

**EFFECTS OF TRAINING ON EMPLOYEES PERFORMANCE IN LOCAL
GOVERNMENT AUTHORITIES: A CASE OF SONGEA MUNICIPAL
COUNCIL**

MEBO MICHAEL NDUMBARO

**A DISSERTATION SUBMITTED IN A PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF HUMAN RE
SOURCES MANAGEMENT (MHRM)
DEPARTMENT OF MARKETING, ENTREPRENEURSHIP AND
MANAGEMENT
OF THE OPEN UNIVERSITY OF TANZANIA**

2023

CERTIFICATION

The undersigned certify that have read and hereby recommend for the acceptance by the Open University of Tanzania a dissertation entitled; **“Effects of training on employees’ performance in Local Government Authorities: A Case of Songea Municipal Council”** in partial fulfillment the requirements for award of the Master Degree of Human Resources Management (MHRM).

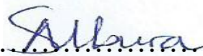
.....

Dr. Chacha Alfred Matoka

(1st Supervisor)

.....

Date

.....


Dr. Sophia Mbura

(2nd Supervisor)

.....

Date

COPYRIGHT

No part of this Dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or The Open University of Tanzania in that behalf.

DECLARATION

I, Mebo Michael Ndumbaro, do hereby declare that, this dissertation is my own original work. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Master in Human Resources Management (MHRM).

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my lovely spouse Reginald Mapunda, mother Avelina Ponera and my daughter Avelina Mbena and all of my children.

ACKNOWLEDGEMENTS

I am very grateful to my almighty God for his endless protection and blessing. Special thanks to my supervisors Dr. Chacha Alfred Matoka and Dr. Sophia Mbura for their supervision, guidance and motivation, all which led to successful accomplishment of this work.

I would like to thank Municipal Director of Songea Dr. Frederick Sagamiko for his support and guidance throughout this journey. I also thank my co-workers at the department and all workers at Songea Municipal council for their encouragement and cooperation.

My sincere appreciation to all lecturers at Open University of Tanzania who played their part throughout my academic journey, and to all respondents who gave their time participating in this study. May God Bless you all.

ABSTRACT

This study was carried to determine the effect of training on employees' performance in Local Government Authorities specifically Songea Municipal Council as the case study. The study specifically focused on determining the effect of on-the-job training, off-the-job training and interactive learning on employees' performance.

The study employed descriptive study design and collected data from 346 respondents who were the employees' of Songea Municipal council and were selected through stratified sampling technique. Data was collected from the respondents through questionnaire and was analyzed through descriptive statistics and multiple regression analysis using Statistical Packages of Social Science (SPSS) version 20 to determine frequencies and percentages of the variables as well as to determine the relationship between the study variables. The study found a significant positive relationship between on-the-job training and employees' performance while coaching and mentorship were the strong predictors to employees' performance. Again the study found a significant positive relationship between off-the-job training and employees' performance while seminars, conferences and workshops were the strong predictors. Moreover, study found a significant positive relationship between interactive learning and employees' performance while discussions, presentations and case studies were the strong predictors. The study generally found that training significantly and positively relate to employees' performance

The study concludes that, there is a significant positive relationship between on-the-job training, off-the-job training, interactive learning and employees' performance. The study recommends that, given the positive effect of on-the-job training on employee performance, the Municipal Council should continue to invest in and expand on-the-job training programs. These programs should be designed to provide employees with practical skills and knowledge directly related to their job responsibilities. Considering the positive effect of off-the-job training on employee performance, the council should explore additional off-the-job training options. This could include sending employees to external workshops, conferences, or seminars related to their field of work. Since interactive learning has been found to have a positive impact on employee performance, the council should encourage the use of interactive learning methods in training activities. This could involve incorporating more group discussions, case studies, presentation, and other participatory techniques into their training programs. Additionally, utilizing technology-based learning platforms or incorporating e-learning modules would provide opportunities for interactive learning.

Key words: *Training, on-the-job training, Off-the-job training, Interactive learning, Employees performance, Local Government Authorities.*

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURE	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Chapter Overview	1
1.2 Background of the study	1
1.3 Statement of the Problem	3
1.4 Research objectives	5
1.4.1 General research objective	5
1.4.2 Specific research objectives	5
1.5 Significance of the study	6
1.6 Scope of the study	6
1.7 Organization of the study	6
CHAPTER TWO	8
LITERATURE REVIEW.....	8
2.1 Chapter Overview	8

2.2	Definition of concepts	8
2.2.1	Training	8
2.2.1.1	On the job training.....	8
2.2.1.2	Off-the-job training	9
2.2.1.3	Interactive learning.....	9
2.2.	Employee performance	9
2.3	Theoretical literature review	9
2.3.1	Social Learning Theory	9
2.4	Empirical literature review	12
2.4.1	The effect of on-the-job training on employee performance	12
2.4.2	The effect of off-the-job training on employees' performance.....	13
2.4.3	The effect of interactive learning on employee performance	15
2.5	Research gap	17
2.6	Conceptual framework	18
2.6.1.1	On-the-job training.....	19
2.6.1.2	Off-the- job training	20
2.6.1.3	Interactive learning.....	20
2.7	Hypothesis Development	20
CHAPTER THREE		21
RESEARCH METHODOLOGY		21
3.1	Chapter Overview	21
3.2	Research ethics	21
3.3	Research strategy.....	21
3.4	Research approach.....	22

3.5	Workspace	22
3.6	Study participants	22
3.7	Sample dimensions and sampling procedures.....	23
3.7.1	Sample size.....	23
3.7.2	Sampling approach.....	23
3.8	Types and sources of data	23
3.9	Techniques for gathering data	24
3.9.1	An assessment	24
3.10	Approach to Data Analysis	24
3.10.1	A regression analysis.....	24
3.11	Reliability of the research	25
3.12	The validity of the research.....	25
3.13	Ethics-related issues	26
	CHAPTER FOUR.....	27
	PRESENTATION AND DISCUSSION OF FINDINGS	27
4.1	Chapter overview	27
4.2	Sample Description	27
4.3	Results from descriptive statistics.....	30
4.3.1	Results from descriptive statistics on how on-the-job training affects employees' performance	30
4.3.2	Descriptive statistics results for the effect of off-the-job training on employees' performance.....	31
4.3.3	Descriptive statistics results for the effect of interactive learning on employees' performance	32

4.4	Variable Descriptive Statistics, Reliability and Correlation	
	Analysis Results	33
4.4.1	The effect of on-the-job training on employees' performance	33
4.4.2	The effect of off-the-job training on employees' performance.....	34
4.4.3	The effect of interactive learning on employees' performance.....	36
4.5	Multiple Regression Analysis	37
4.6	Outliers, Normality, Linearity and Homoscedasticity	
	Regression Assumptions Testing Results for Ethics.....	39
4.7	Discussion of the Findings	41
4.7.1	The effect of on-the-job training on employees' performance	41
4.7.2	The effect of off-the-job training on employees' performance.....	43
4.7.3	The effect of interactive learning on employees' performance.....	45
	CHAPTER FIVE.....	49
	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	49
5.1	Chapter overview	49
5.2	Summary of the findings	49
5.3	Conclusion.....	50
5.4	Recommendations	51
5.5	Limitation of the study	52
	REFERENCE	53
	APPENDICIES.....	56

LIST OF TABLES

Table 4.1:	Demographic characteristics of the respondents	29
Table 4.2:	Descriptive statistics results for the effect of on-the-job training on employees' performance	31
Table 4.3:	Descriptive statistics results for the effect of off-the-job training on employees' performance	32
Table 4.4:	Descriptive statistics results on the effect of interactive learning on employees' performance	33
Table 4.5:	Variable Descriptive Statistics, Reliability and Correlation Analysis Results for the effect of on-the-job training on employees' performance.	34
Table 4.6:	Variable Descriptive Statistics, Reliability and Correlation Analysis Results for the effect of off-the-job training on employees' performance	35
Table 4.7:	Variable Descriptive Statistics, Reliability and Correlation Analysis Results for the effect of interactive learning on employees' performance.	37
Table 4.8:	Model Summary	37
Table 4.9:	Anova Results.....	38
Table 4.10:	Regression Model Results	39

LIST OF FIGURE

Figure 2.1 The conceptual Framework	19
Figure 4.1: Normal P-Plots for the standardized Residual Variables	40
Figure 4.2: Scatter plot for the Standardized residual for variables.....	40

LIST OF ABBREVIATIONS

AICC	Arusha International Conference Center
LMICs	Low-and-Middle Income Countries
PSMD	Public Service Management and Development
SPSS	Statistical Packages for Social Science
TANESCO	Tanzania Electricity Supply Company Limited
ZSSF	Zanzibar Social Security Fun

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This chapter presents background of the study, statement of the problem, research objectives and research hypothesis, significance of the study, limitation of the study and organization of the study.

1.2 Background of the study

Due to the rapid changes in the corporate ecosystem, businesses around the world are now confronting a shared difficulty in the current economic climate (Obeidat et al., 2016). Organizations must keep raising the bar on their performance if they want to survive this. Employee training can help their individual firms achieve good performance in order to address these environmental obstacles and improve company outcomes.

One of the core human resource operations in a firm is training, which aims to boost employee effectiveness and skill levels (Vokshi, 2020). The effectiveness of a company can be affected by how its employees are trained. As a result, training is an intentional endeavor to impart particular knowledge, abilities, and attitudes in order to accomplish a particular goal. Along with commitment and group empowerment, training can boost employees' job satisfaction. It improves employee job performance, which boosts the efficiency of the company as a whole (Akinwale et al., 2019).

Worldwide, many businesses understand that staff training and development should be a continuous process rather than a one-time event (Noe et al., 2019). This accentuates how crucial ongoing education and training are to the development and success of the company. In addition, training should emphasize skill development, which entails identifying the precise talents that employees need to do their jobs well and offering training and development opportunities to aid in their acquisition and improvement (Mathis & Jackson, 2019). Again, the majority of organizations understand that giving employees regular feedback on their performance is essential for their growth and development because it allows workers to identify areas where they need to improve while also reinforcing successful actions and behaviors (Mathis & Jackson, 2019).

Organizations in Africa understand the value of on-the-job training, which is regarded as a crucial part of employee development in many African nations. This is so that workers can obtain real-world experience and develop the skills necessary to do their jobs well. Additionally, the majority of African governments support employee training and development through a variety of programs, including apprenticeship schemes, funding for skill advancement, and public-private partnerships. These programs aim to raise workforce standards and promote economic expansion (AFDB, 2019; Haile & Kleeman, 2018).

Organizations in Tanzania are also aware of the importance of employee development in raising overall productivity, effectiveness, and competitiveness. It is crucial for enhancing employee performance by enhancing their knowledge, skills,

and talents (Nnko, 2020). Additionally, the Tanzanian government actively supports staff training through a number of initiatives and programs. Tax incentives and public-private partnerships are used to encourage businesses to invest in training (Muganyizi, 2018).

The impact of training on employee performance has been the subject of numerous studies, which have found a favorable correlation between the two. According to an example research by Nassary (2020), training has a significant impact on employees' performance in the Arusha Municipality. Once more, Muganyizi (2018) found that the Tanzanian Immigration Department personnel' commitment, service delivery, and customer satisfaction had improved as a result of the training they had received.

This study used Social Learning Theory proposed by Albert Bandura (1977) which assumes that individuals learn by observing others and imitating their behavior. This implies that training methods that provide opportunities for employees to observe and interact with others in learning environment are likely to enhance performance. This study used variables such as on-the-job training, off-the-job training and interactive learning which allow employees to learn through direct observation and imitation of experienced colleagues, learning from experts and interact with professionals from different organizations. Also, facilitating active participation and engagement from employees, which increase employee motivation and enhance their ability to transfer the learned skills and knowledge into improved job performance.

1.3 Statement of the Problem

Most of organizations in public sector are faced with the problem of low performance by their workers (Nassary, 2020). This has imposed a challenge to

public organizations in Tanzania to properly operate, manage and improve efficiency of their firms to offer services and products of good quality and on timely basis (Landa, 2018). According to EHPA (2019) the trending of performance of many public hospitals in 2019 has been dropping compared to 2018 due to low performance by workers with average score of -1.44% by Mwananyamala hospital and Mawezi hospital with average score of 0.89%. Also, the report by the Public Service Management and Development (PSMD) department of the Tanzanian government, revealed the performance of the public sector to have been rated with 61.6% in 2018.

Low level of staff performance in public sector is brought by different factors such as incompetency, lack of motivation, absenteeism, poor work ethics, inadequate training, political intrusion, inefficient processes, corruption and lack of resources (Richard and Nyangosi, 2017; Mapunda, 2020). Again, the study by Masunga *et al.* (2020) revealed factors such as training, salaries and rewards were inseparable with employees' performance in Tanzania Electricity Supply Company Limited (TANESCO).

Different efforts have been taken by the Government of Tanzania to ensure that employees' performance in public sectors is improved. One of the initiatives to combat the problem was the implementation of training program in public sector organizations where workers are required to undergo training to update their knowledge and skills which in turn could result into improved performance. Employees are being invited and funded to participate various training programs

organized to improve the skills and knowledge of the employees at their workplaces. Also, some of promotions are not made until employee undergoes training (Muganyizi, 2018).

Despite of the efforts made to overcome the challenge of low performance in public sector through training, the problem still exists. This is observed through the study by Keya (2019) which argued that despite the government placing more emphasis on training to improve performance, still complaints and grievances are rising against public sector employees. This results into low productivity and poor customer services within the organization and eventually losing the customers who then decide to seek services to private entities such as private schools and hospitals. Therefore, this ground has necessitated the study to be made to determine the effect that the training has on employees' performance. The study specifically focused on determining the effect of on-the-job training, off-the-job training and interactive learning towards employees' performance at Songea Municipal Council.

1.4 Research objectives

1.4.1 General research objective

This study assessed the effect of training on employees' performance in Songea Municipal Council.

1.4.2 Specific research objectives

- i. To determine the effect of on-the-job training on employees' performance at Songea Municipal Council

- ii. To determine the effect of off-the-job training on employees' performance at Songea Municipal Council
- iii. To determine the effect of interactive learning on employees' performance at Songea Municipal Council

1.5 Significance of the study

This study provided information on the effect of training on employees' performance which will assist in filling the gap that exists in knowledge of what is not mostly known about the influence of training on employees' performance. Again, the study will raise awareness to the administrators of Songea Municipal Council and other public sectors on influence of training towards improved staff performance.

1.6 Scope of the study

This study determined the effect of training on employees' performance in Local Government Authorities especially Songea Municipal council. The study specifically determined the effect of on-the-job training, off-the-job training and interactive learning on employees' performance.

1.7 Organization of the study

There are five chapters in the dissertation: The first chapter is the introduction, in which the context of the research study, the problem statement, the objectives of the study, its significance, its scope, and its organization are presented. The literature study in chapter two is based on theoretical and empirical reviews and includes a review of various studies, the identification of research gaps, the development of a

conceptual framework, and the formulation of hypotheses. The methodology used in the study is presented in Chapter 3, which includes the research philosophy, research approach, research design and strategy, study area, population, sample size, types of data, data collection tools, data analysis method, variables and measurement procedures, data cleaning and processing, validity and reliability, and ethical consideration. The findings are presented and discussed in chapter four, and a summary of the findings, a conclusion, and recommendations are presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter relies on the review of other studies and different literature related to the study in order to get more insights and understanding about the study topic. The chapter therefore includes definition of concepts, theoretical literature review, empirical literature review, research gap, conceptual framework and hypothesis development.

2.2 Definition of concepts

2.2.1 Training

According to Noe *et al.*, (2019), training is the process of teaching employees the basic skills they need to perform their jobs or develop additional skills that will enhance their ability to perform their jobs effectively. This study defines training as the process aiming to facilitate or enhance employee performance by providing them with skills, knowledge and attitudes necessary to perform their assigned job tasks effectively and efficiently.

2.2.1.1 On the job training

According to Noe (2017) on the job training refers to the process of providing employees with the knowledge, skills, and abilities required to perform their job tasks effectively. It is usually provided at workplace and is specific to the job role and includes coaching, orientation, mentoring, demonstration and job rotation

2.2.1.2 Off-the-job training

Blume et al., (2010) defines off-the-job training as the method of training that takes place outside the workplace. It is often; class-room based and can involve attending courses, workshops, seminars or conferences.

2.2.1.3 Interactive learning

It is a type of learning that involves active participation and engagement from the learner (Mayer, 2017). It can take various forms such as group discussions, case studies, role-playing, simulations and presentations.

2.2. Employee performance

Robbins & Judge (2019) define employee performance as the extent to which an employee accomplishes the activities that are expected of him or her and the degree to which the employee fulfills the requirements of the job. This study defines employee performance as the ability of the employee to effectively apply the skills and knowledge and behaviors learned in training sessions to their daily job responsibilities.

2.3 Theoretical literature review

2.3.1 Social Learning Theory

According to the social learning theory, people learn social conduct through seeing and copying the actions of others. The social learning theory was created by psychologist Albert Bandura as an alternative to the earlier work of his colleague B.F. Skinner, who is famous for having influenced behaviorism. In contrast to

behavioral psychology, which focuses on how the environment and rewards influence behavior, Bandura argued that people can pick up behavioral skills through observation. Bandura (1977) noted that learning occurs both directly through experience and indirectly through witnessing what other people go through and being told about something. We pick up new behaviors through studying those around us, including our parents, teachers, friends, bosses, and characters in movies and television. Examples at work new employees emulate peers' actions in an effort to fit into the workplace culture. Motivating and rewarding behaviors have an impact on imitation.

The first assumption is that people learn new behaviors and skills through observation; the second assumption is that reinforcement and punishment have indirect effects on behavior and learning; the third assumption is that mediational processes influence our behavior, for instance, cognitive factors contribute to whether the behavior is acquired or not; and the fourth assumption is that social learning theory is true. The following are the variables of this study that are relevant to this theory:

Employees can learn by direct observation and imitating more experienced coworkers during on-the-job training. Employees can learn new skills and enhance their performance in actual workplace scenarios by observing how more seasoned workers carry out their duties and by attempting to mimic their activities. Employees get the skills and confidence necessary to carry out their jobs efficiently thanks to this practical experience and the quick application of learned information.

Employees have the chance to meet with specialists from various organizations or industries and learn from experts through off-the-job training options like workshops, seminars, or conferences. Employees are given the opportunity to broaden their knowledge and abilities outside of their immediate work environment by being exposed to various perspectives and methodologies. Then, they can return with this new information and use it at work, ultimately improving their performance.

Employee engagement and active participation are facilitated via interactive learning, which includes exercises like role-playing games and simulations. Interactive learning techniques encourage employees to actively participate in the learning process, which encourages knowledge application and internalization. This improves employee motivation and their capacity to apply newly acquired skills and information to better perform their jobs.

Social learning theory has the advantage of being adaptable in how it explains differences in people's behavior or learning, for instance, how when the environment changes, a person may change since people learn through observation and can easily adjust to the new surroundings. The ability to accommodate various learning styles is another benefit of the social learning paradigm. Through direct experience or observation, one can learn. The social learning hypothesis has been criticized for recognizing cognitive elements and the part they play in determining whether or not to mimic behavior in explaining complicated behavior. It does not, however, take into consideration the fact that we generate a variety of behaviors based on our ideas

and feelings. We have a great deal of control over our conduct, so we don't automatically repeat undesirable behavior, like violence, just because we witness it.

2.4 Empirical literature review

2.4.1 The effect of on-the-job training on employee performance

In a 2019 study, Abdiwali and Musa examined the relationship between employee performance and on-the-job training in Ugandan petroleum companies. The study used a correlation research approach and a self-administered questionnaire to get its results. Regression analysis was used to examine the data, and the results revealed a statistically significant beneficial link between coaching, job rotation, and induction and workers' performance. The study suggested that in order to increase employee performance during on-the-job training, coaching, work rotation, and induction should be employed.

In the Bonjus and Khatib&Alami Companies, Halawi & Haydar (2018) conducted a study on the effects of training on employee performance. The study included 303 respondents, and the information from them was gathered through the use of questionnaires and descriptive statistics for analysis. The study discovered that the two Lebanese organizations created distinct training plans that included attending workshops, taking part in departmental events, and observing others. Since it was conducted in Lebanon and by private groups, it differs from the current study in that Tanzanian organizations may not be able to exploit the findings.

The Zanzibar Social Security Fund (ZSSF) employees' performance was examined by Khamis (2019) in relation to the effects of training. The study used a survey design, gathering information from 90 respondents via questionnaire and interview, which was then analyzed using descriptive statistics and theme analysis. According to the survey, on-the-job training, orientation training, and coaching training were the three types of training provided to employees. Only a questionnaire was employed in the current study to gather data from the respondents, and descriptive statistics and regression analysis were utilized to analyze the data.

In the immigration department of Dar es Salaam, Muganyizi (2018) conducted research on the effects of training on employee performance in public sector enterprises. The study used a case study methodology, sampled 57 participants, and collected data using interviews, questionnaires, and document reviews. The survey found that the two main types of training offered to employees were on-the-job trainings and off-the-job trainings. Only a questionnaire was employed in the current study to gather data from the respondents, and descriptive statistics and regression analysis were utilized to analyze the data.

2.4.2 The effect of off-the-job training on employees' performance

In Indonesia's industrial sector, Yusuf (2019) investigated the impact of off-the-job training on employee performance. A quantitative technique and a correlation research design were used in the investigation. Data from the respondents were gathered using a survey questionnaire, and descriptive statistics and multiple regression analysis were used to evaluate the data. The study discovered a favorable

correlation between employee performance in the manufacturing sector and off-the-job training. The purpose of the current study, which was carried out in Tanzania, was to ascertain how off-the-job training affected Songea Municipal Council employees' performance.

The effect of off-the-job training on employee performance in the chosen banks in the United Kingdom was studied by Akinwale et al. in 2019. A mixed-methods approach and a sequential explanatory design were used in the study. Through survey questionnaires distributed to 211 employees and 9 managers, as well as semi-structured interviews with 33 employees, data were gathered. Using both quantitative and qualitative data analysis methods, the gathered data was examined. The results showed a link between employee performance and off-the-job training that was favorable. Employees' job competence, motivation, and dedication improved as a result of training, which also boosted job performance and customer happiness. The present study used a quantitative methodology and a questionnaire to obtain the data. It was carried out in Tanzania.

A study on the impact of off-the-job training programs on employee performance was conducted in 2019 by Hassan and Rashid. The study was carried out in a Bangladeshi FMCG company. Data from 250 employees were gathered through a structured questionnaire and quantitative research for the project. SmartPLS was a data analysis tool utilized. The results showed that off-the-job training significantly and favorably affects employee performance. The purpose of the current study,

which was carried out in Tanzania, was to ascertain how off-the-job training affected Songea Municipal Council employees' performance.

A study on the impact of off-the-job training on worker performance in the hotel sector was undertaken by Daramola (2020). The study was carried out in a few Nigerian hotels. A case study design and a qualitative methodology were used in the investigation. In-depth interviews with 20 employees who had previously received off-the-job training were used to gather the study's findings. Utilizing content analysis, the data was examined. Off-the-job training significantly improves employee performance, according to a study. Training improved the knowledge, abilities, and attitudes of the workforce, which increased job satisfaction, increased output, and better customer service. The current study, which used a quantitative methodology, was carried out in Tanzania.

Njuru and Wakoli (2016) conducted research on employee performance and off-the-job training in the healthcare sector. The study used a cross-sectional research design and a quantitative technique. Data was gathered from 200 employees using a standardized questionnaire, and Stata was used for analysis. The results showed that employee performance is enhanced by off-the-job training. The purpose of the current study, which was carried out in Tanzania, was to ascertain how off-the-job training affected Songea Municipal Council employees' performance.

2.4.3 The effect of interactive learning on employee performance

A study on the effects of interactive-based learning on staff performance at a Taiwanese restaurant chain was undertaken by Hsu et al. in 2017. 30 respondents,

including employees and supervisors, were interviewed as part of the study's qualitative methodology. The results of a thematic analysis of the data showed that interactive learning enhanced workers' capacity for communication, work effectiveness, customer service, and job happiness. The present study adopted a quantitative methodology and gathered information from employees using questionnaires. Additionally, the report was presented to Tanzanian government workers.

A study on the impact of interactive learning on worker performance in the Lebanese banking industry was conducted in 2018 by Darwish and Salloum. The study used a survey design and a quantitative technique. Through a questionnaire, respondents' responses were gathered for the study, which afterwards used descriptive statistics and regression analysis to examine the data. The study's findings, which emphasize the significance of continual training and development for firms to remain competitive, show that interactive learning has a considerable beneficial influence on employee performance in the banking sector. The goal of the current study was to ascertain how interactive learning affected employee performance in Songea Municipality.

In 2019, Alsharif & Al-Qahtani investigated how interactive learning affects worker performance. The study used a quantitative methodology and used questionnaires to get data from the respondents. Multiple regression analysis was used to analyze the data, and the results showed a significant positive relationship between interactive learning and employee performance. This suggests that implementing interactive

learning programs in organizations, especially those in the banking industry, can boost employee performance. The current study was carried out in Tanzania's public sector, which may have a different organizational culture than Saudi Arabia's, particularly in the banking industry.

A study on the contribution of interactive learning to better employee performance in Pakistani public sector firms was conducted by Hussain et al. in 2019. The study used a cross-sectional design and a quantitative technique. Through the use of questionnaires, data from respondents was gathered, and regression analysis was used to analyze it. The research discovered a link between interactive learning and worker performance. The current study was carried out in Tanzania's public sector, specifically the Songea Municipal Council. In Nigerian public sector organizations, Nkata & Ugwu (2018) conducted study on the impact of interactive learning on employee performance. Information was gathered from the respondents using a survey questionnaire and a quantitative technique. Multiple regression analysis and descriptive statistics were used to analyze the data. The study discovered a substantial positive association between interactive learning and worker performance, indicating that interactive learning programs might be a useful strategy to raise worker productivity in the public sector. The current study used a descriptive survey approach to gather data from 346 respondents while it was being carried out in Tanzania.

2.5 Research gap

Some of studies (Halawi & Haydar, 2018; Yusuf, 2019; Hsu *et al.*, 2017) have been conducted outside the context of Tanzania where they have unique cultural and

institutional context that may not be fully applicable to countries like Tanzania. Some studies (Abdiwali & Musa, 2019; Hassan & Rashid, 2019) have failed to provide specific guidance on how to implement the recommendations they provided in different contexts. The other gap has also been observed in theory where studies like Boateng *et al.* (2017) and Khamis (2019) have not provided a clear explanation of the underlying mechanisms through which training is expected to improve employee performance such as through enhancing knowledge, skills or motivation. The current study determined the effect of on-the-job training, off-the-job training and interactive learning on employees' performance. This study was also conducted in Songea Municipal council while none of the reviewed studies have been conducted in the particular municipal something that limits the generalizability of their findings to other area as of Songea.

2.6 Conceptual framework

Figure 2.1, which gives a clear illustration of the contextual framework guiding this investigation, lists the independent and dependent variables. Employee performance will be the dependent variable for this study, whereas on-the-job training, off-the-job training, and interactive learning will be the independent variables. The impact of the independent variables on the dependent variables was measured by the researcher.

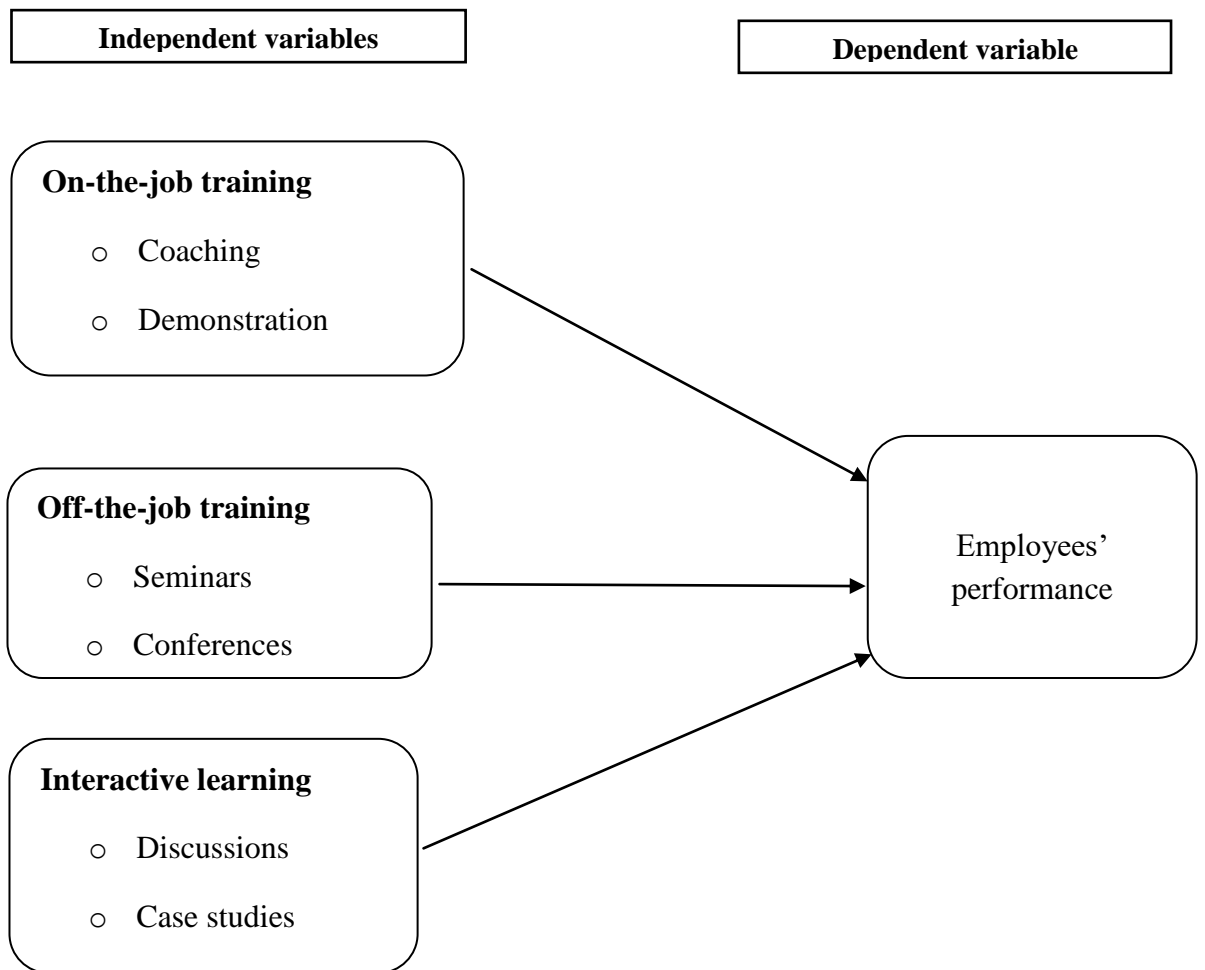


Figure 2.1 The conceptual Framework

Source: Researcher's own construct (2023)

Description of variables

2.6.1.1 On-the-job training

This type of training involves learning of new skills or improving of new skills while on the job. This type is linked to employees' performance since it allows them to apply the skills they learn immediately, boosting their job performance. 5-point Likert scale measured this variable through questionnaire method of data collection.

2.6.1.2 Off-the- job training

This type of training involves learning new skills or improving the existing skills of the employees outside of the workplace. This is linked to employee performance since it provides them with new knowledge and skills that can be applied to their work. 5-point Likert scale measured this variable collected through questionnaire.

2.6.1.3 Interactive learning

This type of training involves actively engaging employees in the learning process through various interactive activities such as simulations, case studies and role-playing exercises. In this training employees are encouraged to participate by asking questions, providing feedback and sharing their experiences. 5-point Likert scale measured this variable collected through questionnaire.

2.7 Hypothesis Development

H₁ There is a significant positive relationship between on-the-job training and employees' performance at Songea Municipal Council

H₂ There is a significant positive relationship between off-the-job training and employees' performance at Songea Municipal Council

H₃ There is a significant positive relationship between interactive learning and employees' performance at Songea Municipal Council

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

The study methodology that the researcher plans to use is covered in this chapter. The next set of components includes the research's guiding principles and methodology, research design, study area, study population, sample size and sampling strategy, data gathering tools, data analysis methods, and ethical consideration.

3.2 Research ethics

The positivist philosophy, which emphasizes using scientific methods to analyze social phenomena, was used in this study (Babbie, 2019). This mindset was employed because gathering and analyzing empirical data was one of the study's primary goals. To ascertain how training affected employees' performance, quantitative data were gathered and statistical analysis was performed.

3.3 Research strategy

This study used a quantitative strategy, which entailed gathering and analyzing numerical data in order to quantify or measure the variables under examination (Babbie, 2019). Due to the nature of the study, which needed establishing how training affected employees' performance, the method was adopted. This strategy worked well because it made it possible to gather and analyze numerical data to meet the goals of the study.

3.4 Research approach

The descriptive design was chosen for this study's purposes because it assisted the researcher in gathering organized and trustworthy data that could be used to address the study's research questions and meet its goals (Creswell, J.D. & Creswell, J.W., 2009). Additionally, it was important for the collection of data that was used to examine the relationship between training initiatives and worker performance.

3.5 Workspace

This study was carried out at Songea Municipal Council, which has an area of 616.14 square kilometers and is located in the Ruvuma Region. The council is bordered to the east by Namtumbo District, to the south and west by Songea District, and to the north by Madaba District. The Council is organized administratively into two divisions, East Songea and West Songea, with a total of 21 wards. The planned study area was chosen because Songea Municipality personnel participated in training sessions for their respective departments. It was simple to ascertain how training altered their performance as a result.

3.6 Study participants

This included any person or component that a researcher intended to examine and make inferences about (Saunders et al., 2016). A total of 2559 personnel from the Songea Municipal Council's various departments participated in the survey. Through stratified sampling, employees who participated in training programs were chosen so they could express their opinions on how training affected their performance.

3.7 Sample dimensions and sampling procedures

3.7.1 Sample size

To acquire a manageable representation in terms of time, money, and the type of data needed for the study, the sample size was taken from the populations of 2559 employees. In response to Yamane's 1967 formula, the sample size was determined.

The equation is $n = \frac{N}{1 + N(e)^2}$.

in which n is the sample size

2559 is the targeted population size, and the margin of error is 5%.

Sample size is 345,933 to 346.

3.7.2 Sampling approach

The population was divided into strata or subgroups based on one or more factors in this study's stratified sampling technique. This method was adopted in this study because it made sure that members of various departments, job categories, or other significant subgroups within the employee population were represented in the sample of employees chosen for the study. In order to conduct stratified sampling for this study, the researcher first determined which employee categories were pertinent. To ensure that each department is appropriately represented in the sample, the researcher then randomly chose a proportionate number of individuals from each category to include in the study.

3.8 Types and sources of data

In this study, the respondents were the major source of data, which was gathered by use of a questionnaire.

3.9 Techniques for gathering data

3.9.1 An assessment

The method of gathering data from participants using a series of structured questions was known as a structured questionnaire, and it served as the primary tool for data collection in this study (Saunders et al., 2016). Due to the quantitative character of the investigation, this tool was used. It was simple to get data from the research population using the questionnaire method. Furthermore, because respondents filled out organized questionnaires on their own, a high response rate from the respondents was guaranteed. Additionally, because surveys didn't require identities, they took less time to administer and were highly respected for their anonymity.

3.10 Approach to Data Analysis

The quantitative analysis approach, which includes methodically examining numerical data in order to derive significant insights, patterns, and relationships, was used to present the data gathering for this study (Field, 2013). The Statistical Package of Social Sciences (SPSS) version 20 was used to enter the data after they had been converted from text to numbers using applications such as Microsoft Excel. Following that, descriptive statistics were used to examine the data, and frequent tables were created to determine the frequency and proportion of the various components. In SPSS, regression analysis was also performed to ascertain the connection between employee performance and training.

3.10.1 A regression analysis

This will be used in the study because one of its main goals is to ascertain the association between the dependent variable, employee performance, and variables

like interactive learning, off-the-job training, and on-the-job training. The assumptions for this model are linearity, independence, and normalcy. In this study, the connection between the independent variables and the dependent variable was examined using the equation $Y = 0 + 1X_1 + 2X_2 + \dots + nX_n +$.

3.11 Reliability of the research

This pertains to how accurately a study measures or evaluates what it seeks to measure or evaluate (Kothari, 2004). The researcher first made sure that the data collection questionnaire featured questions that were pertinent to the study's goals in order to assure the study's validity. Then, the researcher made sure that the questionnaire employed a 5-point Likert scale to measure the study's variables.

3.12 The validity of the research

This has to do with the reliability and constancy of scientific discoveries or outcomes (Trochim et al., 2015). The questionnaire was standardized to guarantee that every participant received the same instructions and questions, and the researcher instructed the participants to complete it consistently. This helped to assure the validity of the study. The questionnaire was then given to a sample of participants twice, and the findings were compared to make sure that the replies remained consistent across time.

Cronbach's alpha (3.12.1)

Additionally, before data collecting began, the researcher conducted a pilot study within Songea Municipal council to evaluate the efficacy and applicability of the

data tool. Information was gathered from the Songea Municipal Council's Sports and Games Unit and Records and Archives Department. The Statistical Package for Social Science (SPSS) was used to evaluate the data and determine acceptance reliability.

3.13 Ethics-related issues

According to Bhandari's (2022) list of major research ethics principles, the researcher made sure that this study was carried out by abiding by these standards: beneficence and non-maleficence; justice; informed consent; confidentiality and data protection; integrity; and conflict of interest. The researcher also made sure to protect those with diminished autonomy and respect for others' autonomy. By allowing subjects to freely choose to take part in the study without compulsion or undue influence, the study abided by these standards. By maximizing the benefits of the research and avoiding harm to the study's participants and researchers, the study also delivered value that outweighed any risk or harm.

The study participants were treated equally by the researcher, who also gave them thorough information about the research without coercion or unsuitable inducements, allowing them to decide whether or not to participate. By maintaining the respondents' identity during the data gathering phase, the study further guaranteed that confidentiality was given careful consideration. Additionally, the researcher ensured that no fabricated data was considered and that only data that had been acquired was provided in the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Chapter overview

The results of a research done at Songea Municipal Council to ascertain the impact of training on employee performance in Local Government Authorities are presented in this chapter. The following three particular goals were worked toward: In order to: (i) assess the effects of on-the-job training, (ii) assess the effects of off-the-job training, and (iii) assess the effects of interactive learning on employees' performance. Section 4.2 describes the characteristics of the sample, and Section 4.3, which is based on indicators, describes the descriptive information about the study variables. Section 4.4 displays the validity and association of the study constructs. The regression results are reported in part 4.5, the ranking of the training methods is presented in section 4.6, and the discussion is presented in section 4.7.

4.2 Sample Description

In order to assess the respondents' gender, age, education level, department (or unit and division), and job experience, the study collected demographic data from them (Table 4.1). According to the report, 56.4% of respondents were men and 43.6% were women. This shows that although there were more male participants than female participants, all genders were taken into account in this study. Although there were participants in this survey from various age categories, the results also showed that the bulk of responders (40.7%) were in the 36- to 45-year-old age range. The majority of respondents (56.7%) had bachelor's degrees, followed by diplomas (32.4%), certificates (6.4%), and master's degrees (4.3%). According to the survey,

the majority of respondents (29.8%) were from the primary education department, followed by the health, social welfare, and nutrition division with 28.9%, secondary education with 24.3%, and other departments and units with the remaining respondents. The study also showed that experienced individuals were examined; the majority (34.7%) of them had 10–13 years of professional experience, while 23.1% had 6–9 years.

Table 4.1: Demographic characteristics of the respondents

N/S	Questions	Response	Frequency	Percentage	Mean	Std. Dev.
1.	Gender				1.44	.497
		Male	195	56.4		
		Female	151	43.6		
		Total	346	100		
2.	Age				2.85	.868
		Below 26	20	5.8		
		26-35	99	28.6		
		36-45	141	40.7		
		46-55	85	24.6		
		Above 55	1	0.3		
		Total	346	100		
3.	Level of education				2.59	.676
		Certificate	22	6.4		
		Diploma	112	32.4		
		Bachelor degree	197	56.9		
		Master degree	15	4.3		
		Total	346	100		
4.	Department				12.70	3.883
		Administration and human resources department	9	2.6		
		Finance and accounting unit	5	1.4		
		Internal audit unit	2	0.6		
		Procurement unit	2	0.6		
		Information and communication unit	5	1.4		
		Legal services	4	1.2		
		Planning and coordination unit	2	0.6		
		Community development department	3	0.9		
		Infrastructure and Rural Urban Development	14	4.0		
		Secondary Education Department	84	24.3		
		Natural Resources Conservation Unit	3	0.9		
		Waste Management	2	0.6		

		Unit				
		Agriculture and Fisheries	6	1.7		
		Industry, Trade and Investment	2	0.6		
		Primary Education	103	29.8		
		Health, Social Welfare and Nutrition Division	100	28.9		
		Total	346	100		
5.	Experience				3.47	1.197
		1 year	29	8.4		
		2-5 years	45	13.0		
		6-9 years	80	23.1		
		10-13 years	120	34.7		
		More than 13 years	72	20.8		
		Total	346	100		

Source: Field Data (2023)

4.3 Results from descriptive statistics

The analysis used three independent variables. Minimum, maximum, mean, and standard deviations from the baseline were examined. Employee performance was the dependent variable, and the independent factors included interactive learning, on-the-job training, and off-the-job training.

4.3.1 Results from descriptive statistics on how on-the-job training affects employees' performance

For the effect of on-the-job training scale, descriptive statistics (mean, standard deviation, minimum and maximum scores) were obtained (Table 4.2). The findings demonstrate that on-the-job training makes employees more competent, knowledgeable about their roles, and prepared to carry out various departmental tasks (M=1.29, S.D =.454). Once more, on-the-job training inspires staff to work

diligently and productively (M=1.46, S.D =.499). Additionally, it benefits staff members to use workplace tools properly and follow appropriate health and safety procedures (M=1.46, S.D. =.637). Additionally, it has helped the department's employees cooperate and maintain order (M=1.61, S.D=.491) and it has improved their attitudes toward their coworkers and managers (M=1.61, S.D=.719).

Table 4.2: Descriptive statistics results for the effect of on-the-job training on employees' performance

	Minimum	Maximum	Mean	Std Deviation
On-the-job training Helped me to be confident, more informed about my responsibilities and procedures to carryout different activities of the department	1.00	2.00	1.29	.454
On-the-job training motivated me to work hard and effectively	1.00	2.00	1.46	.499
On-the-job training has enabled cooperation and discipline among workers at the department	1.00	2.00	1.60	.491
On-the-job training has helped me to use the working equipment correctly and observing correct health and safety practices at the workplace	1.00	3.00	1.46	.637
On-the-job training brought positive change in my attitudes towards my fellow workers and supervisor.	1.00	3.00	1.61	.719

N= 346

Source: Data Analysis (2023)

4.3.2 Descriptive statistics results for the effect of off-the-job training on employees' performance

For the effect of off-the-job training scale, descriptive statistics (mean, standard deviation, minimum and maximum scores) were obtained (Table 4.3). According to

the results, off-the-job training gives workers the skills and information they need to complete their tasks correctly, which improves output and quality at work (M=1.85, S.D=1.219). Additionally, it offers staff members fresh strategies for addressing difficulties they encounter while carrying out their jobs (M=1.98, S.D=1.090). Additionally, off-the-job training makes workers more independent and less reliant on supervision when completing their jobs (M=2.05, S.D=1.216). Once more, it has improved workers' capacity to complete tasks more quickly (M=2.21, S.D=1.207).

Table 4.3: Descriptive statistics results for the effect of off-the-job training on employees' performance

	Minimum	Maximum	Mean	Std Deviation
Off-the-job training provided me with new tactics of overcoming challenges which I face when performing my duties.	1.00	5.00	1.98	1.090
Off-the-job training helped me to be self-reliant with little guidance from a supervisor when performing my duties.	1.00	5.00	2.05	1.216
Training provided me skills and knowledge to perform my work accurately, which increased performance and quality of works at work place.	1.00	5.00	1.85	1.219
Off-the-job training increased my ability to perform my works at a faster rate	1.00	5.00	2.21	1.207

N= 346

Source: Data Analysis (2023)

4.3.3 Descriptive statistics results for the effect of interactive learning on employees' performance

For the effect of interactive learning scale, descriptive statistics (mean, standard deviation, minimum and maximum scores) were calculated (Table 4.4). According to

the findings (M=1.42, S.D.=1.45), interactive learning improves information acquisition. Additionally, it promotes worker engagement (M=1.45, S.D=.548). Again, interactive learning encourages behavior modification (M=1.53, S.D=.668) and calls for activity retention (M=1.75, S.D=.620).

Table 4.4: Descriptive statistics results on the effect of interactive learning on employees' performance

	Minimum	Maximum	Mean	Std Deviation
Interactive learning enhances knowledge acquisition	1.00	2.00	1.42	1.45
Interactive learning facilitates employee engagement	1.00	3.00	1.45	.548
Interactive learning necessitates retention of the learned activities	1.00	3.00	1.75	.620
Interactive learning facilitates behavior change	1.00	3.00	1.53	.668

N= 346

Source: Data Analysis (2023)

4.4 Variable Descriptive Statistics, Reliability and Correlation Analysis Results

4.4.1 The effect of on-the-job training on employees' performance

The independent variables were given descriptive statistics to compute. The performance of the employees was strongly influenced by each variable. Results (Table 4.5) showed that demonstration had a strong mean score (M=1.70, S.D=.637), followed by mentoring, which had a high impact on employees' performance (M=1.36, S.D.=.489). coaching (M=2.15, S.D. =.637).

Strong mean scores were found for the dependent variable Employees' performance (M=1.6455, S.D. =.505665).

According to Cohen (1988), the cutoff for positive and significant correlations between pairs of individual dimensions of the independent subvariables was between .215 and .817.

Employee performance and coaching were found to be strongly positively associated ($r = .215^*$, $p < .05$). Employee performance and demonstration were found to be strongly positively connected ($r = .432^*$, $p < .05$). Employee performance and mentoring were found to be strongly positively associated ($r = .817^{**}$, $p < 0.01$).

The internal consistency of the measurements was assessed using a scale test for reliability (Table 4.5), which demonstrates good internal consistency for all variables with an alpha value of .742.

Table 4.5: Variable Descriptive Statistics, Reliability and Correlation Analysis Results for the effect of on-the-job training on employees' performance.

	Mean	Standard Deviation	Coaching	Demonstration	Mentorship	Cronbach's Alphas
Coaching	2.15	.939				
Demonstration	1.70	.637	.34 [*]			
Mentorship	1.36	.489	.56 ^{**}	.37 [*]		
Employees' performance	1.6455	.505665	.215 [*]	.432 [*]	.817 ^{**}	.742

*P<0.05 (Two-tailed), **P<0.01 (Two-tailed)

Source: Data Analysis (2023)

4.4.2 The effect of off-the-job training on employees' performance

The independent sub-variables were estimated using descriptive statistics. Each sub-variable significantly impacted how well employees performed. According to the

findings (Table 4.6), workshops had the strongest mean score (M=2.06, S.D=1.345), followed by seminars, which had a considerable impact on employees' performance (M=2.06, S.D=1.197). meetings (M=2.12, S.D=1.317).

Strong mean scores were found for the dependent variable Employees' performance (M=1.6455, S.D. =.50565).

According to Cohen (1988), the cutoff for positive and significant correlations between pairs of individual dimensions of the independent subvariables was between .816 and .902.

Employee performance and seminars were found to be strongly positively associated ($r = .816^{**}$, $p < .01$). Employee performance and conferences were found to be strongly positively associated ($r = .902^{**}$, $p < .01$). Employee performance and workshops were found to be strongly positively associated ($r = .841^{**}$, $p < .01$).

To ascertain the internal consistency of the measuring scales, a scale test for reliability was conducted (Table 4.6). The diagonal of the table shows good internal consistency for all variables with an alpha score .952

Table 4.6: Variable Descriptive Statistics, Reliability and Correlation Analysis Results for the effect of off-the-job training on employees' performance.

	Mean	Standard Deviation	Seminars	Conferences	Workshops	Cronbach's Alphas
Seminars	2.06	1.197				
Conferences	2.12	1.317	.867 ^{**}			
Workshops	2.06	1.345	.871 ^{**}	.878 ^{**}		
Employees' performance	1.6455	.50565	.816 ^{**}	.902 ^{**}	.841 ^{**}	.952

^{**}P<0.01 (Two-tailed)

Source: Data Analysis (2023)

4.4.3 The effect of interactive learning on employees' performance

The independent sub-variables were estimated using descriptive statistics. Each sub-variable significantly impacted how well employees performed. According to the findings (Table 4.6), workshops had the strongest mean score ($M=2.06$, $S.D=1.345$), followed by seminars, which had a considerable impact on employees' performance ($M=2.06$, $S.D=1.197$). meetings ($M=2.12$, $S.D=1.317$).

Strong mean scores were found for the dependent variable Employees' performance ($M=1.6455$, $S.D. =.50565$).

According to Cohen (1988), the cutoff for positive and significant correlations between pairs of individual dimensions of the independent subvariables was between .816 and .902.

Employee performance and seminars were found to be strongly positively associated ($r = .816^{**}$, $p.01$). Employee performance and conferences were found to be strongly positively associated ($r = .902^{**}$, $p.01$). Employee performance and workshops were found to be strongly positively associated ($r = .841^{**}$, $p0.01$).

To ascertain the internal consistency of the measuring scales, a scale test for reliability was conducted (Table 4.6). The diagonal of the table shows good internal consistency for all variables with an alpha score .952

Table 4.7: Variable Descriptive Statistics, Reliability and Correlation Analysis

Results for the effect of interactive learning on employees' performance.

	Mean	Standard Deviation	Discussions	Prese ntation	Case studies	Cronbach' s Alphas
Discussions	1.36	.489				
Presentation	1.42	.502	.371*			
Case studies	1.70	.637	.365*	.896**		.
Employees' performance	1.645 5	.50565	.817**	.279*	.432**	.723

*P<0.05 (Two-tailed), **P<0.01 (Two-tailed)

Source: Data Analysis (2023)

4.5 Multiple Regression Analysis

The impact of training (independent factors) on employees' performance (dependent variable) was examined using multiple regression analysis. The results are shown in the tables below. The R² statistics, which are .548, are the item of relevance in Table 4.8's summary of the model. This implies that training's impact explains 54.8% of the difference in employees' performance.

Table 4.8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740 ^a	.548	.544	.2654

a. Predictors: (Constant), on-the-job, off-the-job, interactive
b. Dependent variable: Employees' Performance
Source: Data Analysis, 2023

The analysis of variance (ANOVA) findings are shown in Table 4.9. This table contains information of importance, including F-statistics and its sig. value.

According to the findings, the F-statistic is $F(3,342) = 138.020$, $P < 0.001$. The findings support the model's claim that training has an impact on employees' performance. They imply as a result that there is a strong connection between training effects and performance.

Table 4.9: Anova Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.156	3	9.719	138.020	.000 ^b
	Residual	24.082	342	.070		
	Total	53.238	345			
a. Dependent Variable: Employee performance						
b. Predictors: (Constant), On-the-job training, Off-the-job training , interactive learning						

Source: Data Analysis, 2023

The results of the regression model's coefficients are shown in Table 4.10. The coefficient findings indicate that training has a positive impact on predicting employee performance. The performance of employees was favorably, statistically, and substantially correlated with on-the-job training ($b = .478$, $p < 0.001$). Off-the-job training had a favorable, statistically significant relationship ($b = .139$, $p < 0.001$) with employees' performance. Additionally, interactive learning is statistically, significantly, and positively correlated with workers' performance ($b = .264$, $p < 0.001$). According to multicollinearity statistics (Table 4.10), variance inflation factors ranged from 1.084 to 1.268 while tolerance values ranged from .789 to .923. These figures imply that there is no evidence of multicollinearity among the independent

variables. Multicollinearity would be suspected, according to Field (2005), if figures are less than 0.10 or if VIF statistics are 10.0 or above.

Table 4.10: Regression Model Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.478	.055		8.736	.000		
1 On-the-job training	.165	.015	.438	10.794	.000	.789	1.268
Off-the-job training	.139	.024	.219	5.842	.000	.923	1.084
Interactive learning	.264	.032	.332	8.273	.000	.806	1.241

a. Dependent Variable: Employee performance

Source: Data Analysis, 2023

4.6 Outliers, Normality, Linearity and Homoscedasticity Regression Assumptions Testing Results for Ethics

The histogram's bell-shaped curve (Figure 4.1) depicts the distribution of residuals. The residuals are nearly perfectly centered about 0, as expected in a well-fitting regression model, with a mean of 6.08E-15 (equal to 0.00000000000000608) and a standard deviation of 0.996. As shown in figure 4.2, residuals once more map along the diagonal line. Show that there are no outliers. According to Tabachnick and Fidell (2007), any value outside the cutoff of $|3|$ is an oddity.

In figure 4.3, the diagonal dots are dispersed along the diagonal line, showing that the data is linear and that there are no outliers present. In figure 4.3, the case residual dots are scattered about zero (0), indicating homoscedacisty (equality of variance).

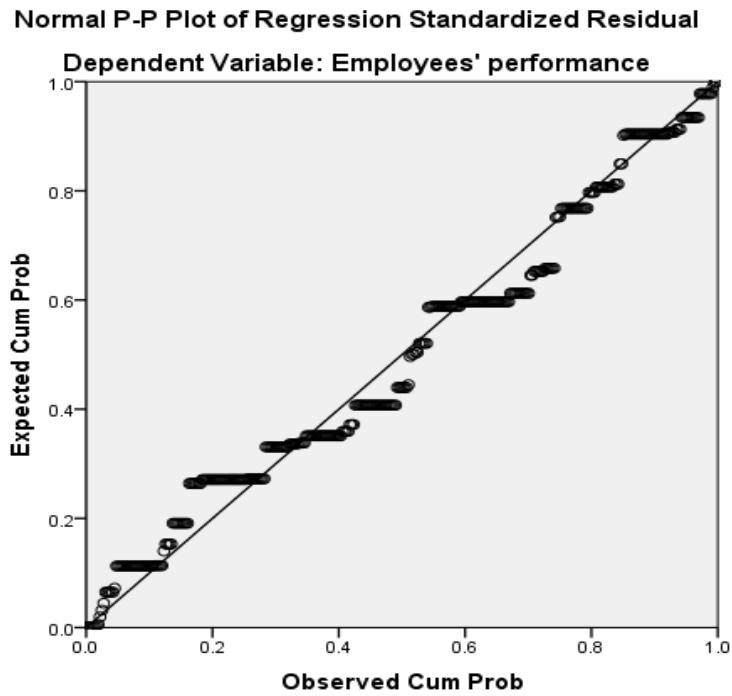


Figure 4.1: Normal P-Plots for the standardized Residual Variables

Source: Data Analysis, 2023

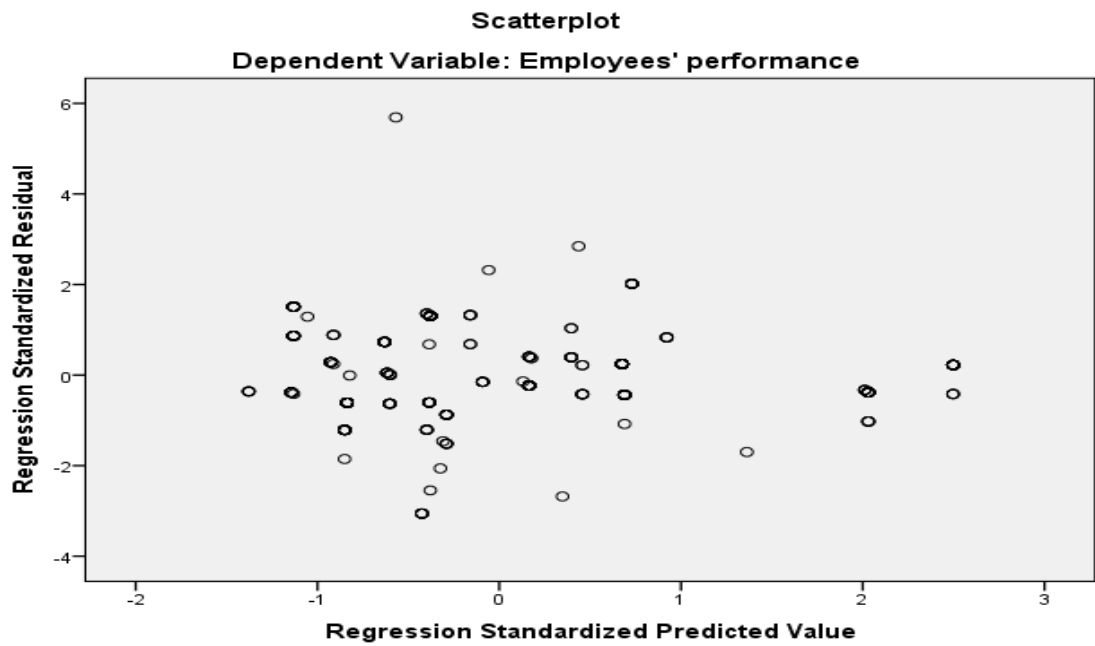


Figure 4.2: Scatter plot for the Standardized residual for variables

Source: Data Analysis, 2023

4.7 Discussion of the Findings

The goal of this study was to ascertain how training affected employees' performance. Regression analysis was used to test the analysis's hypothesis. The discussion elaborates the information found through data analysis and then contrasts or compares the findings with discoveries made by other authors on the pertinent subject matter at hand. The implications of the findings will also be examined in respect to the research question.

4.7.1 The effect of on-the-job training on employees' performance

The purpose of this objective was to ascertain how on-the-job training affected employees' performance. According to the study, there is a strong correlation between employees' performance and on-the-job training. According to the study, offering training opportunities within the workplace has a favorable effect on worker performance. It also implies that workers who obtain on-the-job training will probably do better in their jobs than those who do not. The findings also suggest that particular training approaches, such as coaching, demonstration, and mentorship, are likely to have a major impact on the success of on-the-job training programs.

In addition, the study found that on-the-job training helps workers feel more confident and better knowledgeable about their roles and how to carry out various tasks. Employees have been inspired to work hard, productively, and cooperatively. Once more, it has encouraged employees to follow safety procedures and has improved attitudes among staff members and their managers. These findings suggest that on-the-job training increases employees' self-assurance, motivation, enhanced

safety procedures, and commitment because they have a good outlook on their work, which in turn enhances their performance.

The findings are consistent with a study by Halawi & Haydar (2018) that found that on-the-job training has a favorable impact on employee performance in Lebanon. The findings concur with a 2019 study by Abdiwali & Musa that looked at employee performance and on-the-job training in petroleum businesses. According to a study carried out in Uganda, there is a statistically significant link between employee performance and on-the-job training. According to the study, employee performance in Ugandan petroleum businesses can be strongly predicted by job rotation, mentoring, and introduction.

Once more, the findings are consistent with Na's study from 2021, which found a link between on-the-job training and employees' performance in developing nations in Eastern Europe and Central Asia. Additionally, Nawarathna et al.'s study from 2021 showed a substantial correlation between on-the-job training and employee performance. This was noted in a study that examined Noritake Lanka (Pvt) Limited in Mathale, Sri Lanka, to ascertain the effect of on-the-job training on employee performance.

The identical research designs used in both studies, along with the current study's methodology and data collection techniques, may account for the alignment. They might have used consistent methods for measuring variables, choosing measurements, and doing statistical analyses, which helped the results line up.

The similarities between the outcomes of this study and the provided studies imply that on-the-job training's beneficial effects on employee performance are not restricted to certain locales or situations. It suggests that there is a strong and widespread association between on-the-job training and performance. Additionally, the congruence of the studies suggests that businesses and decision-makers in various nations and regions are confident in their ability to adapt the findings to their own situations.

4.7.2 The effect of off-the-job training on employees' performance

Seminars, conferences, and workshops were found to be excellent predictors of employees' performance, and the study found a significant positive association between off-the-job training and performance. This suggests that spending money on off-the-job training can increase employee productivity and job performance. Again, the fact that attendance at seminars, conferences, and workshops is a strong predictor of employees' performance shows that doing so directly affects employee performance. It also means that participating in these events and gaining knowledge and skills has a beneficial impact on how well employees perform at their jobs and can be viewed as a worthwhile investment for businesses.

The study also found that off-the-job training gives workers new strategies for tackling obstacles they encounter at work. Additionally, it makes individuals independent and less dependent on direction from superiors when carrying out their jobs. Off-the-job training also provides the knowledge and abilities needed to complete tasks quickly and accurately. This suggests that Songea Municipal

employees give excellent service to their employers because of the benefits of off-the-job training that make them efficient and effective employees.

The findings are consistent with a study by Yusuf (2019) that looked at the impact of off-the-job training on worker performance in Indonesia's manufacturing sector. A quantitative technique and a correlation research design were used in the investigation. Data from the respondents were gathered using a survey questionnaire, and descriptive statistics and multiple regression analysis were used to evaluate the data. The study discovered a favorable correlation between employee performance in the manufacturing sector and off-the-job training.

The findings support a study by Akinwale et al. (2019) that examined the effects of off-the-job training on employee performance in a sample of British banks. A mixed-methods approach and a sequential explanatory design were used in the study. The results showed a link between employee performance and off-the-job training that was favorable. Employees' job competence, motivation, and dedication improved as a result of training, which also boosted job performance and customer happiness.

Another study on the impact of off-the-job training programs on employee performance was conducted in 2019 by Hassan & Rashid. The study was carried out in a Bangladeshi FMCG company. Data from 250 employees were gathered through a structured questionnaire and quantitative research for the project. SmartPLS was a data analysis tool utilized. The results showed that off-the-job training significantly and favorably affects employee performance.

The findings are consistent with a study by Daramola (2020) that examined the impact of off-the-job training on worker performance in the hospitality sector. The study was carried out in a few Nigerian hotels. Off-the-job training significantly improves employee performance, according to a study. Training improved the knowledge, abilities, and attitudes of the workforce, which increased job satisfaction, increased output, and better customer service.

The link between off-the-job training and performance may be what causes the alignment at its core. This kind of training is widely acknowledged as a beneficial and successful strategy for raising workers' productivity. In the fields of organizational behavior and human resource development, it is supported by theories and actual data. The inherent nature of the connection between off-the-job training and employees' performance, which is anticipated to provide consistent beneficial benefits, may therefore be attributed to the alignment of the results.

This alignment shows that, regardless of location or cultural background, off-the-job training programs have a consistent and positive impact on employee performance. As it is duplicated across other nations and locations, it increases the validity and generalizability of the relationship between off-the-job training and employee performance. It also means that when off-the-job training programs are implemented, businesses in different nations can anticipate similar favorable results in terms of employee performance.

4.7.3 The effect of interactive learning on employees' performance

The study found a substantial correlation between interactive learning and employees' performance, with discussions, presentations, and case studies serving as

the best performance predictors. This suggests that through interactive learning, employees have been able to carry out their duties effectively since they always pick up new information through dialogues in which various ideas are brought up that are helpful to each individual employee. Additionally, employees gain a variety of abilities through presentations, including communication skills that may come in handy when carrying out tasks at a workplace. Employees may also learn by experiencing the particular task through case studies. As an illustration, in the health sector, health practitioners may learn via cases and develop new approaches for dealing with problems involving the same materials.

The study also found that interactive learning improves information retention, employee engagement, behavior modification, and learning activities. This suggests that through interactive learning, staff members have the opportunity to participate in discussions where they can express their opinions about the activity. Employees also learn new skills concerning the activity or event through case studies. Additionally, since learning activities are acquired through discussions and practical application, it is simple for employees to retain what they have learned, which helps them perform better at work.

The findings are consistent with a study by Darwish & Salloum (2018) that examined how interactive learning affected workers' performance in the banking industry of Lebanon. The study used a survey design and a quantitative technique. Through a questionnaire, respondents' responses were gathered for the study, which afterwards used descriptive statistics and regression analysis to examine the data. The study's

findings, which emphasize the significance of continual training and development for firms to remain competitive, show that interactive learning has a considerable beneficial influence on employee performance in the banking sector.

The findings are consistent with a 2019 study by Alsharif & Al-Qahtani that looked at the impact of interactive learning on worker performance. The study used a quantitative methodology and used questionnaires to get data from the respondents. Multiple regression analysis was used to analyze the data, and the results showed a significant positive relationship between interactive learning and employee performance. This suggests that implementing interactive learning programs in organizations, especially those in the banking industry, can boost employee performance.

The results were also in line with research by Hussain et al. (2019), which focused on the contribution of interactive learning to increased employee performance in Pakistani public sector firms. The study used a cross-sectional design and a quantitative technique. Through the use of questionnaires, data from respondents was gathered, and regression analysis was used to analyze it. The research discovered a link between interactive learning and worker performance.

Again, the results are consistent with a study by Nkata & Ugwu (2018) that looked at the impact of interactive learning on worker performance in Nigerian public sector companies. Information was gathered from the respondents using a survey questionnaire and a quantitative technique. Multiple regression analysis and

descriptive statistics were used to analyze the data. The study discovered a substantial positive association between interactive learning and worker performance, indicating that interactive learning programs might be a useful strategy to raise worker productivity in the public sector.

These investigations, including the current one, used comparable research methodologies, data gathering techniques, and statistical analyses, which may have contributed to the alignment of the results. Additionally, there may be a universal phenomenon that cuts across cultural barriers when it comes to the favorable significant association between interactive learning and employee performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Chapter overview

This chapter provides the summary of the findings, conclusion and recommendations in relation to the findings of the study.

5.2 Summary of the findings

The goal of this study was to ascertain how training affected employees' performance. This study examined how interactive learning, off-the-job training, and on-the-job training affected workers' performance. There is a significant positive relationship between on-the-job training and employees' performance, along with significant positive relationships between off-the-job training and employees' performance and a significant positive relationship between interactive learning and employees' performance, according to the three hypotheses of this study.

The Social Learning Theory, which was used to this study, made the assumption that people pick up new behaviors and skills through observation. The study's hypotheses were established using a descriptive study methodology, and 346 respondents who were chosen using stratified sampling provided information via questionnaire. Descriptive statistics and regression analysis were used to analyze the data that had been obtained. According to the study, there is a high correlation between on-the-job training and employee performance, with coaching, mentoring, and demonstrating serving as important predictors. On-the-job training has also been shown to raise

employees' levels of confidence, drive to work hard and good attitudes, all of which improve performance.

Additionally, the study discovered a strong correlation between off-the-job training and employees' performance, with seminars, conferences, and workshops having the biggest impact on performance improvement. Again, it has been noted that interactive learning significantly improves employee performance, with discussions, presentations, and case studies all contributing significantly to this improvement.

5.3 Conclusion

Based on its findings, the study comes to the conclusion that on-the-job training improves both employee performance and productivity. Additionally, on-the-job training has been boosting employee confidence and educating them on their duties in carrying out various tasks. Employees have been inspired to work hard, productively, and cooperatively. Additionally, it has promoted positive attitudes among workers at the workplace and made staff aware of safety procedures.

The study also comes to the conclusion that off-the-job training significantly improves employee performance. Additionally, it has given staff members' new strategies for addressing difficulties they encounter while carrying out their duties at work. Additionally, it has helped workers become independent and less reliant on direction from managers. Additionally, it has given them the expertise and understanding needed to complete tasks quickly and accurately.

Despite this, the study concludes that interactive learning and employee performance are significantly positively correlated. Employees learn from themselves and cases through talks, presentations, and case studies, which helps them work better. Additionally, interactive learning helps employees retain the information they learn and makes changing their behavior easier.

5.4 Recommendations

Based on the study's findings, the researcher offers the following advice:

Include programs for on-the-job training: Given that on-the-job training improves employee performance, the Municipal Council should keep funding and growing on-the-job training initiatives. These courses ought to be created so that participants leave with knowledge and skills that are applicable to their jobs. The council may think about collaborating with professionals in the field or holding internal training sessions under the direction of seasoned staff.

Enhance chances for off-the-job training: The council should look into more off-the-job training opportunities in light of the favorable impact off-the-job training has on employee performance. Sending staff members to external workshops, conferences, or seminars relevant to their line of work is one example of this. The council should also work with nearby colleges or training facilities to provide specialized training programs that meet the requirements of both the organization and its workforce.

Encourage the use of interactive learning techniques: Since interactive learning has been shown to improve employee performance, the council should support its use in

training exercises. This can entail including more case studies, presentations, group debates, and other participatory tactics in their training programs. Additionally, implementing e-learning modules or using technology-based learning platforms would offer options for interactive learning.

5.5 Limitation of the study

Despite completing the work successfully, the researcher encountered certain difficulties while carrying out this investigation. Some respondents were hesitant to participate out of concern that they may be found out, but the researcher reassured them that the data was just being gathered for scholarly purposes. The researcher waited to make sure the necessary data was acquired even though the majority of respondents were so busy that they delayed the data gathering process.

Further Studies

Compare the effectiveness of different training methods and approaches. Investigate whether certain types of training (e.g., on-the-job training, workshops, online courses) are more effective in improving employee performance than others. Examine the cost-effectiveness of training programs. Assess the financial investments in training and compare them to the resulting improvements in employee performance. This can help local government authorities make more informed decisions about allocating resources for training. Analyze whether training programs have an effect on employee retention rates. Determine if employees who receive training are more likely to stay in their positions and if this has a positive effect on the stability and performance of the local government.

REFERENCE

- Akinwale, K.O., Afolabi, S.O., & Mabekoje, M.A. (2019). The Impact of Off-the-Job Training on Employee Performance in the Banking Industry. *The Journal of Economics and Business Studies*, 10(1), 56-72.
- Babbie, E. (2019). *The Practice of Social Research* (14th ed.). Boston, MA: Cengage Learning.
- Blume, B.D., Ford, J.K., Baldwin, T.T., & Huang, J.L. (2010). Transfer of Training: A meta-analysis review. *Journal of Management*, 36(4), 1065-1105.
- Creswell, J.W., & Creswell, J.D. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). London, U.K: Sage Publications, Inc.
- Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th ed.). London, U.K: Sage Publications Ltd
- Haile, G.T., & Kleeman, L. (2018). Community-based vocational training as a pathway for enhancing rural livelihoods: Evidence from Ethiopia. *Journal of Vocational Education and Training*, 70(2), 270-287
- Keya, B.M. (2019). “Effect of training on employees’ Performance: A case of Institutions of Higher learning in Arusha city, Tanzania”. *International Journal of Social Science and Research (IJSSR)*, 2319-7064
- Khamis, M.K. (2019). *The Effects of Training on Employees’ Performance: A Case of the Zanzibar Social Security Fund* (Masters Dissertation, Open University of Tanzania). Retrieved from <http://repository.out.ac.tz/2586/1/DISSERTATION%20%20MWANAKHAMIS%20KASSIM%20KHAMIS%20%20-%20FINAL.pdf>

- Kombo, I., & Ijagara, D. (2016). Factors Affecting Performance among Public Servants in Local Government Authority in Tanzania: A case study of Bariadi District Council. *IJRDO-Journal of Social Science and Humanities Research*, 1(8), 10.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd
- Landa, E. (2018). Influence of Training on Employees Performance in Public Institutions in Tanzania. *International Journal of Human Resource Studies*, 8(2), 324.
- Mapunda, P.A. (2020). *Factors Affecting Employees' Performance in Public Institutions: A case of Ubungo Municipal Council* (Masters Dissertation, Mzumbe University). Retrieved from <http://repository.costech.or.tz/handle/11192/4635>
- Mathis, R, L., & Jackson, J.H. (2019). *Human Resource Management* (16th ed.). Boston, MA: Cengage Learning
- Mayer, R.E. (2017). Using multimedia for e-learning. *Journal of Computer Assisted Learning*, 33(5), 403-423.
- Muganyizi, E.E. (2018). *The Impact of Training on Staff Performance in Public Sector Organizations: A Case of Immigration Department* (Masters Dissertation, Open University of Tanzania). Retrieved from <http://repository.out.ac.tz/2172/1/Evangelina-%20DISSERTATION-06-02-2018.pdf>
- Na, K. (2021). The Effect of On-the-job Training and Education Level of Employees on Innovation in Emerging Markets. *Journal of Open Innovation: Technology, Market and Complexity*, 7(47).

- Nassary, R.P. (2020). The Effects of Training on Employees' Performance in Public Institutions: A Case of Arusha Municipality, Tanzania. *International Journal of Research and Innovation in Applied Science*, V (IX).
- Nnko, E.K. (2020). *Effects of Human Resource Training on Employee Performance in Tanzania: A case of Arusha International Conference Centre*. Institute of Accountancy Arusha.
- Noe, R.A. (2017). *Employee Training and Development* (7th ed.). New York, NY: McGraw-Hill Education
- Noe, R.A., Hollenbeck, J.R., Gerhart, B., & Wright, P.M. (2019). *Human Resources Management: Gaining a competitive advantage* (11th ed.). New York, NY: McGraw-Hill.
- Obeidet, B.Y., Al-Surad, M.M., Masa'deh, R., & Tarhini, A. (2016). The impact of knowledge management on innovation. *Manage Research Review*, 39(7), 139-1332
- Robbins, S.P., & Judge, T.A. (2019). *Essentials of Organizational Behavior* (14th ed.). London: Pearson Education, Inc.
- Saunders, M.N., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students*. Harlow: Pearson Education Limited.
- Trochim, W.M., Donnelly, J.P., & Arora, K. (2015). *Research Methods: The Essential Knowledge Base*. Boston: Nelson Education
- Vokshi, B. (2020). Effects of Training on Employee Performance. *International Journal of Economics, Commerce and Management*, VIII (12).

APPENDICIES

Appendix I: Questionnaire for employees of Songea municipal council

Dear respondent,

My names are Mebo Michael Ndumbaro, a student of Open University of Tanzania pursuing Masters of Human Resource Management. I am doing a research study as a compulsory part of my program. This research intends to determine the effect of training on employees' performance in Songea Municipal Council. I here by requesting for your participation in this study and I would be very grateful if you would spare some few minutes to fill in this questionnaire. The information that you will provide will be treated with confidentiality and will only be use for academic purpose and no exposure of your identity will be entertained.

PART A: Demographic Characteristics of Respondents

N/S	Questions	Response	Put a tick
1.	Gender	Male	
		Female	
2.	Age	18-25	
		26-33	
		34-41	
		42-49	
		50 and above	
3.	Level of education	Certificate	
		Diploma	
		Bachelor degree	
		Master degree	
4.	Department	Administration and human resources department	
		Finance and accounting unit	
		Internal audit unit Procurement unit	
		Information and communication unit	

		Legal services	
		Planning and coordination unit	
		Community development department	
		Infrastructure and Rural Urban Development	
		Secondary Education Department	
		Natural Resources Conservation Unit	
		Waste Management Unit	
		Agriculture and Fisheries	
		Industry, Trade and Investment	
		Primary Education	
		Health, Social Welfare and Nutrition Division	
5.	Experience	1 year	
		2-5 years	
		6-9 years	
		10-13 years	
		More than 13 years	

Part B: The effect of on-the-job training on employee performance

1. Please, use the scale of 1-5 to answer questions on the table below, where **1-strongly agree, 2-agree, 3-neither, 4-strongly disagree, 5-disagree**. Put a tick to appropriate scale

Questions	Answers (put a tick ✓)				
	1	2	3	4	5
On-the-job training Helped me to be confident, more informed about my responsibilities and procedures to carryout different activities of the department					
On-the-job training motivated me to work hard and effectively					
On-the-job training has enabled cooperation and discipline among workers at the department					
On-the-job training has helped me to use the working equipment correctly and observing correct health and safety practices at the workplace					
On-the-job training brought positive change in my attitudes towards my fellow workers and supervisor.					

2. There is the effect of the following on-the-job training programs on employee performance

Please, use the scale of 1-5 to answer questions on the table below, where **1-strongly agree, 2-agree, 3-neither, 4-strongly disagree, 5-disagree**. Put a tick to appropriate scale

Questions	Answers (put a tick ✓)				
	1	2	3	4	5
Coaching					
Demonstration					
Mentorship					

Part C: The effect of off-the-job training on employees' performance

1. Please, use the scale of 1-5 to answer questions on the table below, where **1-strongly agree, 2-agree, 3-neither, 4-strongly disagree, 5-disagree**. Put a tick to appropriate scale

Questions	Answers (put a tick \surd)				
	1	2	3	4	5
Off-the-job training provided me with new tactics of overcoming challenges which I face when performing my duties.					
Off-the-job training helped me to be self-reliant with little guidance form a supervisor when performing my duties.					
Training provided me skills and knowledge to perform my work accurately, which increased performance and quality of works at work place.					
Off-the-job training increased my ability to perform my works at a faster rate					

2. There is the effect of the following off-the-job training programs on employee performance

Please, use the scale of 1-5 to answer questions on the table below, where **1-strongly agree, 2-agree, 3-neither, 4-strongly disagree, 5-disagree**. Put a tick to appropriate scale

Questions	Answers (put a tick \surd)				
	1	2	3	4	5
Seminars					
Conferences					
Workshops					

Part D: The effect of interactive learning on employees' performance

1. To what extent do the following interactive training programs have positive effect on employee performance?

Please, use the scale of 1-5 to answer questions on the table below, where **1-Strongly agree, 2-Agree, 3-Neither, 4-Disagree, 5-Strongly disagree**. Put a tick to appropriate scale

Questions	Answers (put a tick ✓)				
	1	2	3	4	5
Interactive learning enhances knowledge acquisition					
Interactive learning facilitates employee engagement					
Interactive learning necessitates retention of the learned activities					
Interactive learning facilitates behavior change					

2. There is the effect of the following interactive learning programs on employee performance

Please, use the scale of 1-5 to answer questions on the table below, where **1-strongly agree, 2-agree, 3-neither, 4-strongly disagree, 5-disagree**. Put a tick to appropriate scale.

Questions	Answers (put a tick ✓)				
	1	2	3	4	5
Discussions					
Presentation					
Case studies					

Thank you so much!

(81)

Open University of Tanzania
Ruvuma Regional Centre
P.O. Box 338
SONGEA



Chuo Kikuu Huria cha Tanzania
Kituo cha Ruvuma
S.L.P 338
SONGEA

11/08/2023

Tel.255-754635189
E-mail:drervuma@out.ac.tz

Songea Municipa Director,
P.O. Box 14,
SONGEA.

Dear Sir/Madam,

REF: PEMISSION TO CONDUCT RESEARCH

The Open University of Tanzania mission is to generate and apply knowledge through research, to facilitate and simplify research process the Vice Chancellor of the Open University of Tanzania is empowered to issue research clearance on behalf of the government of Tanzania to both staff and student who are doing research in Tanzania.

With this brief background the purpose of this letter is to introduce to you **Mebo Michael Ndumbaro** with reg. No. **PG202001251** is our student of **Master's of Human Resource Management** in the faculty of Arts and Social Sciences. We hereby grant him a clearance to conduct a research entitled **"Effects of Training on Employees Performance in local Government Authorities"**.

The study is scheduled to be conducted in four (4) weeks duration preferably with effect from mid of August 2023 to September 2023.

In case you need any further information kindly contact the Deputy Vice Chancellor Academic of the Open University of Tanzania or OUT regional director.

Yours sincerely,

The Open University of Tanzania,

Dr. Frank Julius
Ruvuma Regional Director





JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MANISPAA YA SONGEA



Unapojibu tafadhali taja:

Kumb. Na. SO/MC/T.30/20/IV/90

Tarehe: 14, Agosti, 2023

Wakuu wa Idara na Vitengo,
 Halmashauri ya Manispaa ya Songea,

**KUMTAMBULISHA MWANAFUNZI MEBO MICHAEL NDUMBARO KWAAJILI KIBALI CHA KUFANYA
 UTAFITI NA KUKUSANYA TAARIFA JUU YA MATOKEO YA MAFUNZO KWA WATUMISHI KATIKA
 UTENDAJI WA KAZI.**

Tafadhali rejea somo tajwa hapo juu,

Ofisi ya Mkurugenzi Mtendaji imepokea barua kutoka Chuo Kikuu Huria. Kuomba Nafasi ya kufanya Utafiti na kukusanya taarifa kwa kuhusiana mada tajwa hapo juu. Hivyo ofisi imekubali ombi hilo la kufanya Utafiti na kukusanya taarifa kwa Mwanafunzi **MEBO MICHAEL NDUMBARO** mwenye namba za usajili PG202001251 katika ofisi ya Mkurugenzi wa Halmashauri ya manispaa ya Songea.

Hivyo kwa barua hii mnaombwa kutoa ushirikiano ili kukamilisha utafiti huu.

Nawatakia Utekelezaji mwema.

Sadiki S. Mrisho
 KNY;MKURUGENZI WA MANISPAA
 SONGEA



EFFECT OF INTERACTIVE LEARNING ON EMPLOYEES' PERFORMANCE AT SONGEA MUNICIPAL COUNCIL

MEBO MICHAEL NDUMBARO¹

mebomichy@gmail.com

MHRM Graduate – The Open University of Tanzania

Dr Chacha Matoka²

Lecturer – The Open University of Tanzania

Dr Sophia Mbura³

Lecturer – The Open University of Tanzania

ABSTARCT

This study was carried to determine the effect of interactive learning on employees' performance at Songea Municipal Council. The study employed descriptive study design and collected data from 346 respondents who were the employees' of Songea Municipal council and were selected through stratified sampling technique. Data was collected from the respondents through questionnaire and was analyzed through descriptive statistics linear regression analysis using Statistical Packages of Social Science (SPSS) version 20 to determine frequencies and percentages of the variables as well as to determine the relationship between the study variables. The study found a significant positive relationship between interactive learning and employees' performance. Since interactive learning has been found to have a positive impact on employee performance, the council should encourage the use of interactive learning methods in training activities. This could involve incorporating more group discussions, case studies, presentation, and other participatory techniques into their training programs. Additionally, utilizing technology-based learning platforms or

incorporating e-learning modules would provide opportunities for interactive learning.

Key Words: Interactive Learning, Employees Performance, Interactive Learning Programs,

INTRODUCTION

Due to the rapid changes in the corporate ecosystem, businesses around the world are now confronting a shared difficulty in the current economic climate (Obeidat et al., 2016). Organizations must keep raising the bar on their performance if they want to survive this. Employee training can help their individual firms achieve good performance in order to address these environmental obstacles and improve company outcomes.

One of the core human resource operations in a firm is training, which aims to boost employee effectiveness and skill levels (Vokshi, 2020). The effectiveness of a company can be affected by how its employees are trained. As a result, training is an intentional endeavor to impart particular knowledge, abilities, and attitudes in order to accomplish a particular goal. Along with commitment and group empowerment, training can boost employees' job satisfaction. It improves employee job performance, which boosts the efficiency of the company as a whole (Akinwale et al., 2019).

Worldwide, many businesses understand that staff training and development should be a continuous process rather than a one-time event (Noe et al., 2019). This accentuates how crucial ongoing education and training are to the development and success of the company. In addition, training should emphasize skill development,

which entails identifying the precise talents that employees need to do their jobs well and offering training and development opportunities to aid in their acquisition and improvement (Mathis & Jackson, 2019). Again, the majority of organizations understand that giving employees regular feedback on their performance is essential for their growth and development because it allows workers to identify areas where they need to improve while also reinforcing successful actions and behaviors (Mathis & Jackson, 2019).

Organizations in Africa understand the value of on-the-job training, which is regarded as a crucial part of employee development in many African nations. This is so that workers can obtain real-world experience and develop the skills necessary to do their jobs well. Additionally, the majority of African governments support employee training and development through a variety of programs, including apprenticeship schemes, funding for skill advancement, and public-private partnerships. These programs aim to raise workforce standards and promote economic expansion (AFDB, 2019; Haile & Kleeman, 2018).

Organizations in Tanzania are also aware of the importance of employee development in raising overall productivity, effectiveness, and competitiveness. It is crucial for enhancing employee performance by enhancing their knowledge, skills, and talents (Nnko, 2020). Additionally, the Tanzanian government actively supports staff training through a number of initiatives and programs. Tax incentives and public-private partnerships are used to encourage businesses to invest in training (Muganyizi, 2018).

The impact of training on employee performance has been the subject of numerous studies, which have found a favorable correlation between the two. According to an

example research by Nassary (2020), training has a significant impact on employees' performance in the Arusha Municipality. Once more, Muganyizi (2018) found that the Tanzanian Immigration Department personnel' commitment, service delivery, and customer satisfaction had improved as a result of the training they had received.

This study used Social Learning Theory proposed by Albert Bandura (1977) which assumes that individuals learn by observing others and imitating their behavior. This implies that training methods that provide opportunities for employees to observe and interact with others in learning environment are likely to enhance performance. This study used variables such as on-the-job training, off-the-job training and interactive learning which allow employees to learn through direct observation and imitation of experienced colleagues, learning from experts and interact with professionals from different organizations. Also, facilitating active participation and engagement from employees, which increase employee motivation and enhance their ability to transfer the learned skills and knowledge into improved job performance.

Most of organizations in public sector are faced with the problem of low performance by their workers (Nassary, 2020). This has imposed a challenge to public organizations in Tanzania to properly operate, manage and improve efficiency of their firms to offer services and products of good quality and on timely basis (Landa, 2018). According to EHPA (2019) the trending of performance of many public hospitals in 2019 has been dropping compared to 2018 due to low performance by workers with average score of -1.44% by Mwananyamala hospital and Mawezi hospital with average score of 0.89%. Also, the report by the Public Service Management and Development (PSMD) department of the Tanzanian

government, revealed the performance of the public sector to have been rated with 61.6% in 2018.

Low level of staff performance in public sector is brought by different factors such as incompetency, lack of motivation, absenteeism, poor work ethics, inadequate training, political intrusion, inefficient processes, corruption and lack of resources (Richard and Nyangosi, 2017; Mapunda, 2020). Again, the study by Masunga *et al.* (2020) revealed factors such as training, salaries and rewards were inseparable with employees' performance in Tanzania Electricity Supply Company Limited (TANESCO).

Different efforts have been taken by the Government of Tanzania to ensure that employees' performance in public sectors is improved. One of the initiatives to combat the problem was the implementation of training program in public sector organizations where workers are required to undergo training to update their knowledge and skills which in turn could result into improved performance. Employees are being invited and funded to participate various training programs organized to improve the skills and knowledge of the employees at their workplaces. Also, some of promotions are not made until employee undergoes training (Muganyizi, 2018).

Despite of the efforts made to overcome the challenge of low performance in public sector through training, the problem still exists. This is observed through the study by Keya (2019) which argued that despite the government placing more emphasis on training to improve performance, still complaints and grievances are rising against public sector employees. This results into low productivity and poor customer services within the organization and eventually losing the customers who then decide

to seek services to private entities such as private schools and hospitals. Therefore, this ground has necessitated the study to be made to determine the effect that the training has on employees' performance. The study specifically focused on determining the effect of interactive learning towards employees' performance at Songea Municipal Council.

LITERATURE REVIEW

Social Learning Theory

According to the social learning theory, people learn social conduct through seeing and copying the actions of others. The social learning theory was created by psychologist Albert Bandura as an alternative to the earlier work of his colleague B.F. Skinner, who is famous for having influenced behaviorism. In contrast to behavioral psychology, which focuses on how the environment and rewards influence behavior, Bandura argued that people can pick up behavioral skills through observation. Bandura (1977) noted that learning occurs both directly through experience and indirectly through witnessing what other people go through and being told about something. We pick up new behaviors through studying those around us, including our parents, teachers, friends, bosses, and characters in movies and television. Examples at work New employees emulate peers' actions in an effort to fit into the workplace culture. Motivating and rewarding behaviors have an impact on imitation.

The first assumption is that people learn new behaviors and skills through observation; the second assumption is that reinforcement and punishment have indirect effects on behavior and learning; the third assumption is that meditational

processes influence our behavior, for instance, cognitive factors contribute to whether the behavior is acquired or not; and the fourth assumption is that social learning theory is true. The following are the variables of this study that are relevant to this theory:

Employees can learn by direct observation and imitating more experienced coworkers during on-the-job training. Employees can learn new skills and enhance their performance in actual workplace scenarios by observing how more seasoned workers carry out their duties and by attempting to mimic their activities. Employees get the skills and confidence necessary to carry out their jobs efficiently thanks to this practical experience and the quick application of learned information.

Employees have the chance to meet with specialists from various organizations or industries and learn from experts through off-the-job training options like workshops, seminars, or conferences. Employees are given the opportunity to broaden their knowledge and abilities outside of their immediate work environment by being exposed to various perspectives and methodologies. Then, they can return with this new information and use it at work, ultimately improving their performance.

Employee engagement and active participation are facilitated via interactive learning, which includes exercises like role-playing games and simulations. Interactive learning techniques encourage employees to actively participate in the learning process, which encourages knowledge application and internalization. This improves employee motivation and their capacity to apply newly acquired skills and information to better perform their jobs.

Social learning theory has the advantage of being adaptable in how it explains differences in people's behavior or learning, for instance, how when the environment

changes, a person may change since people learn through observation and can easily adjust to the new surroundings. The ability to accommodate various learning styles is another benefit of the social learning paradigm. Through direct experience or observation, one can learn. The social learning hypothesis has been criticized for recognising cognitive elements and the part they play in determining whether or not to mimic behavior in explaining complicated behavior. It does not, however, take into consideration the fact that we generate a variety of behaviors based on our ideas and feelings. We have a great deal of control over our conduct, so we don't automatically repeat undesirable behavior, like violence, just because we witness it.

A study on the effects of interactive-based learning on staff performance at a Taiwanese restaurant chain was undertaken by Hsu et al. in 2017. 30 respondents, including employees and supervisors, were interviewed as part of the study's qualitative methodology. The results of a thematic analysis of the data showed that interactive learning enhanced workers' capacity for communication, work effectiveness, customer service, and job happiness. The present study adopted a quantitative methodology and gathered information from employees using questionnaires. Additionally, the report was presented to Tanzanian government workers.

A study on the impact of interactive learning on worker performance in the Lebanese banking industry was conducted in 2018 by Darwish and Salloum. The study used a survey design and a quantitative technique. Through a questionnaire, respondents' responses were gathered for the study, which afterwards used descriptive statistics and regression analysis to examine the data. The study's findings, which emphasize the significance of continual training and development for firms to remain

competitive, show that interactive learning has a considerable beneficial influence on employee performance in the banking sector. The goal of the current study was to ascertain how interactive learning affected employee performance in Songea Municipality.

In 2019, Alsharif & Al-Qahtani investigated how interactive learning affects worker performance. The study used a quantitative methodology and used questionnaires to get data from the respondents. Multiple regression analysis was used to analyze the data, and the results showed a significant positive relationship between interactive learning and employee performance. This suggests that implementing interactive learning programs in organizations, especially those in the banking industry, can boost employee performance. The current study was carried out in Tanzania's public sector, which may have a different organizational culture than Saudi Arabia's, particularly in the banking industry.

A study on the contribution of interactive learning to better employee performance in Pakistani public sector firms was conducted by Hussain et al. in 2019. The study used a cross-sectional design and a quantitative technique. Through the use of questionnaires, data from respondents was gathered, and regression analysis was used to analyze it. The research discovered a link between interactive learning and worker performance. The current study was carried out in Tanzania's public sector, specifically the Songea Municipal Council.

In Nigerian public sector organizations, Nkata & Ugwu (2018) conducted study on the impact of interactive learning on employee performance. Information was gathered from the respondents using a survey questionnaire and a quantitative technique. Multiple regression analysis and descriptive statistics were used to

analyze the data. The study discovered a substantial positive association between interactive learning and worker performance, indicating that interactive learning programs might be a useful strategy to raise worker productivity in the public sector. The current study used a descriptive survey approach to gather data from 346 respondents while it was being carried out in Tanzania.

METHODS

Positivist Philosophy

The positivist philosophy, which emphasizes using scientific methods to analyze social phenomena, was used in this study (Babbie, 2019). This mindset was employed because gathering and analyzing empirical data was one of the study's primary goals. To ascertain how training affected employees' performance, quantitative data were gathered and statistical analysis was performed.

Research strategy

This study used a quantitative strategy, which entailed gathering and analyzing numerical data in order to quantify or measure the variables under examination (Babbie, 2019). Due to the nature of the study, which needed establishing how training affected employees' performance, the method was adopted. This strategy worked well because it made it possible to gather and analyze numerical data to meet the goals of the study.

Research approach

The descriptive design was chosen for this study's purposes because it assisted the researcher in gathering organized and trustworthy data that could be used to address the study's research questions and meet its goals (Creswell, J.D. & Creswell, J.W.,

2009). Additionally, it was important for the collection of data that was used to examine the relationship between training initiatives and worker performance.

Study Population

This included any person or component that a researcher intended to examine and make inferences about (Saunders et al., 2016). A total of 2559 personnel from the Songea Municipal Council's various departments participated in the survey. Through stratified sampling, employees who participated in training programs were chosen so they could express their opinions on how training affected their performance.

Sample size

To acquire a manageable representation in terms of time, money, and the type of data needed for the study, the sample size was taken from the populations of 2559 employees. In response to Yamane's 1967 formula, the sample size was determined. The equation is $n = \frac{N}{1 + N(e)^2}$.

in which n is the sample size

2559 is the targeted population size, and the margin of error is 5%.

Sample size is 345,933 to 346.

Sampling Approach

The population was divided into strata or subgroups based on one or more factors in this study's stratified sampling technique. This method was adopted in this study because it made sure that members of various departments, job categories, or other significant subgroups within the employee population were represented in the sample of employees chosen for the study. In order to conduct stratified sampling for this study, the researcher first determined which employee categories were pertinent. To ensure that each department is appropriately represented in the sample, the researcher

then randomly chose a proportionate number of individuals from each category to include in the study.

This included any person or component that a researcher intended to examine and make inferences about (Saunders et al., 2016). A total of 2559 personnel from the Songea Municipal Council's various departments participated in the survey. Through stratified sampling, employees who participated in training programs were chosen so they could express their opinions on how training affected their performance.

Data Analysis

The quantitative analysis approach, which includes methodically examining numerical data in order to derive significant insights, patterns, and relationships, was used to present the data gathering for this study (Field, 2013). The Statistical Package of Social Sciences (SPSS) version 20 was used to enter the data after they had been converted from text to numbers using applications such as Microsoft Excel. Following that, descriptive statistics were used to examine the data, and frequent tables were created to determine the frequency and proportion of the various components. In SPSS, regression analysis was also performed to ascertain the connection between employee performance and training.

Regression analysis

This will be used in the study because one of its main goals is to ascertain the association between the dependent variable, employee performance, and variables like interactive learning, off-the-job training, and on-the-job training. The assumptions for this model are linearity, independence, and normalcy. In this study, the connection between the independent variables and the dependent variable was examined using the equation $Y = 0 + 1X_1 + \dots + nX_n +$.

FINDINGS

For the effect of interactive learning scale, descriptive statistics (mean, standard deviation, minimum and maximum scores) were calculated (Table 4.4). According to the findings (M=1.42, S.D.=1.45), interactive learning improves information acquisition. Additionally, it promotes worker engagement (M=1.45, S.D=.548). Again, interactive learning encourages behavior modification (M=1.53, S.D=.668) and calls for activity retention (M=1.75, S.D=.620).

Table 1 Descriptive statistics results on the effect of interactive learning on employees' performance

	Minimum	Maximum	Mean	Std Deviation
Interactive learning enhances knowledge acquisition	1.00	2.00	1.42	1.45
Interactive learning facilitates employee engagement	1.00	3.00	1.45	.548
Interactive learning necessitates retention of the learned activities	1.00	3.00	1.75	.620
Interactive learning facilitates behavior change	1.00	3.00	1.53	.668

N= 346

Source: Data Analysis (2023)

Regression Analysis

The effect of interactive training (independent factor) on employees' performance (dependent variable) was examined using linear regression analysis. The results are shown in the tables below. The R² statistics, which are .548, are the item of relevance in Table 2 summary of the model. This implies that training's impact explains 54.8% of the difference in employees' performance.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740 ^a	.548	.544	.2654

a. Predictors: (Constant), interactive

b. Dependent variable: Employees' Performance

Source: Data Analysis, 2023

The analysis of variance (ANOVA) findings are shown in Table 3. This table contains information of importance, including F-statistics and its sig. value. According to the findings, the F-statistic is $F(3,342) = 138.020$, $P < 0.001$. The findings support the model's claim that training has an impact on employees' performance. They imply as a result that there is a strong connection between training effects and performance.

Table 3 ANOVA Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.156	3	9.719	138.020	.000 ^b
	Residual	24.082	342	.070		
	Total	53.238	345			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), On-the-job training, Off-the-job training, interactive learning

Source: Data Analysis, 2023

The results of the regression model's coefficients are shown in Table 4. The coefficient findings indicate that interactive learning is statistically, significantly, and positively correlated with workers' performance ($b = .264$, $p < 0.001$). According to

multicollinearity statistics (Table 4), variance inflation factors ranged from 1.084 to 1.268 while tolerance values ranged from .789 to .923. These figures imply that there is no evidence of multicollinearity among the independent variables. Multicollinearity would be suspected, according to Field (2005), if figures are less than 0.10 or if VIF statistics are 10.0 or above.

Table : Regression Model Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.478	.055		8.736	.000		
	Interactive learning	.264	.032	.332	8.273	.000	.806	1.241

a. Dependent Variable: Employee performance

Source: Data Analysis, 2023

DISCUSSION

The study found a substantial correlation between interactive learning and employees' performance, with discussions, presentations, and case studies serving as the best performance predictors. This suggests that through interactive learning, employees have been able to carry out their duties effectively since they always pick up new information through dialogues in which various ideas are brought up that are helpful to each individual employee. Additionally, employees gain a variety of abilities through presentations, including communication skills that may come in handy when carrying out tasks at a workplace. Employees may also learn by experiencing the particular task through case studies. As an illustration, in the health

sector, health practitioners may learn via cases and develop new approaches for dealing with problems involving the same materials.

The study also found that interactive learning improves information retention, employee engagement, behavior modification, and learning activities. This suggests that through interactive learning, staff members have the opportunity to participate in discussions where they can express their opinions about the activity. Employees also learn new skills concerning the activity or event through case studies. Additionally, since learning activities are acquired through discussions and practical application, it is simple for employees to retain what they have learned, which helps them perform better at work.

The findings are consistent with a study by Darwish & Salloum (2018) that examined how interactive learning affected workers' performance in the banking industry of Lebanon. The study used a survey design and a quantitative technique. Through a questionnaire, respondents' responses were gathered for the study, which afterwards used descriptive statistics and regression analysis to examine the data. The study's findings, which emphasize the significance of continual training and development for firms to remain competitive, show that interactive learning has a considerable beneficial influence on employee performance in the banking sector.

The findings are consistent with a 2019 study by Alsharif & Al-Qahtani that looked at the impact of interactive learning on worker performance. The study used a quantitative methodology and used questionnaires to get data from the respondents. Multiple regression analysis was used to analyze the data, and the results showed a significant positive relationship between interactive learning and employee performance. This suggests that implementing interactive learning programs in

organizations, especially those in the banking industry, can boost employee performance.

The results were also in line with research by Hussain et al. (2019), which focused on the contribution of interactive learning to increased employee performance in Pakistani public sector firms. The study used a cross-sectional design and a quantitative technique. Through the use of questionnaires, data from respondents was gathered, and regression analysis was used to analyze it. The research discovered a link between interactive learning and worker performance.

Again, the results are consistent with a study by Nkata & Ugwu (2018) that looked at the impact of interactive learning on worker performance in Nigerian public sector companies. Information was gathered from the respondents using a survey questionnaire and a quantitative technique. Multiple regression analysis and descriptive statistics were used to analyze the data. The study discovered a substantial positive association between interactive learning and worker performance, indicating that interactive learning programs might be a useful strategy to raise worker productivity in the public sector.

These investigations, including the current one, used comparable research methodologies, data gathering techniques, and statistical analyses, which may have contributed to the alignment of the results. Additionally, there may be a universal phenomenon that cuts across cultural barriers when it comes to the favorable significant association between interactive learning and employee performance.

RECOMMENDATIONS

Encourage the use of interactive learning techniques: Since interactive learning has been shown to improve employee performance, the council should support its use in

training exercises. This can entail including more case studies, presentations, group debates, and other participatory tactics in their training programs. Additionally, implementing e-learning modules or using technology-based learning platforms would offer options for interactive learning.

CONCLUSION

Despite this, the study concludes that interactive learning and employee performance are significantly positively correlated. Employees learn from themselves and cases through talks, presentations, and case studies, which helps them work better. Additionally, interactive learning helps employees retain the information they learn and makes changing their behavior easier.

REFERENCES

- Akinwale, K.O., Afolabi, S.O., & Mabekoje, M.A. (2019). The Impact of Off-the-Job Training on Employee Performance in the Banking Industry. *The Journal of Economics and Business Studies*, 10(1), 56-72.
- Babbie, E. (2019). *The Practice of Social Research* (14th ed.). Boston, MA: Cengage Learning.
- Blume, B.D., Ford, J.K., Baldwin, T.T., & Huang, J.L. (2010). Transfer of Training: A meta-analysis review. *Journal of Management*, 36(4), 1065-1105.
- Creswell, J.W., & Creswell, J.D. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). London, U.K: Sage Publications, Inc.

- Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th ed.). London, U.K: Sage Publications Ltd
- Haile, G.T., & Kleeman, L. (2018). Community-based vocational training as a pathway for enhancing rural livelihoods: Evidence from Ethiopia. *Journal of Vocational Education and Training*, 70(2), 270-287
- Keya, B.M. (2019). “Effect of training on employees’ Performance: A case of Institutions of Higher learning in Arusha city, Tanzania”. *International Journal of Social Science and Research (IJSSR)*, 2319-7064
- Khamis, M.K. (2019). *The Effects of Training on Employees’ Performance: A Case of the Zanzibar Social Security Fund* (Masters Dissertation, Open University of Tanzania). Retrieved from <http://repository.out.ac.tz/2586/1/DISSERTATION%20%20MWANAKHAMIS%20KASSIM%20KHAMIS%20%20-%20FINAL.pdf>
- Kombo, I., & Ijagara, D. (2016). Factors Affecting Performance among Public Servants in Local Government Authority in Tanzania: A case study of Bariadi District Council. *IJRDO-Journal of Social Science and Humanities Research*, 1(8), 10.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd
- Landa, E. (2018). Influence of Training on Employees Performance in Public Institutions in Tanzania. *International Journal of Human Resource Studies*, 8(2), 324.
- Mapunda, P.A. (2020). *Factors Affecting Employees’ Performance in Public Institutions: A case of Ubungo Municipal Council* (Masters Dissertation,

- Mzumbe University). Retrieved from <http://repository.costech.or.tz/handle/11192/4635>
- Mathis, R. L., & Jackson, J.H. (2019). *Human Resource Management* (16th ed.). Boston, MA: Cengage Learning
- Mayer, R.E. (2017). Using multimedia for e-learning. *Journal of Computer Assisted Learning*, 33(5), 403-423.
- Muganyizi, E.E. (2018). *The Impact of Training on Staff Performance in Public Sector Organizations: A Case of Immigration Department* (Masters Dissertation, Open University of Tanzania). Retrieved from <http://repository.out.ac.tz/2172/1/Evangelina-%20DISSERTATION-06-02-2018.pdf>
- Na, K. (2021). The Effect of On-the-job Training and Education Level of Employees on Innovation in Emerging Markets. *Journal of Open Innovation: Technology, Market and Complexity*, 7(47).
- Nassary, R.P. (2020). The Effects of Training on Employees' Performance in Public Institutions: A Case of Arusha Municipality, Tanzania. *International Journal of Research and Innovation in Applied Science*, V (IX).
- Nnko, E.K. (2020). *Effects of Human Resource Training on Employee Performance in Tanzania: A case of Arusha International Conference Centre*. Institute of Accountancy Arusha.
- Noe, R.A. (2017). *Employee Training and Development* (7th ed.). New York, NY: McGraw-Hill Education

- Noe, R.A., Hollenbeck, J.R., Gerhart, B., & Wright, P.M. (2019). *Human Resources Management: Gaining a competitive advantage* (11th ed.). New York, NY: McGraw-Hill.
- Obeidet, B.Y., Al-Surad, M.M., Masa'deh, R., & Tarhini, A. (2016). The impact of knowledge management on innovation. *Manage Research Review*, 39(7), 139-1332
- Robbins, S.P., & Judge, T.A. (2019). *Essentials of Organizational Behavior* (14th ed.). London: Pearson Education, Inc.
- Saunders, M.N., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students*. Harlow: Pearson Education Limited.
- Trochim, W.M., Donnelly, J.P., & Arora, K. (2015). *Research Methods: The Essential Knowledge Base*. Boston: Nelson Education
- Vokshi, B. (2020). Effects of Training on Employee Performance. *International Journal of Economics, Commerce and Management*, VIII (12).