworks. These include national training policy and the role of institutions such as TPSC in linking training to public sector reform goals. This review highlights gaps in both research and practice. By identifying these gaps, the chapter explains the need for the present study. It also prepares the ground for the conceptual framework that links training implementation to improved service delivery in Tanzanian public organisations.

2.2 Theoretical Literature Review

This study is guided by two interrelated theoretical perspectives: the Resource-Based View (RBV) and New Public Management (NPM). While each theory has distinct strengths and limitations, their combination offers a more holistic understanding of capacity-building in the public sector. RBV conceptualises human capital as a strategic asset for sustainable performance, but it underemphasises the institutional mechanisms that translate capacity into results. NPM, on the other hand, emphasises performance systems and professionalised public management but tends to treat human capacity as a given input. By combining these two lenses, the study captures both the strategic value of human capital and the structural conditions necessary to mobilise it for public sector effectiveness.

2.2.1 Resource-Based View (RBV)

RBV posits that long-term organisational success arises from internal resources, especially valuable, rare, inimitable, and non-substitutable human capital (Barney, 1991). It shifts attention from external reform mandates to the endogenous capacities of institutions, particularly knowledge, skills, and routines developed through training (Wright et al, 2001). In the public sector, empirical studies show that investment in human capital significantly contributes to service delivery and institutional resilience (Carmeli, 2004; Szymaniec-Mlicka, 2014).

RBV is useful because it places people at the centre of performance. It treats skills, knowledge, and experience as assets that strengthen institutions. This focus helps explain why staff capacity matters in public service work. At the same time, RBV says little about how public institutions organise these assets in practice. It does not fully explain how skills are managed, tracked, or linked to formal performance systems. When applied on its own, it can miss the rules, procedures, and result pressures that shape public administration.

Even with these limits, RBV remains important for this study. It allows training to be seen as a conscious choice rather than a routine activity. From this perspective, capacity-building is an investment in people who perform institutional work. It highlights how training can create long-term value by improving staff capability.

2.2.2 New Public Management (NPM)

NPM developed as a response to the limits of traditional public administration, which was often viewed as slow and rigid. It promotes a results-focused approach to managing public institutions, drawing on private-sector practice (Hood, 1991). At its core, NPM argues that public organisations should work with clear targets, strong accountability, and managers who take responsibility for results. From this perspective, training is not only about learning. It is about preparing managers to deliver outcomes that are visible and measurable.

A key strength of NPM is its strong focus on accountability and performance. It places managerial competence at the centre of reform and treats leadership quality as essential for change. However, the approach often gives limited attention to the deeper value of human capacity. Skills and experience are sometimes treated as simple inputs to be managed, rather than assets that grow over time and require care. Even with this weakness, NPM remains useful in the Tanzanian context. Public sector reforms continue to place heavy demands on managers. They are expected to lead change, manage pressure, and improve service delivery under complex conditions. In this setting, NPM helps explain why training that builds practical management ability remains important for public service reform.

Together, RBV and NPM form a complementary analytical foundation. RBV explains what capacity-building produces strategic human capital, while NPM explains how such capacity must be embedded in systems of accountability and performance.

RBV focuses on capability development; NPM ensures that such capability translates into measurable outcomes. The combined use of these theories enables this study to examine capacity-building training both as a strategic resource investment and as a lever for performance reform in Tanzanian public institutions.

2.3 Definitions of Key Terms

This section explains how key terms are used in the study. Clear definitions help ensure shared understanding and consistent interpretation, especially in Tanzania's public service. The definitions draw on academic work, institutional practice, and the study's theoretical focus.

a) Capacity Building:

Capacity building is a planned process of strengthening knowledge, skills, competencies, and organisational systems so that individuals and institutions can perform their roles effectively over time (UNDP, 2009). In this study, capacity building is understood in a practical sense. It specifically refers to training interventions aimed at improving public servants' functional abilities to support better service delivery.

b) Training Program

A training program is an organised set of learning activities designed to build specific knowledge and develop technical or behavioural skills that improve job performance. Within public institutions, training programs form part of wider human resource development efforts. Their purpose is to align employee skills with organisational needs and service goals.

c) Public Service Delivery

Public service delivery refers to the processes and outcomes through which government institutions provide goods and services to the public in response to societal needs. Effective service delivery is characterised by accessibility, timeliness, reliability, equity, and responsiveness. This study examines the quality and efficiency of services provided by public organisations, driven by trained personnel.

d) Effectiveness

Effectiveness is the degree to which an intended result or outcome is achieved. In this study, effectiveness refers to the extent to which capacity-building training programs contribute to measurable improvements in employee performance and public service outcomes.

d) Human Capital

Human capital encompasses the collective knowledge, skills, and abilities possessed by individuals that can be utilised to create economic or institutional

value (Becker, 1993). It is viewed as a strategic internal resource within the public sector, aligning with the Resource-Based View (RBV), and is central to institutional performance and innovation.

e) Public Service Organisation

In this study, a public service organisation means any government body that provides services to the public. It may be owned, managed, or regulated by the state. This includes ministries, departments, agencies, and local government authorities. The Ministry of Industry and Trade, the Medical Stores Department, and the Mbeya City Council are included in this group and are treated as such in the study.

These definitions matter for how the study reads. They set clear boundaries around what is being examined. They also explain how training and capacity building are understood in real terms. The focus is on how these efforts affect daily service delivery, not how they appear in policy statements.

2.4 Understanding Capacity Building in Public Sector Governance

Capacity building has become a central concern in efforts to improve how public institutions work. Across both developing and developed countries, it is increasingly seen as more than short training courses. Instead, it reflects a shift toward long-term investment in people, systems, and institutions that must function over time. At its core, capacity building refers to how individuals and organisations develop the ability to plan, act, and sustain results. It involves gaining skills, strengthening systems, and building structures that support consistent performance. In this sense, capacity building is about creating conditions that enable institutions to achieve their development goals in a lasting way (UNDP, 2009).

In the early decades of development support, particularly during the 1970s and 1980s, capacity-building efforts in the public sector were primarily donor-driven and focused on technical assistance. Training programs often emphasised administrative procedures, financial management, and project implementation skills (World Bank, 2005). These interventions, while valuable, were largely transactional and rarely embedded within local systems or aligned with national policy frameworks. As a result, they achieved limited sustainability or transformation.

The 1990s saw a paradigm shift: the term capacity development began to replace capacity building, reflecting a deeper understanding that institutional performance is not solely a function of individual skills but also of systems, structures, policies, and culture. Institutions such as the OECD (2010) and the World Bank began advocating systemic approaches that integrate human resource development, institutional strengthening, policy alignment, and accountability mechanisms. This broader view recognises that adequate capacity is multidimensional; it includes the capability to make decisions, implement plans, adapt to change, and deliver quality services to the public.

At the global level, capacity building is now a key enabler of the United Nations Sustainable Development Goals (SDGs), particularly Goal 16, which emphasises the development of effective, accountable, and inclusive institutions. The World Bank (2017) also underlines that enhancing public sector capability is essential for improving service delivery, reducing poverty, and increasing public trust. In Africa, the African Union's Agenda 2063 also prioritises institutional capacity as a foundation for achieving continental transformation.

However, capacity-building initiatives have encountered persistent structural and contextual challenges in the African context. These include resource limitations, weak leadership commitment, fragmented institutional frameworks, and limited monitoring and evaluation systems (Hope, 2011). Many countries, Tanzania included, have invested heavily in public service training as part of reform efforts. In practice, these efforts have often produced limited results. Training has taken place, but clear outcomes have not always followed. Weak coordination, poor alignment with institutional priorities, and limited ownership within organisations have reduced the impact of these initiatives.

In Tanzania, capacity building is a cornerstone of the government's reform agenda. The Public Service Training Policy (URT, 2013) emphasises the need for structured, demand-driven, and competency-based training for all public servants. Institutions such as the Tanzania Public Service College (TPSC), the UONGOZI Institute, and the former Tanzania Global Learning Agency (TaGLA) have been established to spearhead training and leadership development across sectors. Despite these efforts, several institutional audits and studies (Lameck & Shabiru, 2023; Manzi et al., 2012) identify persistent gaps in implementation, most notably: training programs that are not informed by needs assessments; a lack of post-training follow-up; and training that is disconnected from performance evaluation systems.

This gap between investment in training and actual service outcomes is hard to ignore. Training matters, but on its own, it does not change how institutions work. When training is not supported by leadership, shared work culture, and clear responsibility, it becomes a routine exercise. In such cases, capacity-building programs lose their purpose and fail to improve service delivery.

Therefore, in the context of this study, understanding capacity building in public sector governance goes beyond analysing training events. It examines whether the training programs offered are part of a strategic, systemic effort to build institutional capability that translates into measurable improvements in public service delivery. This study is thus positioned to contribute empirically and practically to the ongoing debates on how capacity-building programs can be better designed, implemented, and evaluated to support public sector effectiveness in Tanzania.

2.5 Implementation of Capacity Building-Training Programs

As we have noted earlier, capacity-building training programs are increasingly recognised as strategic instruments for improving the effectiveness, accountability, and responsiveness of public institutions. However, their impact depends on how such programs are designed, delivered, and institutionalised. A growing body of global literature provides a strong consensus on what constitutes an effective capacity-building program, emphasising a shift from fragmented, one-off workshops to structured, evidence-driven, and institutionally embedded training systems.

According to the OECD (2010) and the World Bank (2017), a well-implemented capacity-building program is characterized by six interlinked components: Training needs assessment based on actual performance gaps and institutional priorities; Competency-based curriculum design, aligning learning objectives with job roles; Participatory delivery methods combining theory with practice, including coaching and mentoring; Post-training evaluation, measuring not only satisfaction but learning, behaviour change, and impact; Institutional integration, ensuring training is part of broader HRD strategy and performance management; Sustainability mechanisms, such as digital learning platforms, internal trainers, and learning communities.

For instance, Upadhyay et al. (2023) propose a framework for low- and middle-income countries that blends modular training, experiential learning, mentorship, and workplace assignments, noting that this model improves real-world application of knowledge and enhances institutional ownership. Similarly, the United Nations Development Programme (UNDP, 2022) links training to service outcomes, leadership support, and routine monitoring. Countries such as Singapore and Rwanda have institutionalised capacity-building through national training academies that operate under a competency-based system directly linked to public service performance. Training is mandatory, systematically tracked, and aligned to leadership pipelines and sector-specific goals (OECD, 2020). These countries handle training not as an event, but as an ongoing investment in public sector excellence.

Tanzania has made commendable progress in establishing institutions and policies to guide capacity-building. The Public Service Training Policy (URT, 2013) outlines the government's commitment to structured, equitable, and needs-based training. Institutions such as the Tanzania Public Service College (TPSC), the Tanzania Global Learning Agency (TaGLA), and the UONGOZI Institute are mandated to provide professional development programs across various public sectors. However, numerous studies point to severe deficits in the implementation of training programs within public organisations. According to Lameck (2021), while the policy environment is sound, implementation is often ad hoc, reactive, and disconnected from institutional planning. Training is sometimes delivered without comprehensive needs assessments, and participant selection is not always merit-based or aligned with organisational performance goals.

Munga et al. (2019) found that training programs in the Tanzanian health sector were often developed in response to donor funding rather than local needs, lacked practical components, and were rarely followed by structured evaluation. Similarly, Rutaihwa (2013) revealed that many induction programs fail to equip new staff with practical orientation due to inconsistent delivery and poor coordination between central training institutions and employing organisations. The Tanzania Public Service College (TPSC), while central to government training delivery, also faces limitations. Internal assessments (TPSC, 2021) acknowledge constraints such as insufficient digital infrastructure, limited staff-to-trainee ratios, and weak systems for tracking post-training performance. Although the institution has developed competency-based training modules, their integration into HR systems of ministries, departments, and agencies (MDAs) remains weak.

Furthermore, studies by Akech (2016) and Mtobesya (2018) emphasise the absence of robust feedback mechanisms between trainers and institutions, resulting in low relevance and poor transfer of learning to the workplace. This fragmentation has led to a situation where public servants may attend training but return to environments that neither support nor reinforce new knowledge or behaviours. The disconnect between what capacity-building is supposed to be and how it is implemented in Tanzanian public institutions raises important questions for investigation. If policies exist, institutions are established, and funds are allocated, why does service delivery remain inconsistent, and staff competence uneven?

This contradiction forms the basis for the first objective of this study: to examine how capacity-building training programs for public servants are currently implemented. Understanding the gap between design and practice is essential not only to strengthen training effectiveness but also to align training with national goals such as improved service delivery, accountability, and citizen satisfaction. By examining current implementation processes across selected institutions, including the Ministry of Industry and Trade, the Medical Stores Department, and Mbeya City Council, this study contributes to the urgent discourse on reforming Tanzania's public service through strategic and impactful training systems.

2.6 Capacity Building and Service Delivery Outcomes

Capacity-building training programs are expected to serve as a strategic lever for enhancing public service delivery. In theory and practice, training equips employees with the skills, knowledge, and behaviours required to meet citizens' demands efficiently and professionally. When well-designed and executed, training improves individual competence, fosters motivation, and strengthens institutional responsiveness, which are directly linked to better service outcomes.

Across different settings, research shows a clear pattern. Training works best when it responds to real work needs and matches actual job roles. It also requires follow-up through supervision, support, and simple ways to track performance. Without

these elements, training effects fade quickly. Evidence from practice supports this view. Upadhyay et al. (2023) found that Public Health Managers in low- and middle-income countries improved both responsiveness and strategic clarity after training focused on local service gaps and daily work demands. Similarly, the OECD (2020) and UNDP (2022) stress that capacity-building programs must be closely linked to public service reforms, performance incentives, and citizen feedback to deliver measurable improvements in service delivery.

Studies in countries such as Singapore, Rwanda, and South Korea demonstrate the effectiveness of this approach. In these contexts, national training academies are integrated into performance management frameworks, enabling institutions to track how training contributes to reducing waiting times, higher service uptake, and improved citizen satisfaction. These examples highlight the desired state in which training is not isolated but embedded in broader public-sector performance systems.

In contrast, the Tanzanian experience shows a fragmented, inconsistent link between training and service delivery. While the Public Service Training Policy (URT, 2013) advocates for structured, performance-oriented training, its implementation often lacks coherence and accountability. Munga et al. (2019) found that in Tanzania's health sector, training is rarely followed by mentorship, supervision, or post-training evaluation, undermining its potential to improve service quality. Cheche (2024) observed that although many local government staff attend technical courses, there is no systematic measurement of how their learning improves turnaround time, transparency, or public trust.

Even in agencies with relatively robust training programs, such as the Medical Stores Department or the Ministry of Industry and Trade, there remains limited evidence that employee development efforts translate into improved service indicators. This suggests a more profound institutional disconnect between HRD Departments and service delivery units. Moreover, TPSC's widespread training delivery often lacks embedded monitoring systems to verify that acquired competencies are applied in real time.

This situation raises simple yet serious questions. Training is taking place, yet many citizens in Tanzania still face delays and poor service. Why does this continue to happen? Do training programs respond to real service problems, or are they planned in isolation? After training, are staff supported to use what they learned, or are they left on their own? These questions shape the second objective of the study. The study examines how training programs in selected Tanzanian public organisations affect service delivery in day-to-day work. By examining this link, the study seeks to identify the structural, strategic, and operational enablers or barriers that either amplify or diminish the impact of training on public performance.

2.7 Challenges in Implementing Capacity-Building Initiatives

Effective capacity-building in the public sector is contingent on meticulous planning, adequate resources, robust monitoring, and conducive leadership and organisational culture. A growing body of literature identifies persistent barriers that undermine these crucial elements and challenges in the implementation of training programs in Tanzania.

2.7.1 Inadequate Needs Assessments

Global best practices underscore that impactful training begins with systematic training needs assessments (TNAs) that involve line managers and frontline staff in diagnosing actual skill gaps (Bamberger & Mabry, 2020). However, studies in Tanzania reveal that TNAs are often skipped or conducted superficially. For instance, Salum et al. (2018) found that only 23 per cent of the councils surveyed systematically assessed skills before training; the remainder relied on ad hoc selections, leading to irrelevant and ineffective training content.

2.7.2 Budget Constraints and Policy Fragmentation

Although the Public Service Training Policy (2013) outlines robust strategies for capacity-building, actual budget allocations are inadequate. As reported by Mdeme (2011) and Lameck (2021), less than 40 per cent of the earmarked training funds are released to MDAs annually, and the shortage of funds often leads to cancelled programs or truncated delivery. Moreover, the fragmented institutional landscape, divided among TPSC, the Uongozi Institute, and various line agencies, has created unclear lines of accountability for resource ownership and program responsibility.

2.7.3 Weak Monitoring and Evaluation Systems

Monitoring and evaluation are essential to ensure that training translates into performance. While international agencies emphasise M&E frameworks for training programs (GFDRR, 2015; ECDPM, 2010), Tanzanian MDAs often lack the technical and institutional capacity to implement them. According to Chileshe et al. (2021), only 18% of Tanzanian PPP stakeholders use feedback systems to assess the impact of training over time. Similarly, Wambura (2023) noted that while some units conduct supervision, they rarely conduct formal evaluations of training outcomes.

2.7.4 Cultural, Structural, and Leadership Limitations

According to public sector reform literature, bureaucratic rigidity, centralised leadership, and risk-averse cultures disrupt training systems. Salum et al. (2018) and Chileshe et al. (2021) describe a hierarchical organisational culture in Tanzania, where Managers treat training as a checkbox exercise rather than a developmental tool. Partisan political pressures also distort strategic planning, leading to short-sighted, elective training at the expense of institutional needs.

When training needs are weakly identified, funding is limited, follow-up is poor, and leadership shows little commitment, training loses direction. It still takes place, but

without a clear purpose. Resources are used, yet results remain unclear. In many institutions, training becomes something to complete rather than something to apply. Over time, this creates a system where attendance matters more than impact.

This context explains why the study's third objective is necessary. The objective is to identify the challenges that limit the effective use of capacity-building training in public organisations. These challenges do not exist in isolation. They reinforce each other and shape how training is planned, delivered, and followed up.

By examining these constraints, the study seeks to understand how current training practices operate in reality. It also examines why well-intentioned programs fail to translate into improved performance. The findings are expected to identify practical areas for change, including leadership support, institutional arrangements, monitoring practices, and resource use. Addressing these issues is essential if training is to move beyond routine compliance and begin to support meaningful improvement in public service delivery.

2.8 Policy and Institutional Framework in Tanzania

A strong institutional and policy framework is essential for steering capacity-building efforts that enhance public sector effectiveness. In Tanzania, this framework is anchored in national policies, development plans, and the institutional roles of key training bodies, including the Tanzania Public Service College (TPSC), UONGOZI Institute, and the former Tanzania Global Learning Agency (TaGLA). These structures form the operational backbone of the country's ambition to build a competent and citizen-responsive civil service.

2.8.1 Public Service Training Policy (2013)

The Public Service Training Policy (2013) was formulated to address the persistent gaps in public service performance and professional conduct. It mandates that all government ministries, departments, and agencies institutionalise continuous, strategic, and need-based training. The policy explicitly calls for shifting from sporadic workshops to structured, role-based, performance-oriented capacity development. It places the responsibility for coordination and implementation on institutions such as TPSC and urges the development of training plans tied to performance improvement goals. However, despite this policy clarity, multiple studies have shown weak enforcement, poor financing mechanisms, and a lack of monitoring frameworks, compromising the impact of such training.

2.8.2 Institutional Architecture for Capacity Building

a) Tanzania Public Service College (TPSC)

The Tanzania Public Service College (TPSC) runs six campuses across the country, located in Dar es Salaam, Tabora, Mtwara, Singida, Tanga, and Mbeya. Through these campuses, the College offers certificate and diploma programs, as well as

short courses designed to meet the specific training needs of public servants. In principle, TPSC is expected to connect national training policy with day-to-day public service work, supporting both central and local government institutions.

In practice, this role has not always been easy to fulfil. Reviews of the College's work point to several ongoing challenges. These include keeping curricula up to date, developing teaching staff, and ensuring that training content directly addresses performance demands across different sectors. As a result, the link between training delivery and measurable service outcomes remains uneven.

b) UONGOZI Institute

The UONGOZI Institute focuses mainly on training senior public leaders. Its work centres on helping leaders think more clearly about strategy, leadership, and governance. Over the years, the Institute has offered programs on issues such as ethics, negotiation, and regional cooperation, all linked to Tanzania's broader development goals. However, the reach of these programs is limited. Participation is largely restricted to top-level officials. As a result, the ideas and practices promoted through the training tend to stay at the top. They do not easily filter across ministries or down through the wider civil service. This creates a gap between leadership training and everyday practice, and it remains a structural challenge for spreading these values more broadly.

c) TaGLA

The now-merged Tanzania Global Learning Agency is specialised in virtual learning and ICT-based delivery for public officials. The Agency filled a unique niche in digital training, especially for geographically dispersed personnel. Its integration with TPSC was intended to synergise physical and digital modes of capacity delivery. However, the strategic absorption of its technological advantage into mainstream training has yet to be assessed.

2.8.3 Alignment with National Development Strategies

a) Tanzania Development Vision 2025

Vision 2025 emphasises people above all else. The idea is simple. A country cannot move forward if the people doing the work are not ready. Skills matter. Judgment matters. How public servants think and act matters. In that vision, the civil service is expected to do more than follow rules. It is expected to work well, take responsibility, and respond when things change. Citizens change. Demands change. Systems change. The civil service has to change, too. This is why capacity building keeps coming up. Not as a slogan, but as a necessity. Without steady effort to build skills and knowledge, the idea of a knowledge-based economy remains just that, an idea.

b) Five-Year Development Plan III (FYDP III)

FYDP III (2021/22–2025/26) explicitly identifies capacity-building and skills development as enablers of national transformation. The plan integrates human resource development with sectoral performance targets in agriculture, health, and education. However, the FYDP III has been criticised for limited operationalisation at the local government level and poor coordination between ministries and training institutions.

The capacity-building ecosystem in Tanzania is hampered by persistent implementation challenges, despite a comprehensive policy and institutional framework. These include uneven funding across sectors, inadequate oversight of training outcomes, dispersed responsibilities among educational institutions, and a lack of alignment between training objectives and real-world service delivery requirements.

These disparities thwart Tanzania's broader development objectives and undermine the aspirations of the PSTP and FYDP III.

Hence, evaluating how capacity-building efforts are implemented and institutionalised, particularly in public institutions such as the Ministry of Industry and Trade, MSD, and Mbeya City Council, is essential to identify reform levers to enhance state capability.

2.9 Conceptual Framework

This study is anchored in the understanding that the effectiveness of public service delivery is significantly shaped by how well capacity-building training programs are implemented and by their impact on public employees' competence. Drawing on the Resource-Based View (RBV) and New Public Management (NPM) theories, this conceptual framework treats capacity-building as both a strategic investment and a human-resource function, one capable of generating measurable enhancements in service outcomes.

The independent variable in this study is the implementation of capacity-building training programs. This includes critical aspects such as planning, needs assessment, program design, delivery methods, institutional support, and monitoring and evaluation mechanisms. The variable reflects how systematically and strategically training is executed across public organisations.

The mediating variable is employee competence, which encompasses knowledge, skills, attitudes, and behavioural change among public servants. Employee competence serves as a conduit between training efforts and performance improvements. It determines whether the intended outcomes of training are internalised and applied in practice, thereby influencing organisational performance.

The dependent variable is public service delivery outcomes, defined as measurable improvements in service quality, responsiveness, accessibility, and citizen satisfaction. It reflects how effectively trained public servants perform their roles and contribute to institutional mandates and public trust.

The framework assumes that well-implemented capacity-building programs improve employee competence, enhancing service delivery outcomes. However, the strength of this relationship is influenced by moderating factors such as resource availability, institutional leadership, organisational culture, and external accountability mechanisms. This conceptual model guides the study's analytical approach by structuring the investigation around these interconnected variables.

2.10 Summary of the Chapter

This chapter has critically examined the theoretical, empirical, and contextual foundations of capacity-building in public sector organisations, with a focus on service delivery outcomes. Grounded in the Resource-Based View (RBV) and New Public Management (NPM) theories, the review has established that employee competence is a strategic asset and that training must be integrated into performance-oriented systems to produce measurable improvements. The literature demonstrates that while capacity-building initiatives are globally recognised as vital to institutional effectiveness, their implementation, particularly in low-resource settings like Tanzania, faces persistent challenges, including weak coordination, limited resources, and inadequate monitoring and evaluation systems.

Through a structured engagement with global practices and Tanzanian realities, the chapter has highlighted gaps in training design, execution, and linkages to performance, thereby justifying the need for this study. The conceptual framework aligns with the study's objectives and operationalises the relationship between training implementation, employee competence, and service delivery outcomes.

The next chapter presents the research methodology for investigating these relationships across selected Tanzanian public institutions. It outlines the research design, sampling strategies, data collection methods, and analytical procedures employed to achieve the study's objectives.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodological framework that guided the study on the effectiveness of capacity-building training programs in enhancing service delivery within Tanzanian public service organisations. The methodology was carefully chosen to align with the study's objectives and to yield credible, relevant, and actionable insights. The chapter describes the research design, study area, target population, sampling strategy, data collection methods, data analysis procedures, and ethical considerations. The methodology selection is rooted in the study's conceptual framework, which integrates the Resource-Based View (RBV) and New Public Management (NPM) theories, both of which emphasise the strategic role of human capital development in public sector performance. This chapter provides the foundation for constructing the empirical findings and analysis.

3.2 Research Design

This study adopted a descriptive case study design to assess the effectiveness of capacity-building training programs in enhancing service delivery within selected Tanzanian public organisations. The descriptive approach was chosen to provide a detailed and accurate account of how training initiatives are implemented, how they influence employee competence, and how they translate into service delivery outcomes.

The case study strategy was deemed appropriate because it allows for an in-depth investigation of complex institutional practices within their real-life context. By focusing on three distinct institutions, the Ministry of Industry and Trade (Dodoma), the Medical Stores Department (Dar es Salaam), and the Mbeya City Council (Mbeya), the study captures cross-institutional variation while maintaining analytical depth. This multi-site approach enhances the validity of findings and allows the researcher to compare implementation patterns and performance outcomes.

The design is aligned with the study's applied and problem-solving orientation, enabling the researcher to generate practical insights relevant to the Tanzania Public Service College (TPSC), policymakers, and institutional leaders. Through qualitative and quantitative inquiry, the study design creates a synergy between theory and practice, addressing academic and operational dimensions of capacity-building effectiveness.

3.3 Study Area

The study was conducted in three public sector institutions in Tanzania: The Ministry of Industry and Trade (MIT) in Dodoma, the Medical Stores Department (MSD)

in Dar es Salaam, and the Mbeya City Council (MCC) in Mbeya. These institutions were purposively selected to reflect diversity in function, geographic location, administrative level, central and national agencies, and Local Government Authorities.

The Ministry of Industry and Trade represents a central government ministry responsible for national trade policies, industrial development, and economic planning. Its inclusion allows the study to explore capacity-building in a policy-making and regulatory environment where strategic skills are critical.

The Medical Stores Department, a semi-autonomous government agency mandated to procure, store, and distribute medical commodities, offers insights into capacity-building within a service-delivery institution operating under performance contracts. It illustrates how training can be linked to operational efficiency and service responsiveness in the critical healthcare sector.

The Mbeya City Council, a Local Government Authority, was included to examine capacity-building dynamics at the grassroots level, where direct interaction with citizens is frequent and service demand is high. Local authorities are also often resource-constrained, making them an important case for understanding the practical challenges of implementing training programs.

Collectively, these institutions provide a comprehensive view of how capacity-building training programs are implemented across different levels of the public service and how these efforts influence the quality-of-service delivery in Tanzania.

3.4 Population of the Study

The target population for this study comprised public servants working in the Ministry of Industry and Trade (MIT), the Medical Stores Department (MSD), and the Mbeya City Council (MCC). These individuals include managerial and non-managerial staff who have either participated in capacity-building training programs or are involved in planning, coordinating, or evaluating such initiatives within their respective institutions.

This population was selected based on its direct engagement with training programs and its role in delivering public services. By focusing on both technical and administrative personnel, the study aims to capture a comprehensive understanding of how training interventions are implemented, experienced, and perceived, and how they influence individual performance and organisational outcomes.

Including multiple hierarchical levels allows for a richer analysis of how capacity-building efforts trickle down from policy to practice, and how various actors contribute to or are affected by training initiatives. Ultimately, the study draws conclusions about the effectiveness of training programs based on insights from this population, which is central to public service performance and reform in Tanzania.

3.5 Sample Size and Sampling Techniques

The study employed a combination of purposive, stratified, and simple random sampling techniques to ensure broad and meaningful representation across departments and staff categories within the selected institutions: the Ministry of Industry and Trade (MIT), the Medical Stores Department (MSD), and the Mbeya City Council (MCC).

These institutions were purposively selected for their strategic significance in public service delivery and their distinct institutional typologies, representing, respectively, a central government ministry, a national agency, and a local government authority. Within each institution, participants were stratified into two main groups: staff who had previously attended capacity-building training programs and administrative officers responsible for planning, supervising, or evaluating such programs.

The total study population comprised 200 staff at MSD, 204 at MIT, and 250 at MCC. From these, 178 respondents were proportionally allocated to ensure each institution's contribution reflected its actual staff size. Within each stratum, simple random sampling was used to select individual participants, ensuring objectivity and minimising selection bias. This systematic sampling approach strengthened the credibility and generalisability of the findings by capturing a diverse range of perspectives and experiences on capacity-building implementation, employee competence, and public service delivery outcomes.

3.6 Data Collection Instruments and Process

A mixed-methods approach was employed using structured questionnaires and semi-structured interviews to ensure methodological rigour and alignment with the study objectives. This combination enhanced data depth, triangulated findings, and mitigated single-source bias.

3.6.1 Questionnaires

The questionnaire was designed to capture quantitative and qualitative responses on implementing capacity-building training programs, employee competence, and service delivery outcomes. It included a mix of closed-ended questions for statistical analysis and open-ended questions to solicit nuanced insights from respondents. The instrument was structured around the three core research objectives and organised into thematic sections: demographic characteristics, training implementation practices, contributions of training to service delivery, and perceived institutional challenges. The questionnaire was administered to 178 public servants across the Ministry of Industry and Trade, the Medical Stores Department, and the Mbeya City Council. Before full deployment, the tool was pre-tested at the Tanzania Public Service College (TPSC), Mbeya Campus, to ensure clarity, relevance, and logical flow. Feedback from this exercise led to minor revisions for better respondent comprehension.

3.6.2 Interview Guide

To complement the breadth of questionnaire data, in-depth interviews were conducted with 10 purposively selected key informants holding leadership and HR-related positions. These individuals were not part of the 178 participants in the primary survey. Their selection was guided by their strategic roles, decision-making authority, extensive institutional experience, and direct involvement in staff development policies. This positioning enabled them to offer insider perspectives on institutional practices, policy interpretation, and training implementation. A semi-structured interview guide was used to explore deeper organisational dynamics, including staff development culture and challenges in training execution. Interviews were conducted in a flexible, conversational manner to encourage openness and elicit detail-rich responses. Each session lasted 20–30 minutes and was audio-recorded with participant consent.

3.6.3 Data Collection Process

Data collection commenced after the Tanzania Public Service College and the participating institutions granted formal approvals. Questionnaires were self-administered in person, allowing for clarification when needed. Interview appointments were arranged in advance to respect participants' schedules and ensure optimal conditions for reflection. Field notes and observations were also maintained to contextualise specific institutional dynamics and behavioural cues during data collection. This multi-instrument strategy ensured the richness, validity, and integrity of the collected data, enabling comprehensive exploration of the research problem across institutional levels.

3.7 Data Analysis

Data were designed and analysed to reflect the study's mixed-methods nature and to ensure meaningful interpretation aligned with the research objectives and conceptual framework.

3.7.1 Quantitative Analysis

Quantitative data collected through structured questionnaires were coded and analysed using the Statistical Package for Social Sciences (SPSS) Version 21. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarise the data and identify trends in training implementation, employee competence, and service delivery outcomes. Cross-tabulations were used to compare variables across institutions and demographic categories. These results provided a basic understanding of the linkages and patterns required to address the study objectives.

3.7.2 Qualitative Analysis

Thematic content analysis was used to examine qualitative information obtained from open-ended questions and interview transcripts. Data were coded, categorised, and synthesised into emergent themes that aligned with the study's goals. Data was arranged into theoretically meaningful clusters using both manual matrix construction and NVivo software. To enhance understanding, reveal hidden insights, and support or refute the quantitative results, recurring patterns, illustrative quotes, and outlier perspectives were analysed. The three study objectives, training implementation, influence on service delivery, and institutional challenges, were reflected in the organisation of the themes. By revealing the “why” and “how” in addition to the “what” behind the data, this layered analytic technique

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the study's key findings based on data collected from the Ministry of Industry and Trade (Dodoma), Medical Stores Department (Dar es Salaam), and Mbeya City Council (Mbeya). The study's three specific objectives guide the analysis: (i) to examine how capacity-building training programs are implemented in public organisations, (ii) to assess the contribution of such programs to service delivery, and (iii) to identify challenges facing their effective implementation. Descriptive statistics are used to provide quantitative data, and the analysis is supplemented by insights from qualitative interviews. The Resource-Based View (RBV) and New Public Management (NPM) theoretical stances are integrated with practical findings in this debate. To interpret the findings within a more comprehensive academic framework, it consults the existing literature.

4.2 Demographic Profile of the Respondents

This section presents the demographic characteristics of the respondents involved in the study. Understanding respondents' demographic attributes helps contextualise the study's insights into capacity-building training and its impact on service delivery.

Of the 178 respondents, 54 per cent were males and 46 per cent were females. This distribution shows a relatively balanced gender representation, enhancing the study's credibility in capturing diverse perspectives on training programs. The majority of respondents (40.4%) were aged 31-40 years, followed by 28.7% aged 41-50 years and 18.5% aged 20-30 years. A small proportion, namely 12.4 per cent, was aged 50 or older. This age distribution reflects a workforce dominated by mid-career professionals, likely to have both experience and exposure to capacity-building initiatives.

Respondents exhibited high educational attainment. The majority (47.2%) held bachelor's degrees, followed by 32% with diplomas and 17.4% with postgraduate degrees. Only 3.4 per cent had certificates. This indicates a predominantly educated workforce with sufficient academic foundation to participate meaningfully in training and institutional development. In terms of work experience, 36.5% of respondents had served for 6-10 years, followed by 26.4% for 11-15 years, and 20.2% for 1-5 years. Approximately 16.9% had been employed for over 16 years. This suggests that the study gathered opinions from both seasoned and relatively fresh public employees, providing a deep grasp of institutional training procedures and their effects over time. This demographic profile demonstrates that a wide range of Tanzania's public service employees are represented among the survey participants. Their varied experiences

provide credence to the conclusions on the application and efficacy of capacity-building training in improving the delivery of public services.

Table 4.1: Demographic Characteristics of Respondents

Category	Frequency	Percentage
Gender	Male: 96	54%
	Female: 82	46%
Age	31–40 years: 72	40.4%
	41–50 years: 51	28.7%
	20–30 years: 33	18.5%
	Above 50 years: 22	12.4%
Education Level	Bachelor’s degrees: 84	47.2%
	Diplomas: 57	32%
	Postgraduate degrees: 31	17.4%
	Certificates: 6	3.4%
Work Experience	6–10 years: 65	36.5%
	11–15 years: 47	26.4%
	1–5 years: 36	20.2%
	More than 16 years: 30	16.9%

Source: Field data (2025)

4.3 Implementation of Capacity-Building Training Programs

The implementation of capacity-building training programs in public service institutions is central to enhancing individual competencies and institutional performance. This study sought to understand how such programs are currently designed, coordinated, and executed in the Ministry of Industry and Trade, the Medical Stores Department, and the Mbeya City Council.

Most respondents (70.2%) indicated that their institutions conduct capacity-building training occasionally, often driven by donor funding availability or by performance gaps. Only a small proportion (11.2%) reported that training was done regularly and strategically as part of annual human resource development plans. This reveals a reactive rather than proactive training culture in many Tanzanian public institutions. When asked about the alignment between training content and job responsibilities, only 38 per cent of respondents strongly agreed that the training they received was relevant to their current duties. A larger percentage (45.5%) expressed moderate agreement, suggesting that while training may focus on important topics, it is not always tailored to departmental or individual needs. This misalignment undermines the strategic intent of training programs and contributes to performance inefficiencies.

Institutional coordination of training activities also presented mixed results. While 56.7 per cent of respondents agreed that their organisations had a formal training unit, only 27.5 per cent confirmed that training needs assessments (TNAs) were conducted systematically. The absence of a structured needs assessment limits institutions' ability to design responsive, impactful training programs. Moreover, interviews with Human Resource Officers highlighted bureaucratic hurdles and limited budgets as key barriers to implementation. One officer from the Medical Stores Department remarked:

"Departments frequently request training, but whether or not the central office approves the funding will determine how it is implemented. Even so, we can only support a small number of employees". R1.

The Ministry of Industry and Trade's Head of Department echoed this observation, stating that:

"Post-training evaluations are rarely conducted because training is not integrated into our performance management systems." R2.

A discrepancy between training and strategic institutional priorities was also found in qualitative data. Many times, respondents reported people being recommended for workshops or seminars based more on their availability than on their qualifications, leading to a discrepancy between training goals and actual capacity shortages.

In addition, there was minimal evidence of post-training monitoring or follow-up to assess behavioural or performance change.

These findings suggest that while capacity-building training is recognised as important, its implementation across the three case institutions is fragmented, inconsistently funded, and weakly institutionalised. The absence of systematic planning, needs assessments, and follow-up mechanisms reduces the effectiveness of training programs and their potential to improve service delivery. These insights underscore the need to reassess how capacity-building programs are designed and managed, laying a strong foundation for the next section on their contribution to service delivery.

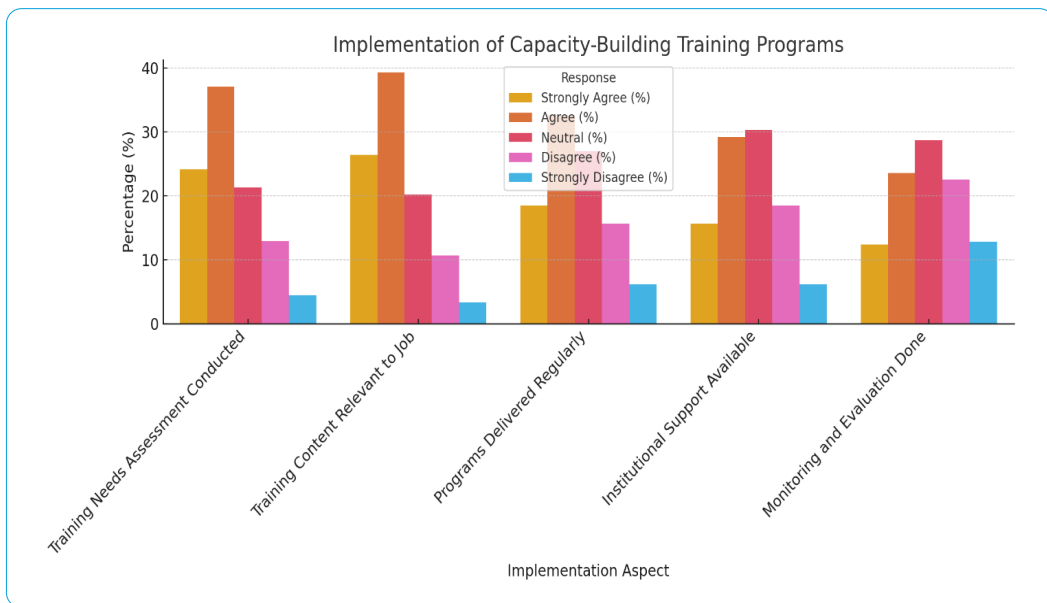


Figure 4.1: Implementation of Capacity-Building Training Program

Source: Field data (2025)

4.4 Contributions of Capacity-Building to Service Delivery

This section examines how capacity-building training programs have influenced service delivery outcomes across the three selected institutions. Most respondents acknowledged that training initiatives contributed positively to their performance, institutional efficiency, and citizen satisfaction.

Quantitative findings revealed that 76 per cent of the respondents agreed that capacity-building training had enhanced their ability to perform tasks efficiently. In contrast, 70.8 per cent stated that training improved their responsiveness to public needs. Moreover, 63.5 per cent confirmed that their institutions had experienced notable service improvements following the implementation of staff training programs. These improvements included increased timeliness in service provision, reduced client complaints, improved interdepartmental coordination, and better record-keeping systems.

Deeper insights were obtained through qualitative interviews. According to one Ministry of Industry and Trade respondent,

“I was able to streamline the internal documentation process thanks to the public procurement and records management training. We now respond to consumer inquiries more methodically”. R3

In a similar vein, an official in the Medical Stores Department reported,

“We significantly reduced delivery delays of medical stock to regional centres after training on supply chain and logistics.” R4

The importance of leadership training was emphasised by a Mbeya City Council delegate who said,

“We saw a significant shift in how ward officers manage community services.” They now report and plan with greater professionalism.” R5

However, a few respondents raised concerns that some training lacked practical relevance, citing generic content and insufficient post-training follow-up. This observation underscores the need for aligning training content with institutional goals and employee roles.

In summary, both empirical and narrative evidence indicate that capacity-building training contributes meaningfully to enhanced service delivery, particularly when it is context-specific, regularly updated, and well-integrated into performance management frameworks.

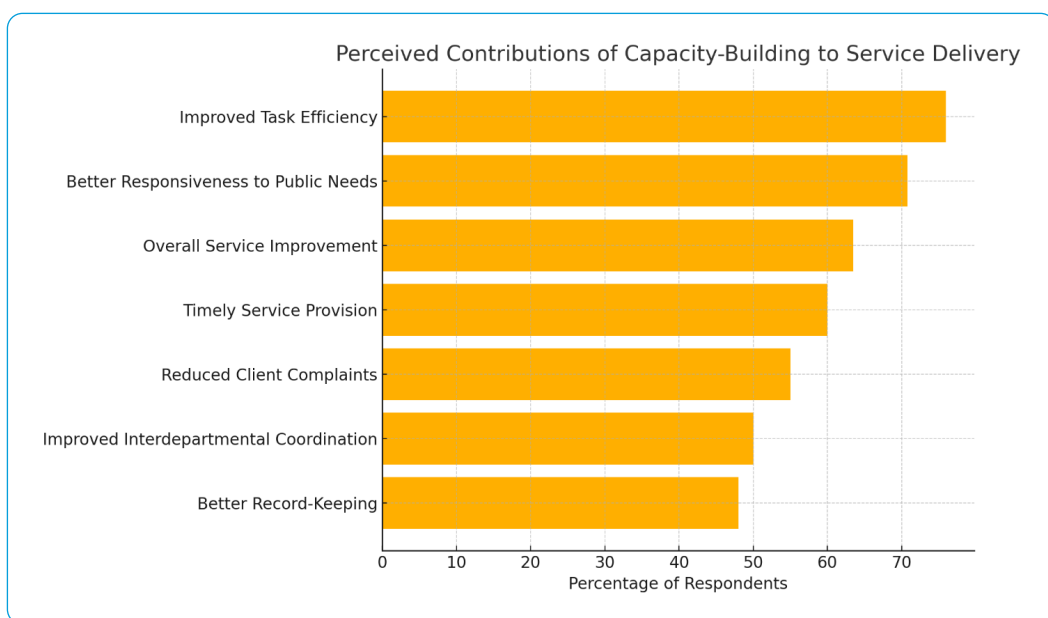


Figure 4.2: Contribution of Capacity-Building to Service Delivery

Source: Field data (2025)

4.5 Challenges in the Implementation of Capacity-Building Initiatives

The study uncovered several systemic and institutional challenges hindering the effective implementation of capacity-building training programs within public organisations in Tanzania. These challenges span from strategic planning deficiencies to operational inefficiencies, reflecting a broader pattern of underutilising training as a strategic development tool.

One of the dominant issues cited by respondents was the inadequacy of training budgets, which severely limit both the frequency and quality of capacity-building interventions. Public institutions often struggle to allocate sufficient funds for continuous learning due to broader fiscal constraints and competing policy priorities. Consequently, only a small proportion of employees are exposed to structured training opportunities in a given financial year.

Another recurring theme was the absence of comprehensive needs assessments. Rigorous diagnostics of staff performance gaps or institutional requirements do not precede many training initiatives. As a result, training programs tend to be generic, poorly targeted, and disconnected from actual job demands. Respondents, especially from the Ministry of Industry and Trade and Mbeya City Council, indicated that training is often driven by donor support or central directives rather than localised performance metrics.

Further, the study revealed a persistent weakness in monitoring and evaluation (M&E) mechanisms. There is limited follow-up to determine whether trainees apply the skills they acquire in the workplace; similarly, very few institutions maintain structured feedback loops to assess the long-term impact of training on service delivery outcomes. This disconnect between training inputs and organisational performance reinforces the notion of seeing training as an isolated activity rather than a performance enabler. In addition, the institutional culture and leadership commitment to capacity-building were highlighted as primary enablers or constraints. Training is better coordinated and integrated into strategic planning in organisations where leadership prioritises human resource development. However, where leadership treats training as a matter of compliance, programs become fragmented and yield minimal value.

A qualitative input from one Human Resource Officer at MSD summarised the challenge succinctly:

“Most of the training programs are conducted in silos without follow-up. We train people, but we do not measure change. This makes it difficult to justify investments.”
R6.

Another officer from Mbeya City noted:

“Some departments resist nominating staff for training, fearing that trained staff might seek promotion or transfer.” R7.

These responses point to structural inertia and fear-driven human resource practices that undermine learning cultures in public service.

The persistence of these challenges across different organisational levels confirms the need for a deeper interrogation of capacity-building practices and their alignment with institutional goals. This directly informs the study's third objective: to identify the obstacles that impede the effective implementation of training programs in Tanzanian public organisations.

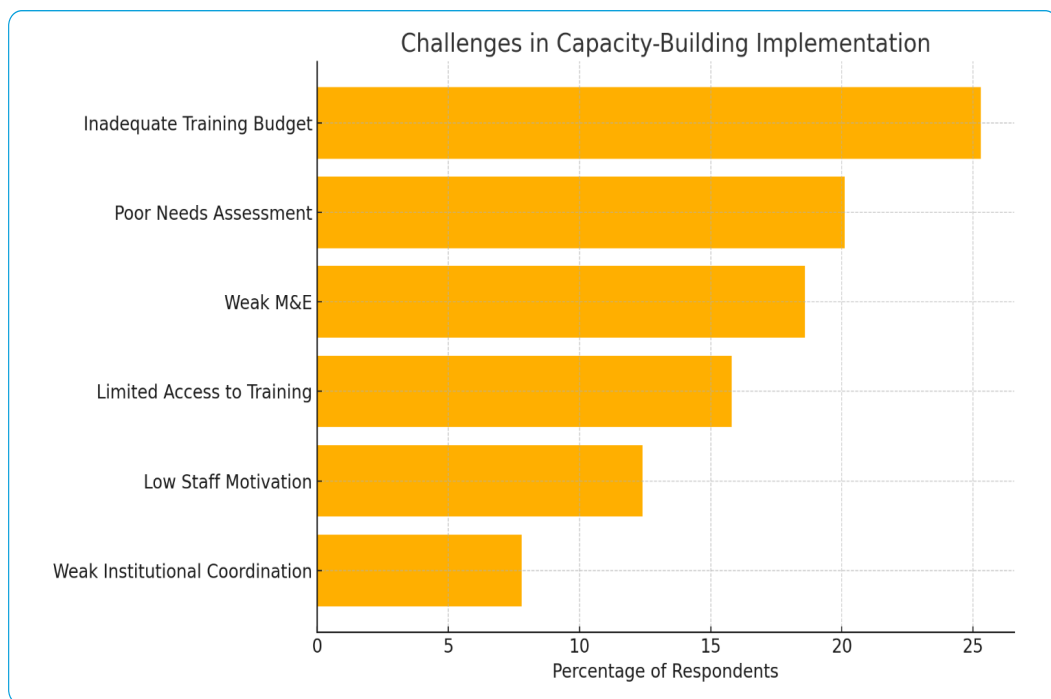


Figure 4.3: Challenges in Capacity-Building Implementation

Source: Field data (2025)

4.6 Discussion of Findings in the Light of Theories and Literature

This section presents a systematic and critical interpretation of the study's empirical findings, organised in alignment with the three specific research objectives. The analysis integrates insights from the Resource-Based View (RBV) and New Public Management (NPM), situating the results within broader theoretical debates on human capital, organisational capability, and public sector performance. By engaging with the conceptual foundations and empirical patterns established in Chapter Two, the discussion seeks to illuminate not only the extent to which the findings corroborate or challenge existing knowledge but also their implications for theory, policy, and practice in the Tanzanian public service context.

4.6.1 The Extent of Capacity-building Training in Enhancing Employees' Competence

The findings provide compelling evidence that capacity-building training has a substantive, measurable impact on employee competence. Respondents consistently reported improvements in technical proficiency, analytical capability, adaptability, and problem-solving skills following participation in structured, job-relevant training programs.

From the RBV perspective, this reinforces the proposition that human capital, when developed strategically, constitutes a rare, valuable, inimitable, and non-substitutable resource capable of delivering sustained institutional advantage (Barney, 1991; Armstrong, 2014). The alignment of training content with institutional needs, as observed in the study, reflects the principle that competency development must be anchored in the organisation's strategic priorities to generate meaningful outcomes.

The findings also resonate with Becker's (1993) human capital theory, which asserts that targeted investments in skills and knowledge yield long-term productivity returns. Empirical parallels can be drawn with Hope (2011) and OECD (2020), whose studies emphasise that training effectiveness is amplified when program design is informed by rigorous Training Needs Assessments (TNAs). Institutions in this study that employed such systematic approaches demonstrated higher post-training performance gains, validating the argument that capacity-building must be embedded within a broader HRD strategy to achieve transformative results.

4.6.2 The Influence of Capacity-building on Public Service Delivery Outcomes

The analysis indicates that institutions with robust training governance mechanisms, including clearly defined performance indicators, monitoring frameworks, and post-training follow-up, reported significant improvements in service efficiency, citizen responsiveness, and delivery quality. These outcomes mirror the central tenets of the NPM framework, which advocates for performance measurement, accountability, and client orientation as catalysts for public sector reform (Hood, 1991; Pollitt & Bouckaert, 2011).

Evidence from this study aligns closely with Yusuph and Guohua (2017), who demonstrated that capacity-building initiatives linked to performance objectives produce measurable gains in citizen satisfaction. Similarly, Basheka and Kihamba (2023) emphasise that HRD, when systematically integrated into organisational processes, enhances institutional agility and service competitiveness—particularly in low- and middle-income country contexts. Notably, the findings affirm that capacity-building exerts a dual impact: strengthening individual competencies while simultaneously elevating institutional performance metrics. This reflects OECD's (2010) position that strategically executed training programs create a reinforcing cycle between employee capacity and public trust in service delivery.

4.6.3 The Influence of Capacity-building on Public Service Delivery Outcomes

While the benefits of training are evident, the study also uncovered systemic implementation barriers that hinder its full realisation. One of the most significant challenges was the lack of consistent post-training application frameworks, leading to the underutilisation of newly acquired skills. In many cases, employees returned from training without structured opportunities or institutional mechanisms to apply their learning, leading to diminished impact over time.

Resource constraints emerged as another critical limitation, restricting both the scope and depth of training programs. Limited funding often meant fewer training opportunities, reduced content quality, and inadequate follow-up activities. This financial shortfall directly affected institutions' ability to design comprehensive and impactful capacity-building initiatives.

The study also found evidence of fragmented policy implementation, particularly regarding the weak enforcement of Training Needs Assessment (TNA) requirements. Without systematic TNAs, training programs were sometimes misaligned with actual job requirements, thereby reducing their relevance and long-term effectiveness. A further challenge was the disconnection between training and organisational strategic plans. In several instances, training activities operated in isolation from broader institutional goals, treating capacity-building as a stand-alone exercise rather than an integrated component of strategic development.

These constraints echo Mndeme's (2011) findings, which identified the lack of post-training reinforcement as a critical gap in Tanzanian public institutions. Bunduki and Rutenge (2024) similarly argue that without embedding training processes into formal policy and budgeting frameworks, capacity-building risks becoming a procedural formality rather than a transformative organisational tool. The persistent gap between training and practical application also validates OECD's (2010) caution that capacity-building must be embedded within organisational culture, operational planning, and performance management systems if it is to deliver sustainable improvements in public service delivery.

Jointly, the findings reinforce the RBV assertion that strategically cultivated human capital can function as a sustainable source of competitive advantage in public institutions. They also substantiate the NPM view that aligning capacity-building with performance accountability mechanisms yields tangible gains in service outcomes.

The study's evidence underscores that capacity-building is most effective when it is treated as a central organisational strategy rather than an ancillary HR activity. This requires a deliberate integration of training into institutional governance structures, adequate resource allocation, and systematic evaluation mechanisms.

By framing the discussion around the three research objectives, this section demonstrates how the study contributes to both theoretical discourse and practical policy considerations, offering a nuanced understanding of how capacity-building shapes public sector performance in the Tanzanian context.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises key findings, conclusions drawn from the analysis, and practical recommendations aligned with the study objectives. It revisits the study's purpose of assessing the effectiveness of capacity-building training programs in improving service delivery in Tanzanian public service organisations. It synthesises insights related to the research objectives, theoretical frameworks, and empirical evidence. It also provides suggestions for future research and implications for public-sector performance, particularly in the Tanzanian context.

5.2 Summary of Key Findings

This study investigated the effectiveness of capacity-building training programs in enhancing service delivery within three public service institutions in Tanzania: The Ministry of Industry and Trade (MIT), the Medical Stores Department (MSD), and the Mbeya City Council (MCC). The key findings are synthesised along the three core objectives of the study and anchored in the Resource-Based View (RBV) and New Public Management (NPM) theoretical lenses.

The first objective explored how capacity-building training programs are currently implemented. The findings reveal that while all institutions conduct training, the implementation is inconsistent, largely reactive, and often disconnected from strategic organisational needs. Most training sessions are organised based on immediate demands or donor-driven agendas rather than structured needs assessments. Respondents indicated a lack of a standardised institutional framework to guide program design, selection criteria of training participants, follow-up, or evaluation. Moreover, training budgets remain limited, and in many cases, staff are not equitably selected, diminishing inclusiveness and long-term effectiveness. This contrasts with RBV's emphasis on strategic human capital investment and NPM's call for systematic, performance-oriented capacity enhancement.

The second objective assessed the contributions of capacity-building to public service delivery. The study found that training significantly improves employees' job knowledge, confidence, responsiveness, and overall effectiveness when well-aligned and targeted. Study findings have shown that capacity-building enhances task performance, decision-making, and customer satisfaction. The study indicated further that personal growth and institutional gains are attributable to training. However, a critical gap was identified: the lack of robust mechanisms to link training outcomes with institutional performance indicators, limiting the ability to measure the return on training investment. This misalignment hinders the full realisation of service delivery improvements envisioned in both theory and policy.

The third objective examined challenges affecting the implementation of capacity-building training. The study revealed structural, financial, cultural, and policy-related barriers. Key constraints include weak training needs assessments, insufficient funding, lack of monitoring and evaluation systems, and limited institutional accountability. Organisational cultures that devalue continuous learning, along with the lack of political will to institutionalise training policies, further complicate implementation. These findings support the broader literature on systemic challenges in African public service reforms and underscore the need for institutional commitment to capacity-building as a strategic lever for transformation.

The findings point to a fragmented capacity-building landscape in Tanzania's public service, where intentions are strong but operationalisation is often weak. While there is evidence of individual impact, institutional and systemic constraints prevent training programs from fulfilling their strategic promise. Addressing these gaps requires policy enforcement and a paradigm shift that embraces capacity-building as a core component of public sector reform.

5.3 Conclusion

This study examined the effectiveness of capacity-building training programs in enhancing service delivery within Tanzanian public organisations. Grounded in the Resource-Based View (RBV) and New Public Management (NPM) theories, the research has shown that while capacity-building holds immense potential as a strategic tool for improving public sector performance, its impact remains limited by inconsistent implementation, institutional fragmentation, and systemic underinvestment.

The findings reveal a critical paradox: although capacity-building is widely acknowledged as essential, it is rarely treated as a long-term institutional priority. Training programs are often reactive rather than strategic, fragmented rather than integrated, and symbolic rather than transformative. However, when executed with clear goals, aligned with organisational needs, and supported by strong leadership, training has demonstrable effects on employee competence, motivation, and service outcomes.

This study affirms that the effectiveness of public service delivery cannot be divorced from the quality of human capital. Public organisations that fail to invest meaningfully in their workforce risk stagnation, inefficiency, and citizen dissatisfaction. By contrast, those that embed training within broader systems of accountability, leadership development, and performance management position themselves for sustainable excellence.

Ultimately, this research makes a compelling case for reimagining capacity-building not as a checkbox exercise but as a deliberate and continuous strategy for public sector transformation. If Tanzania is to realise the aspirations of Vision 2025 and deliver on its development agenda, capacity-building must move from the periphery

to the centre of institutional reform. Public service can only become a vehicle for national progress, and citizen empowerment is the issue raised in the current study that is seriously addressed.

5.4 Recommendations

This study proposes a set of decisive, forward-looking recommendations to fully harness the power of capacity-building to deliver transformative public services. These recommendations are directed at key actors across the public sector, from policymakers and institutional heads to training institutions and Human Resource Managers, who must move from rhetoric to results.

First, public institutions must shift from fragmented, event-driven training efforts toward a long-term, strategic capacity-building model. This includes embedding training within institutional development plans, grounding it in systematic needs assessments, and linking it to clearly defined service delivery outcomes. Such a shift requires deliberate alignment with national frameworks such as the Public Service Training Policy and the broader Vision 2025 goals.

Second, institutions such as the Tanzania Public Service College (TPSC) and UONGOZI Institute must be strengthened as knowledge hubs and performance partners. They should not merely deliver courses but must lead in designing evidence-based training models, generating policy-relevant research, and offering diagnostic tools that track institutional learning over time. Their curricula must evolve to reflect the realities of a rapidly changing governance environment.

Third, training must be redefined as a strategic input in performance management systems. Participation in relevant capacity-building initiatives should be a prerequisite for promotion, deployment, and access to leadership roles. Public servants must be incentivised to apply new skills, not just acquire certificates. Capacity-building should become a dynamic and measurable component of institutional performance scorecards.

Fourth, public institutions need robust monitoring, evaluation, and learning (MEL) systems beyond attendance records and pre-/post-tests. Language tracking of the behavioural and organisational impact of training programs must be conducted. These insights should be consolidated nationally to inform future training investment, policy reform, and accountability frameworks.

Fifth, budget allocation for training must reflect its strategic importance. Capacity-building must be protected from fiscal neglect and political tokenism. Institutional leaders, budget committees, and oversight bodies must ring-fence training resources and demand accountability for their utilisation. A well-trained workforce is not a luxury; it is a prerequisite for achieving national development ambitions.

Lastly, a culture of learning, adaptation, and professional accountability must be deliberately cultivated in public service. Institutional leaders must champion capacity-building as a tool for reform, not just for compliance. They must model continuous learning and foster an environment where training translates into action, ownership, and impact. These recommendations are not aspirational; they are imperative. If fully embraced, they will unlock a new chapter of public sector excellence where knowledge, competence, and integrity drive service to the people.

5.5 Suggestions for Further Research

This study has provided critical insights into capacity-building dynamics and their influence on public-sector service delivery in Tanzania. However, several unresolved questions and emerging themes demand deeper academic interrogation and policy exploration.

Future research should explore the long-term effects of capacity-building training programs through longitudinal designs that trace behavioural and institutional changes over time. Such studies would provide stronger causal evidence on how training translates into sustained improvements in service delivery. There is also a need to investigate the political economy of capacity-building in Tanzania, particularly how funding decisions, donor agendas, and institutional power relations shape the design, implementation, and impact of training programs. This would help uncover hidden constraints and inform more context-responsive reforms.

Future scholars should also examine the potential of digital and blended learning models in enhancing training effectiveness across the public sector. As Tanzania advances its digital transformation agenda, research must assess how technology can expand reach, reduce costs, and enhance competency-based learning.

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APPENDICES

APPENDIX 1: STRUCTURED QUESTIONNAIRE

Dear Respondent,

Tanzania Public Service College – Mbeya Campus is conducting a research study titled: “*Effectiveness of Capacity Building Training Programs for Enhancing Service Delivery in Tanzanian Public Organisations*”. The information collected will be used solely for academic purposes. Your identity will remain strictly confidential. Kindly respond honestly and objectively.

Section I: Background Information

1. Institution Name: _____
2. Job Title/Position: _____
3. Gender: Male Female
4. Age Range: 20–35 36–50 51–60
5. Highest Level of Education: Certificate Diploma Degree
 Masters PhD
6. Work Experience in Public Service: Less than 1 year 1–5 years
 6–10 years 11–20 years
 Above 20 years

Section II: Implementation of Capacity-Building Training

1. Does your organisation have a training policy? Yes No Not Sure
2. If yes, is the policy implemented? Yes No
3. Is there a dedicated training budget in your organisation? Yes No Not Sure
4. If yes, is the budget fully utilised for training? Yes No
5. Have you personally attended any job-related training? Yes No
6. How do you typically build your professional capacity? (Tick all that apply):
 Workshops & Seminars Learning from Supervisors
 Personal Learning On-the-job Experience
 Other: _____

7. Please indicate your level of agreement with the following statements using the scale below. Circle the number corresponding to your chosen level:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

S/N	Statement	Scale
1.	Training needs assessments are regularly conducted before designing capacity-building programs.	[1] [2] [3] [4] [5]
2.	The training content provided is relevant to the actual job functions of public servants.	[1] [2] [3] [4] [5]
3.	Capacity-building programs are delivered on a consistent and regular basis.	[1] [2] [3] [4] [5]
4.	There is sufficient institutional support (resources, facilities, leadership) to facilitate training programs.	[1] [2] [3] [4] [5]
5.	Monitoring and evaluation mechanisms are in place to assess the effectiveness of training programs.	[1] [2] [3] [4] [5]

Section III: Contribution of Training to Service Delivery

1. Is there any contribution of training programs to service delivery?

- i. Yes ii. No

2. What do you think are the contributions of capacity-building training programs to service delivery? Please tick

SN	Factors	Put a tick (✓)		
		Agree	Disagree	Not Sure/ Neutral
i.	Decision making			
ii.	Accountability and transparency			
iii.	Improve service delivery			
iv.	Good Customer care			
v.	Increase work performance			
vi.	Problem-solving skills			
vii.	Teamwork			
viii.	Confidence and experience in working			

Other contributions specify (if any)

.....
.....
.....

Section IV: Challenges in Capacity-Building Implementation

What are the key challenges in implementing training programs?

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....

APPENDIX 2: INTERVIEW GUIDE FOR KEY INFORMANTS

Dear Respondent,

You are invited to participate in an academic interview as part of a study on: ***“Effectiveness of Capacity Building Training Programs for Enhancing Service Delivery in Tanzanian Public Organisations”***. Your insights are vital to this study. All responses will be treated with strict confidentiality.

Section A: Background Information

- Institution: _____
- Position: _____
- Years of Experience: _____

Section B: Institutional Context

1. How would you describe your institution’s current approach to capacity-building for employees?
2. What role does your department play in planning or coordinating training initiatives?

Section C: Implementation of Training Programs (Objective I)

3. How are training needs assessed in your institution?
4. To what extent is the training content aligned with employees’ day-to-day job responsibilities?
5. How frequently are capacity-building programs delivered, and how are participants selected?
6. What institutional mechanisms are in place to support training delivery (e.g., budget, policy, staff)?
7. Are monitoring and evaluation processes systematically conducted after training? If yes, how?

Section D: Contribution to Service Delivery (Objective II)

8. In your experience, how has capacity-building training affected employee performance and service delivery outcomes?
9. Can you give specific examples where training improved service efficiency, quality, or citizen satisfaction?
10. Are there performance indicators linked to training outcomes in your institution?

Section E: Challenges (Objective III)

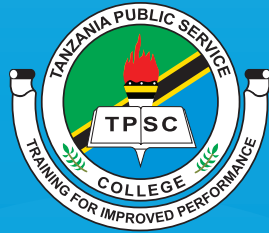
11. What major challenges have you faced in implementing effective training programs?
12. How do financial, leadership, or structural constraints affect training effectiveness?
13. Are there cultural or motivational issues that limit training impact?

Section F: Strategic Reflections

14. What reforms or support mechanisms do you think are necessary to improve the impact of capacity-building initiatives in your institution?
15. How could institutions like TPSC or UONGOZI better support your capacity-building goals?

Section G: Closing

16. Is there anything else you would like to add about training and service delivery in your organisation?



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