

MENTORING PRACTICES AND EMPLOYEE PERFORMANCE IN LOCAL GOVERNMENT AUTHORITY, TANZANIA.

ABSTRACT

Aims: The purpose of this paper was to determine the effects of mentorship practices on employees' performance of local government authority in Tanzania. The specific objectives conceptualized from the study include; to evaluate the influence of Role model, to find out the effect of Acceptance, to determine the effect of Close relationship and delegation practices, to examine delegation influence on employee performance in **Local Government Authorities**.

Material and Methods: A cross-sectional survey design was used and structured questionnaires were administered to the sample size of 368 employees for primary data collection. Multiple linear regression analysis was used to test the set hypotheses and construct the model of interest.

Results: The result indicated that mentoring practices such as acceptance, sponsorship, delegation and relationship had positive and economic contribution in the model on employee performance in local government authorities at 95% confidence interval. However, the findings revealed that role model and companionship had insignificant impact on employee performance at the same confidence interval.

Contribution to Theory: Practice and Policy: This study adds the insight in literature on knowledge transfer practices for employee performance. It confirms that **Knowledge Transfer Practice** variables integrated with mentoring are as suitable model to enlighten the intention on employee performance. Moreover, the obtained findings would guide interest to stakeholders like; regulators, policy makers, planners, administrators and public at large to establish the knowledge transfer practice policy for integration in all **Local Government Authorities**. Thus, it is recommended that the government and even the private sector organizations invest extensively in employee mentoring practice.

Keywords: *Mentoring, employee performance, Local Government Authorities, Organisation*

1. INTRODUCTION

In a global context, employee performance is considered an important asset in any organization, abilities, productivity, competence, service delivery, job satisfaction, social cohesion, accountability, motivation, engagement and anticorruption [12].

On the view of public organization, employee's performance and competitiveness improves services provision to the people [18]. Likewise, in local government authorities, employees' performances are concerned with providing standards services [21].

In the knowledge management world, in order to provide better services to the people mentoring practices is known as an important approach to influence employees' performance [25; 7]. Human Resources Development as the organization activities is directed towards improving the skills and capacity of employees and hence increasing emphasis on training [15]. It also foster development for role model,

organization for achievements. Individuals are the best hope of managerial skill

acceptance, close relationship, and delegation. Others are to enhance experience, coaching, orientation and skills [7].

In the context of this study mentoring are methods of helping employees to acquire skills and knowledge from experienced supervisors or leaders. However, the theory of KBT as used by [20] employees can achieve performance for growth by the accumulation of knowledge.

The LGAs have been taking a lead on the implementations of mentoring practices by using guidelines and policies aimed at improving employee's performance. Despite the implementation of such guidelines and policies in Tanzania. It has continued to perform below its expectations [31; 26]. Despite of all the initiatives that have been made, still employee performance is low in

selected LGAs as was complained by [31] reports.

This paper is guided by one major objective and four specific objectives. The general objective was to assess the effects of mentoring practice on employee performance in Local Government Authorities in Tanzania. Specifically, to evaluate the influence of Role model on employee performance in LGAs; to find out the impact of Acceptance on employee performance in LGAs; to determine the effect of Close relationship, practices on employee performance in LGAs; and to assess delegation on employee performance in LGAs

Employee performance is improved through effective mentoring practice [2]. The theory explores the coordination mechanisms through which firms integrate expert knowledge of its employee to enhance organizational performance. The expert knowledge possessed by coaches and mentors play an important role in improving employee performance.

Despite the necessity of knowledge-based theory and its determinants on employee performance, there is limited research findings which has been reported on the effects of these dimensions on employees' performance in LGAs in Tanzania context [2]. This paper therefore, adopted role model, acceptance, delegation and close relationship to examine its effects on employees' performance in LGAs.

1.1 Organization of the Paper

The remainder of the paper is organized as follows: the first part is introduction, the second part is literature review which comprises with theoretical and empirical literature review, as well as conceptual framework. The third part is research methodology, followed by the fourth part of results and discussions which comprises with Reliability and validity statistics, descriptive analysis for results and discussion, correlation analysis, and regression analysis. Section five is conclusion and recommendation. And the last part is references of the study.

2. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Knowledge Based Theory (KBT)

The theory was initially promoted by [20] and later expanded by [35; 36] asserts that

knowledge is easier and less costly to pass on and the transfer of which can only take place in interaction in master/apprentice like relationships. [20] considered firm to be administrative entities, with control over potentially valuable resources. The perspective argued, "that it is the managers of the firm who make decisions about how firm activities and resources are deployed" [20] Penrose assert that the current and historical activities of the firm shape the organization future resource and knowledge. Penrose' emphasis was on the importance of managerial capabilities based on her views that the firm is not just a collection of individuals but a collection of individuals who have experience of working together" [33]. It suggests how to use existing knowledge and skills more efficiently and alternatively, use of new knowledge from external sources but with condition of internal absorbing capabilities [20; 6; 2]. However, [3], opine that knowledge transfer through mentoring practice is critical to the growth and employee performance.

KBT is not static but dynamic. [32] extended the knowledge-based theory by establishing three variables for knowledge transfer, mentoring, peer training and information and communication technology as are anchored in the theory. This theory provides that employee's performance has an influence on the performance of LGAs. The KBT therefore helps the study to elevate mentoring factors on employee performances construct. Employees are often judged on how well they perform based on individual transferring of knowledge. In this case, the KBT also reflects on the actual environment of Tanzania's LGAs. These are determinants of knowledge-based thinking with significant effects on employees' performance.

Therefore, KBT is seen to be suitable to explain the framework to determine the effects of mentoring practices on employees' performance of local government authority in Tanzania. A major strength of KBT is that it helps the study to set the relationship between employee performance that include all related knowledge, skills, experiences that make productive service delivery commitment, accountability, job satisfaction, engagement and lead into LGAs performance.

2.1.2 The Dynamic Theory of Organizational Knowledge Creation (DTOKC)

The theory was developed by [34] who asserts that the ideal knowledge is transferred through socialization, internalization and externalization through combination of socialization and mentoring practices. Its central theme is that organizational knowledge is created through a continuous dialog between tacit and explicit knowledge.

Dynamic Theory of Organizational Knowledge Creation helps the study to determine the effects of mentorship practices on employees' performance of local government authority in Tanzania. As the weakness of DTOKC, [40] revealed that it was focused on the role of central, upper-echelon, leadership in knowledge creation processes, without devoting much attention to context and knowledge assets. Based on this theory, in this study to determine the effects of ICT practices on employees' performance of local government authority in Tanzania.

2.2 Empirical Review

Multiple scholarly works signify the interest in orchestrating resources to realise various employee performance in an organisation. For instance, [8], examined "the relationship between mentoring and employee performance through engagement in the United States of America. The study used perceived organizational support as a moderating role. The theoretical foundation for this study was social exchange theory. The study was quantitative and the surveyed questionnaire of a total of 307 employees representing different industries. Data was analysed using descriptive and inferential analysis, including Pearson's correlations, linear and stepwise regression analysis. The result of the inferential analysis analyses indicated that each part of mentoring variable (career support, psychosocial support and role modelling) had an independent impact on work engagement. The finding indicate that managers can achieve positive social change and improve employee well-being within their

organization by being dutifully involved in their employee work lives".

[36] examined "the effect of mentoring practice on employee's performance in Nigeria. The objective of the study was to identify the nature of relationship between knowledge transfer, mentoring and career growth of junior lecturers and establish the nature of relationship between psychosocial function of mentoring and career adjustment of junior lecturers. The theoretical foundation for this study was social cognitive theory". To achieve the objective, a survey research design was adopted. The technique employed in analysing the data were descriptive statistics and the spearman rank correlation coefficient. Through quantitative approach from 396 lecturers, the study found that there is positive and significant relationship between knowledge transfer mentoring and career growth of lecturers. Based on the findings, the researcher concluded that mentoring practice has an effect on employee performance. It was recommended among others that, management of Abia state university should make mentoring an academic responsibility of certain categories of lecturers. mentoring was an effective strategy for not only developing the worker but also actualizing organizational socialization and employee performance.

[16], examined "mentorship and coaching to support strengthening healthcare systems lessons learned across the five population health implementation and training partnership projects in Sub-Saharan countries including Tanzania". The study applied research design case study and approach simple random sampling. Data was collected using questionnaire and analysed using descriptive statistical analysis, size involved was 396 health facilities employees and done quantitatively. The study found when adapted to local challenges and capacity, mentorship can catalyse improvement process to strengthen employee performance. It was concluded that incorporating mentorship and coaching activities into HSS strategies was associated with improvements in quality of care and health systems.

Conceptual Framework

This study proposed a conceptual framework where theories and empirical studies have been used to explain the phenomena.

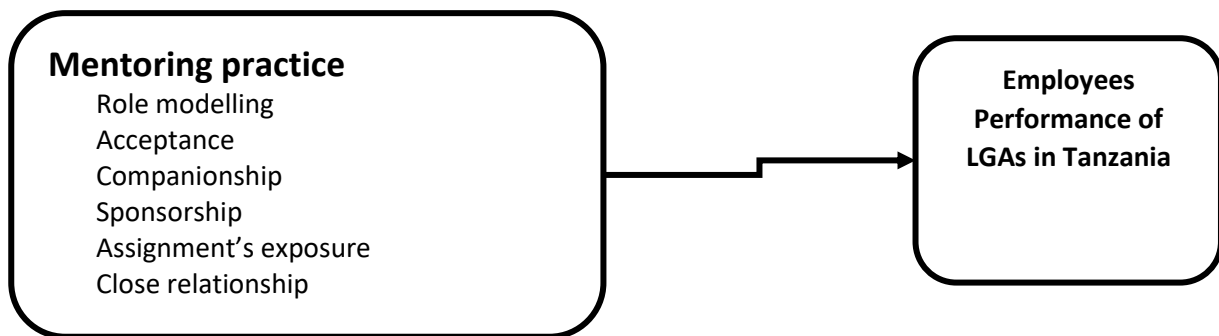


Figure 1: Conceptual Framework

[19], used sponsorship, exposure, assignment, role modeling and counseling as indicators of mentorship. [4], measured the employee performance by using indicators of employee engagement, employee motivation and job satisfaction. [1], used role modeling, acceptance and confirmation, and mentoring friendship as elements of mentorship. Likewise, [35], used leadership, mentorship, innovative mentorship, knowledge transfers mentorship and talent development mentorship, as indicators of mentorship. Despite the applicability of MP indicators by various researchers in different studies, little is known on measuring LGAs in Tanzanian context. Based on this fact this study adopted the following indicators modelling; acceptance; companionship; sponsorship; assignments exposure; and close relationship

3. RESEARCH METHODOLOGY

In this research, a deductive approach was employed. It has been suggested that a deductive approach is suitable for positivism philosophy and utilizes empirical data [24]. The study implemented use of explanatory research design since the current study attempted to test and analyse the power of relationship among the hypothesized variables in the construct. The paper used the survey research strategy because it provides a quantitative description of trends, attitudes or opinions of a population by studying a sample of that population, the simple random sampling technique was applied to select four (4) districts council, one (1) from each region. To give the potential respondents equal chances of being selected and nature of the respondent's population, the 368 employees were randomly selected from four (4) districts councils namely Mbeya City Council, Iringa Municipal, Tunduma Town Council and Makete District Council. This study used primary data; primary data were directly collected using a structured questionnaire. Selected suitable software package and

performing statistical computations. Therefore, the quantitative data for all four research objectives were tabulated and analysed by the relevant statistical tools. IBM Software SPSS version 26 supported data analysis from the questionnaire by using the relevant data analysis tools such as Chi-square, correlation analysis and multiple linear regression analysis to identify the nature of relationship between dependent variable and dependent variable and SPSS mainly employed to support data analysis because it is easily available, widely used and consistent. Both descriptive and inferential statistics were employed in data analysis [10].

The mathematical model that showed model contribution for Role model, Acceptance, Companionship, Sponsorship, Delegation and Relationship to employee performance was derived as follows: -

$$EP = \beta_0 + \beta_1MP1 + \beta_2MP2 + \beta_3MP3 + \beta_4MP4 + \beta_5MP5 + \beta_6MP6 + \epsilon_i$$

4. RESULTS AND DISCUSSIONS

4.1 Testing Reliability and Validity of Data

4.1.1 Reliability Statistics

The most popular internal consistency reliability estimate was given by Cronbach's alpha in 1951. It is expressed as $\alpha = Np / [1 + p(N-1)]$ Where N equals the number of items and p equals the mean inter item correlation. It is typically varying between 0 and 1, where 0 indicates no relationship among the items on a given scale, and 1 indicates absolute internal consistence. Alpha values above 0.7 are generally considered acceptable and satisfactory, above 0.8 and are

usually considered very-good, and above 0.9 are considered to reflect exceptional internal consistency [41]. The study found it very reliable variables since the Cronbach's coefficient for standardized item for overall study tool was of 87% as

shown on Table 1. however, the Table 2 shows the Cronbach's Alpha based on each items, where their values were all above 80% indicating very-good internal consistency of dependent and all independent variables as listed in Table 2.

Table 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.862	.870	7

Table 2. Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Employees Performance	.841
Role Model	.830
Acceptance	.841
Companionship	.836
Sponsorship	.854
Delegation	.833
Relationship	.863

4.1.2 Validity Statistics

In the context of this study, to ensure validity, sample adequacy was tested in explanatory factor analysis whereby the Kaiser-Meyer-Olkin (KMO) was used to examine sample adequacy. For the KMO statistics [5] recommends a bare minimum of 0.5 and that values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are

great and values above 0.9 are superb. After constructing explanatory factor analysis, the overall value for KMO was 0.953 which falls into the range of being good as shown on Table 3. With this KMO the researcher was confident that the issue of validity and reliability was taken into consideration. Therefore, based on KMO output, the next stage was to conduct regression.

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.953
Bartlett's Test of Sphericity	Approx. Chi-Square	8.561E3
	Df	820
	Sig.	.000

4.2 Descriptive Analysis for Results and Discussion

4.2.1 Employees Performance

From descriptive statistics relating to employee performance in LGAs findings in Table 4 indicate that knowledge transfer was important on enhancing employee's performance. But to

examine the significant relationship of all variable's regression analysis was conducted. To examine the normal relationship of variables correlation analysis was also done in the following subsection. The results of the analysis showed that confidence yields a high mean value of 4.24 followed by anti-corruption, motivation, engagement, accountability,

altitudes, Satisfaction and service delivery with their mean 4.23,4.22, 4.206,4.2,4.19,4.14,4.11,4.06 and 4.05 respectively. From these findings, it means

that the higher the mean value the more impressions on mentoring practices towards contributing on employee performance in LGAs in Tanzania.

Table 4: Descriptive Statistics for Employees Performance

	N	Minimum	Maximum	Mean	Std. Deviation
Service delivery	306	2	5	4.05	0.852
Satisfaction	306	2	5	4.06	0.905
Motivation	306	2	5	4.22	0.809
Accountability	306	1	5	4.14	0.833
Anti-corruption	306	1	5	4.23	0.950
Engagement	306	2	5	4.19	0.783
Confidence	306	1	5	4.24	0.800
Directives	306	2.0	5.0	4.206	0.8058
Altitudes	306	1	5	4.11	0.843
Responsiveness	306	1	5	4.20	0.820
Valid N (listwise)	306				

4.1.2 Mentorship Practice in Local Government Authority

From descriptive statistics, findings indicated mentoring practices are crucial on influencing employee's performance in LGAs. Table 5 describes the perceptions of employees in LGAs concerning the effects of mentoring practices on employee's performance in local government's authorities; acceptance yields a high mean value of 4.19 followed by close relationship which scored mean value of 4.17. In addition, role model scored 4.15. The least item was sponsorship which scored 3.92. From these findings, it means that the higher the mean value the more impressions on

mentoring practices towards contributing on employee performance in LGAs in Tanzania. Literally, mentoring practice varies in terms of specific requirements making ineffective to the achievement of employee goals [17]. The finding is consistent with [37], as alluded that mentoring practice was more effective in inspiring and developing other peoples in an organization through sharing of experiences. [16], examined "mentorship and coaching to support strengthening healthcare systems lessons learned across found when adapted to local challenges and capacity, mentorship can catalyse improvement process to strengthen employee performance".

Table 5: Descriptive Statistics on Mentoring Practices Measurements

	N	Minimum	Maximum	Mean	Std. Deviation
Role Model	306	1	5	4.15	.937
Acceptance	306	1	5	4.19	.926
Companionship	306	1	5	4.13	.847
Sponsorship	306	1	5	3.92	1.065
Delegation	306	1	5	4.12	.867
Relationship	306	1	5	4.17	.858
Valid N (listwise)	305				

4.2 Correlation Analysis Results

"Correlation analysis of the study variables was carried out to investigate the degree of relationship between them. A Pearson correlation coefficient (r) analysis was performed on independent and dependent variable. Coaching was positively correlated (r=.775) to employee performance and the

relationship was statistically significant (P=.000<0.01). A correlation of above 0.90 is a strong indication that the variables may be measuring the same thing" [27]. The fact that the correlation was less than 0.90 was an indication that the various factors were sufficiently different measures.

Correlation analysis between mentoring practices and employee's performance in LGAs was conducted and findings revealed that all attributes of mentoring practice had positive association with employee's performance in LGAs. For instance, MP5 has strong relationship with employee's performance ($r = .585^{**}$, $p < 0.05$) meanwhile MP4 was the least in strength with ($r = .444^{**}$, $p < 0.05$). The findings also revealed that all measurements variables of mentoring

practices and employee's performance were having positive associations. This justify that the contribution of mentoring practices on employee's performance is positive. Likewise, the contribution of each measurement's variable is positive on employee's performance in LGAs.

Table 6: Correlation Analysis

Correlations (N=306)

		EP	MP1	MP2	MP3	MP4	MP5	MP6
EP	Pearson Correlation	1	.552**	.551**	.518**	.490**	.585**	.444**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
Role Model (MP1)	Pearson Correlation	.552**	1	.657**	.557**	.533**	.521**	.376**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
Acceptance (MP2)	Pearson Correlation	.551**	.657**	1	.565**	.382**	.501**	.302**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
Companionship (MP3)	Pearson Correlation	.518**	.557**	.565**	1	.478**	.545**	.399**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
Sponsorship (MP4)	Pearson Correlation	.490**	.533**	.382**	.478**	1	.520**	.281**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
Delegation (MP5)	Pearson Correlation	.585**	.521**	.501**	.545**	.520**	1	.483**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
Relationship (MP6)	Pearson Correlation	.444**	.376**	.302**	.399**	.281**	.483**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

3. Regression Analysis Results

The regression results showed the relationship between mentoring practice and employee performance in Tanzania ($F=48.567$, $p\text{-value}=0.000<0.05$) with multiple R-Square=0.494. This implied that 49.4% of the variance was explained by the model significantly. F value of 48.567 was statistically significant ($p=0.000<0.05$) and therefore unlikely that an association of this strength could have occurred in the sample if there was

no association in the overall population. Multiple R showed the strength of the relationship between the outcome variable and the value predicted by the model and indicated how well the model fitted the data. In this case the value of multiple R (0.703) means the model fits the data adequately. The finding was in line with [37] in their study on talent retention and development within multinational company in China which concluded that there is a significant relationship between coaching and organization performance.

Table 7: Coefficients Relationship of Mentoring Practices Against Employee Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.570	.159		9.844	.000		
Role Model	.073	.040	.111	1.798	.073	.446	2.241
Acceptance	.145	.039	.220	3.749	.000	.495	2.021
Companionship	.057	.041	.079	1.402	.162	.533	1.875
Sponsorship	.087	.030	.151	2.881	.004	.615	1.625
Delegation	.156	.041	.220	3.842	.000	.518	1.931
Relationship	.110	.035	.154	3.197	.002	.730	1.370
R	.703 ^a						
R Square	.494						
ANOVA	F	48.567					
	Test						
	Sig.	.000 ^b					

a. Dependent Variable: EP

The relationship between independent variable namely Role model, Acceptance, Companionship, Sponsorship, Delegation and Relationship with employee's performance can be expressed as follows:

$$EP = 1.570 + .073MP1 + .145MP2 + .057MP3 + .087MP4 + .156MP5 + .110MP6 + \epsilon_i$$

The result indicated that mentoring practices such as acceptance, sponsorship, delegation and relationship had positive and economic contribution in the model on employee performance in local government authorities at 95% confidence interval (coefficients of 0.145, 0.087, 0.156 and 0.110 with their p values 0.000, 0.004, 0.000 and 0.002 respectively). However, the findings revealed that role model and companionship had insignificant impact on employee performance at the same confidence interval (coefficients of 0.073 and 0.057 with their p values 0.073 and 0.162 respectively).

These results are supported by the previous studies in the developing and developed countries. For instance, [8] found out the positive and significant effect of mentoring practices on employee performance in the United States of America. This was further evidenced by [37], who noted on the positive and significant effect of mentoring practices on employee's performance in Nigeria. The study

insisted that, mentoring practices were the effective strategy for not only developing the worker but also actualizing organizational socialization and employee performance. The same positive and significant effect of mentoring practices on employee performance were previously noted by [16] in Sub-Saharan countries including Tanzania. On contrary [9] noted that not mentorship but rather a level of fairness transparent with regards to appraisal process and other remunerations related matter that would affect performance.

Nevertheless, these findings justify that mentoring practices in LGAs enhances employee's performance. This is because most mentoring practices provides experienced knowledge, and the acceptance of knowledge and skills became better on employees with effects on building close relationship. Mentoring practices through delegation of power assist to enhance proper decision making and which results into high performance [38]. In the same line finding by [13] indicated the mentorship of employee to enhance capabilities by providing career related information, would result into better understanding of their job and reducing job ambiguity. According to [39] assert that the mentorship addresses workforce abilities morale and level of motivation. However, the regression line indicates the relationship between the dependent variable (EP) and the independent variables, hence there is a converse relationship between performance

and employee mentorship. This does not necessarily involve mentorship rather it is the ability of organization to adapt to the changing environment as the managerial practice may be setting divergence and interconnectivity between their roles and how the environment requires to behave.

4 CONCLUSIONS AND RECOMMENDATION

5.1 Conclusion

Based on the findings, it was concluded that mentoring had a positive significant effect on employee performance in LGAs in Tanzania. Results concluded that mentoring practice was a very important tool in improving employee performance. The conclusion was in consistent with the existing literature on the subject matter. [13] concluded that there existed a significant relationship between mentoring practice and employee performance as well as improving of individual employee performance. Though mentoring was a new idea, the analysis revealed that acceptance was the biggest predictor of employee performance, and so its importance cannot be overstated. Role model was found to be the most important aspect while sourcing for a mentor among other factors and therefore important to be considered.

5.2 Recommendation

It confirms that variables integrated with mentoring practice are as suitable model to enlighten the intention on employee performance. Moreover, the obtained findings would guide interest to stakeholders like; regulators, policy makers, planners, administrators and public at large to establish the knowledge transfer practice policy for integration in all LGAs. The study, therefore, recommends the LGAs to adopt a full-fledged formal program with necessary structures, manage guidelines and increase efforts in enforcing mentoring practices and also commit resources on the mentoring practice for EPLGAs.

Consent

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

LIST OF ABBREVIATIONS AND

ACRONYMS

ANOVA:	Analysis of Variance.
CAG:	Controller and Auditor
General	
CHMT:	Council Health Management
Team	
DC:	District Council
DTOKC:	The Dynamic Theory of
Organization Knowledge Creation	
EFA:	Explanatory Factor Analysis
EP:	Employee Performance
EPLGAs:	Employment Performance of
Local Government Authorities	
ERD:	Explanatory Research Design
HRM:	Human Resource
Management	
IBM:	International Business
Machine	
KBT:	Knowledge Based Theory
KMO:	Kaiser Meyer Olkin
KTP:	Knowledge Transfer Practice
LGAs:	Local Government Authorities
MLR	Multiple Linear Regression
MP:	Mentoring Practice
OUT:	Open University of Tanzania
PhD:	Doctor of Philosophy
PMU:	Procurement Management
Unit	
SPSS	Statistical Package for Social
Science	
URT:	The United Republic of
Tanzania	

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