EFFECT OF TRAINING PROGRAMS ON EMPLOYEES'

PERFORMANCE: THE CASE OF IMMIGRATION DEPARTMENT

DAR ES SALAAM

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CERTIFICATION

The undersigned certify that she has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation entitled "**The Effects of Training Programs on Employees' Performance: The Case of Immigration Department Dar Es Salaam**" in partial fulfillment of the requirements for award of the Master Degree of Human Resources Management of The Open University of Tanzania.

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DEDICATION

This work is dedicated to my lovely family.

ACKNOWLEDGEMENTS

ABSTRACT

Training programs are crucial to organizations as they enhance employee skills, boost productivity, quality service, foster a culture of continuous improvement and adaptability in a competitive environment. The study aims to assess the effects of training programs on employees' performance at the Immigration Department in Dar es Salaam. The specific objectives were to examine the effects of onboarding training, to assess the effects of technical skills training, and to determine the effects of soft skills training on employee performance. The research used Kirkpatrick's model. The study used positivism philosophy and quantitative research approach were employed, with a sample of 245 respondents from immigration department employees. Simple random sampling was employed where by data were collected using structured questionnaires and analyzed using descriptive statistics and multiple linear regression. The study found that onboarding training positively significant affected employee performance. For the technical skills training, the regression results revealed that technical skill had significantly positive effect on employee performance with task efficiency, and adaptability to technology. Similarly, the regression results revealed that soft skills training has a significant positive effect on employees' performance. It is recommended that the organization continues to invest in comprehensive training programs that prepare employees for their roles and promote seamless integration into the workplace. The organization should regularly update the training to address evolving technologies and job-specific needs. To maintain the effectiveness of soft skills training, the organization should continue prioritizing leadership, teamwork, and conflict resolution in future training programs.

Keywords: Training Programs, Employee performance, Onboarding training, Technical skill training and soft skill training.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASTD   American Society for Training and Development

CIPD   Chartered Institute of Personnel and Development

HQ   Headquarters

ILO   International Labour Organization

JKNIA   Julius Kambarage Nyerere International Airport

SPSS   Statistical Package For the Social Science

SEM   Structural Equation Modeling

UKCES   United Kingdom Commission for Employment and Skills

VIF   Variance Inflation Factors

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This chapter describes the background information, the statement of problem, research objectives, and significances of the study and organization of the study.

1.2 Background of the Study

Employee performance is intricately linked to the effectiveness of training programs within organizations, training serves as the foundation for employees to acquire the necessary skills and knowledge to excel in their roles (Yimam, 2022). It is the systematic application of formal processes to help people acquire the knowledge and skills necessary for them to perform their jobs satisfactorily (Armstrong, 2020). Globally, organizations recognize the crucial role of employee training programs in enhancing performance and achieving strategic objectives. According to the World Economic Forum (2020), ongoing technological advancements and the evolving nature of work underscore the necessity for continuous employee learning and skill development. Organizations across various areas increasingly invest in training initiatives to remain competitive in the global market. Likely, the International Labour Organization (ILO) highlights that effective training programs improve productivity, innovation, and employee performance (ILO, 2020).

Moreover, in public sector agencies like the Immigration Department, training programs play a critical role in ensuring compliance with legal regulations, enhancing service delivery, and promoting professionalism among staff members.

Continuous training and development are crucial in the immigration sector due to the ever-changing nature of policies and procedures. By providing employees with the necessary skills to navigate these changes and tackle emerging challenges, training enhance their performance, this, in turn, enables them to meet strategic objectives and effectively respond to the evolving demands of their field (Armstrong, 2020).

In Africa, the significance of training programs in enhancing employee performance is increasingly acknowledged as organizations seek to address skills gaps and improve competitiveness. According to the African Development Bank (2020), investing in human capital development, including training and education, is essential for sustainable economic growth and poverty reduction across the continent. However, several challenges hinder the effectiveness of training programs in Africa, including limited financial resources, inadequate infrastructure, and a shortage of skilled trainers. Additionally, cultural factors and varying levels of educational attainment among the workforce influence the design and implementation of training initiatives in different Africa.

However, Barmao (2023) asserts that in Kenya the training can both be formal and informal and is usually carried out to assist the employee in understanding and performing his or her job better. On the other hand, development, as a learning activity, is more directed towards future needs rather than the present needs of the Organization and is concerned with career growth rather than immediate performance. However, Olunga (2023) confirms that public institutions in Kenya have a minimal budgetary allocation to training, there is no clear policy on training and top management commitment to training is lacking. Likely in Uganda, Dadesh

(2022) profound that the effective functioning of any organization requires that employees learn to perform their jobs at a satisfactory level of proficiency. An effective organization wishes amongst its ranks individuals who are qualified to accept increasing responsibilities. So much so that organizations need to provide opportunities for the continuous development of employees not only in their present jobs but also to develop their capabilities for other jobs (Dadesh, 2022).

Like other countries in Africa, Tanzania has recognized the importance of investing in human capital development to enhance employee performance (Mchome, 2019). Consequently, the Tanzanian government has implemented several policy initiatives aimed at improving employee performance through training within public sector organizations such as National Human Resource Development Policy of 2019, the Public Service Act of 2002 outlines the government's commitment to promote efficiency, effectiveness, and professionalism in the public service, including through training and development interventions, the Public Service Regulations of 2003 (United Republic of Tanzania, 2002). Furthermore, government collaborates with international organizations, donor agencies, development partners to access technical expertise, resources, best practices training capacity building (Mwageni & Mwita, 2020). These partnerships enhance quality relevant training programs delivered to immigration personnel, thereby contributing to improved performance service delivery. These programs cover a wide range of areas border security, passport visa issuance procedures, immigration laws regulations, customer service, and use of technology border control (Mwageni & Mwita, 2020). Despite of these efforts, assessing training program effectiveness in improving immigration personnel

performance is crucial. The Immigration Department of Tanzania plays a vital role in national security and economic development, migration management, and facilitating lawful movement. Challenges like outdated skills, resource scarcity, and inefficiency hinder effectiveness (Mjema, 2019). Therefore, this study sought to assess the effects of training programs on employees' performance in the Immigration Department in Dar es Salaam. In addition, the study was guided by the Kirkpatrick Model developed in 1959 for evaluating and analyzing the effectiveness of training programs for business (Lema, 2019).

1.3 Statement of the Problem

Training programs are an integral part of the organization to improve employee performance (Eliasen, 2019). This is also important in Immigration Departments whose roles is processing and issuance passport, permits, passes, visas, and border control procedures (Mjema,2019). However, (Muganyizi, 2019) asserts that the Immigration Department faces challenges in employee performance, hindering its ability to efficiently manage immigration processes. This is because the department deals with complex regulations and procedures that require constant updating due to changing immigration laws and security threats where employees may struggle to keep pace with this evolving landscape if not adequately trained (Eliasen, 2019). Also, the volume of applications and workload are overwhelming, leading to stress and potential errors, that negatively effects employee morale and motivation, further hindering performance (Muganyizi, 2019). The challenges of insufficient training fail to equip employees with the necessary skills and knowledge to handle complex immigration procedures efficiently. Additionally, limited resources hinder the

department's ability to modernize its processes, leading to inefficiencies and delays in service delivery, these shortcomings result in decreased productivity, heightened workloads, and increased stress levels among employees, ultimately effectsing their overall performance and morale (Eliasen, 2019).

Previous studies have been conducted on the challenges faced by the Immigration Department regarding employee performance. For instance, the study by Ndubisi and Chinonyelum (2019) highlighted the correlation between training programs and employees' performance in the context of service organizations. Similarly, studies by Komba and Lema (2019) emphasized the importance of adequate resources and modernization efforts in enhancing organizational effectiveness within government institutions. Despite government efforts to address the performance issues within the Immigration Department, the problem remains. While there have been initiatives to enhance training programs and allocate resources such as the National Human Resource Development Policy of 2019 and the Public Service Act of 2002, these efforts often have not yet produced long-term sustainability for employee performance. On the other hand, the existing studies have been inadequately conducted on the potential of training programs to enhance employee performance. Thus, this study sought to assess the effects of training programs on employees' performance in the immigration department in Dar es Salaam.

1.4 Objectives of the Study

1.4.1 General objective

The general objective of this study was to assess the effects of training programs on

employees' performance at the immigration department in Dar es Salaam.

1.4.2 Specific Objectives

   i.   To examine the effects of onboarding training on the employees' performance

   ii. To assess the effects of technical skills training on the employees' performance

   iii. To determine the effects of soft skills training on the employees' performance

1.5 Significance of the Study

The significance of this study extends across practical, methodological, and theoretical dimensions, providing valuable insights and contributions to various stakeholders. Practically, the research directly informs policy decisions regarding training resource allocation and program design. The evidence-based insights generated by this study guide revisions to the National Human Resource Development Policy, ensuring that training programs are both targeted and efficient. This, in turn, enhances employee performance within the immigration department, leading to a more effective and capable workforce.

Methodologically, the study contributes to the identification and dissemination of best practices in the design and implementation of training programs. By examining the effects of different training modalities on employee performance, the study provides stakeholders with critical insights into effective approaches for capacity building within the immigration department. These findings help in refining and optimizing training strategies, ensuring that programs are aligned with the department's goals and employee needs.

Theoretically, the study's focus on knowledge-based interventions informs the integration of training programs into existing frameworks, ensuring that employees develop a holistic skill set necessary for success. This theoretical contribution empowers future researchers, policymakers, and training developers to design more effective programs. As a result, the study supports the ongoing development of a more efficient and skilled public workforce, ultimately contributing to improved public service delivery and organizational success.

1.6 Scope of the Study

The study was conducted with aim to assess the assess the effects of training programs on employees' performance. The study specifically focused on the effects of onboarding training on the employees' performance, the effects of technical skills training on the employees' performance and the effects of soft skills training on the employees' performance. The research was geographically confined to the immigration department in Dar es Salaam, making it relevant to the specific context of this organization while providing insights into the broader implications of training on employee performance in similar settings.

1.7 Organization of the Study

Chapter one describes the background information, the statement of problem, research objectives, research questions, significances of the study and scope of the study. In chapter two of this research study describes the literature reviews including operational definition of key terms, theoretical review, empirical literature review, knowledge gap of the study and conceptual framework of the study. Chapter three is

about research design and methods including research strategies, survey population, area of the research, sampling design and procedures, variables and measurement procedures, method of data collection, data processing and analysis, expected results of the study, research schedule, work plan and estimated research budget. Chapter four presents the findings and discussion of the study and chapter five presents the summary, conclusion and Recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter covers literature reviews including definition of key terms, a theoretical review, an empirical literature review, hypothesis of the study, a conceptual framework, and a knowledge gap of the study.

2.2 Definition of Key Terms

2.2.1 Training Programs

Training programs are defined as formal learning experiences designed to equip individuals with the knowledge and skills necessary to perform a specific task or role (Cascio, 2019. According to Noe & Schmitt (2020), training programs are structured activities that improve employee competence and performance. The International Labour Organization (2020) further defines training programs as planned and systematic sequences of instruction, under the guidance of a qualified person, aimed at transmitting knowledge or skills to change learners' behavior. For this study, the definition from the International Labour Organization is adopted, as it emphasizes the planned and systematic nature of training programs, which aligns with the structured learning environment required for immigration employees to develop specific skills and improve performance.

2.2.2 Onboarding Training

Onboarding training refers to the process of familiarizing new employees with the policies, procedures, tools, and culture of an organization (Noe & Schmitt, 2020).

According to Armstrong & Baron (2019), onboarding training involves a structured approach to introducing new employees to their roles, accelerating productivity and helping them integrate into the company. Sarah & Kibrai (2021) emphasize that onboarding training is critical for aligning new employees with organizational goals and expectations. For this study, onboarding training will refer to the training provided to employees in the immigration department, aimed at familiarizing them with departmental policies, procedures, tools, and culture. This definition is justified as it highlights the specific role of onboarding in helping new employees integrate into their roles efficiently.

2.2.3 Technical Skills Training

Technical skills training focuses on developing the specific competencies required to perform tasks related to a particular job or industry (Sarah & Kibrai, 2021). Cascio (2019) defines technical skills training as the education and practice necessary for acquiring proficiency in specialized tools, technologies, and methodologies relevant to a particular field. Jane, et al. (2020) also emphasize that technical skills training is key in ensuring that employees remain competent in their respective industries. For this study, technical skills training refers to the education and practice necessary for immigration officers to become proficient in the specialized tools, technologies, and methodologies relevant to immigration activities. This definition fits the study, as it directly applies to the technical competencies needed in immigration services.

2.2.4 Soft Skills Training

Soft skills training involves developing interpersonal, communication, leadership,

and emotional intelligence abilities that are valuable across various roles and industries (Jane, et al., 2020). Sarah & Kibrai (2021) further define soft skills training as focused on enhancing personal attributes, behaviors, and qualities that enable effective interaction and navigation of professional environments. According to Armstrong & Baron (2019), soft skills are crucial for teamwork, leadership, and adaptability in the workplace. In this study, soft skills training refers to the development of interpersonal, communication, leadership, and emotional intelligence abilities, which are critical for the immigration department's operations. This definition is justified as it emphasizes the personal attributes that facilitate effective performance in roles requiring constant interaction with the public and teamwork.

2.2.5 Employees' Performance

Employees' performance refers to the measurable work output or achievement of an employee in relation to predefined expectations (Cascio, 2019). Armstrong & Baron (2019) define employees' performance as the degree to which an employee accomplishes job responsibilities, while Jane, et al. (2020) add that performance can also be measured against objectives set by the organization. For this study, employees' performance will refer to the contribution of immigration officers to the success of departmental activities like processing immigration applications, visas, and border control procedures, measured against predefined objectives and standards. This definition is justified as it aligns with the specific tasks and measurable outcomes relevant to the immigration department.

2.3 Theoretical Literature Review

2.3.1 Kirkpatrick Model

This model was developed by Donald L. Kirkpatrick in 1959 (Lema, 2019). The Kirkpatrick Model of training evaluation proposes four levels of assessment. First is reaction, this measures how participants react to the training. This level focuses on participants' perceptions and satisfaction with the training program. Second is learning, which evaluates the extent to which participants acquire new knowledge, skills, or attitudes as a result of the training. Third is behavior, which assesses the extent to which participants apply the knowledge, skills, or attitudes gained from the training in their workplace. Fourth is results, which measure the organizational outcomes resulting from the training, such as improvements in performance, productivity, or efficiency (Lema, 2019).

The Kirkpatrick Model is relevant to the study as it provides a comprehensive framework for evaluating the effects of training programs on employee performance. Each level of the model corresponds directly to the specific objectives of the study. For instance, the model guided a researcher to assess employees' reactions, to onboarding training (Level 1), their learning outcomes (Level 2), and the extent to which they apply the learned skills in their work (Level 3), and the resultant improvements in their performance (Level 4). Similar to Technical Skills Training on the employees' performance. The model helped the researcher with the evaluation of employees' reactions, learning outcomes, behavioral changes, and performance improvements resulting from technical skills training. Moreover, the model was

applied to assess the effects of soft skills training on employees' reactions, learning, behavior, and performance outcomes.

2.3.2 Strength of the Kirkpatrick Model

The Kirkpatrick Model offers a structured framework for evaluating training programs, making it easier to assess their effects comprehensively. Its four levels align directly with the study's objectives, facilitating a systematic evaluation of employee reactions, learning outcomes, behavioral changes, and performance improvements. This structured approach enabled the researcher to collect quantitative data, providing a thorough analysis of training interventions and their effectiveness.

2.3.3 Weaknesses of the Kirkpatrick Model

However, the Kirkpatrick Model may be limited by its linear nature, potentially oversimplifying the complex interactions between training outcomes and organizational performance. The model's reliance on participant perceptions at the reaction level may not always accurately reflect the actual effectiveness of training, as subjective responses can be influenced by various factors unrelated to training content or delivery.

2.4 Empirical Literature Review

2.4.1 The effects of Onboarding Training on the employees' performance

Desiana, (2022) conducted a study on the effect of onboarding on job performance through the mediating role of employee creativity in Indonesia. Data from 204 employees were analyzed using the Structural Equation Modeling (SEM) method.

The results showed that effective onboarding could increase work-employee creativity and have an effects on job performance. Onboarding can contribute to a faster adjustment process for the company. For example, its culture and goals reduce employee insecurities and anxiety from not meeting company expectations for their performance, strengthen employee acclimatization to the work environment, and overall acquire attitudes, behaviors, and knowledge that are desirable or necessary. Desiana (2022) conducted a study on the effect of onboarding on job performance through the mediating role of employee creativity in Indonesia, highlighting how structured onboarding programs enhance employees' ability to generate innovative solutions, ultimately improving job performance. This study relates to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by emphasizing the role of structured learning experiences in enhancing employees' effectiveness. However, the current study expands beyond onboarding to explore broader training programs, assessing their direct and indirect impacts on performance within a public sector context. Unlike Desiana's focus on creativity as a mediator, this study seeks to identify specific training methods that enhance skills, productivity, and overall institutional efficiency, providing localized insights for policy and practice improvements in Tanzania's immigration sector.

Nakawesi & Kibrai (2021) conducted a study on the influence of onboarding training on employee performance in Uganda telecommunication companies. This study employed a qualitative research approach, conducting semi-structured interviews with employees and managers. The findings indicated a significant positive

relationship between onboarding training and employee performance. Employees who underwent comprehensive onboarding programs demonstrated higher levels of job proficiency, commitment, and retention.

Nakawesi & Kibrai (2021) examined the impact of employee training on performance in public institutions, emphasizing how targeted skill development enhances efficiency, motivation, and service delivery. Their study is related to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by reinforcing the idea that structured training improves job performance in government agencies. However, the current study aims to provide a more localized perspective by assessing the effectiveness of specific training programs within Tanzania's immigration sector. Unlike Nakawesi & Kibrai's broader public institution focus, this study seeks to identify training gaps, measure their direct influence on immigration officers' efficiency, and offer policy recommendations tailored to the unique operational challenges of the Immigration Department in Dar es Salaam.

Josephat and Kihwele (2020) conducted study on the effects of Onboarding training on employee performance in Tanzanian Organizations. This study utilized a mixed-method approach, combining surveys and interviews. Surveys were distributed to employees who had undergone onboarding training in various organizations across Tanzania. The study found that onboarding training significantly positively influenced employee performance in Tanzanian organizations. Employees who received comprehensive onboarding training reported higher levels of job satisfaction, engagement, and productivity.

Josephat and Kihwele (2020) investigated the impact of training programs on employees' performance, emphasizing how continuous skill development enhances efficiency and service delivery in organizations. Their study relates to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by highlighting the importance of structured training in improving employee competencies and overall institutional productivity. However, the current study seeks to contribute new insights by focusing specifically on the public sector, examining the unique challenges and effectiveness of training programs within Tanzania's immigration services. Unlike Josephat and Kihwele's general approach, this study aims to assess the adequacy, relevance, and long-term impact of training initiatives in a government setting, offering policy recommendations tailored to public service workforce development.

Morris & Wilson (2021) examined the role of onboarding programs in improving employee performance in UK-based financial institutions. A quantitative approach was used, analyzing survey data from 300 employees. The study revealed that comprehensive onboarding significantly enhanced job readiness, role clarity, and overall performance, reducing employee turnover.

Morris & Wilson (2021) explored the relationship between employee training and job performance, emphasizing how well-structured training programs enhance skills, productivity, and overall workplace efficiency. Their study is related to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by reinforcing the idea that continuous learning opportunities contribute to improved job outcomes in public institutions. However,

the current study seeks to add new insights by focusing specifically on the immigration sector in Tanzania, assessing how training programs address unique operational challenges within government agencies. Unlike Morris & Wilson's general perspective, this study aims to evaluate the relevance, effectiveness, and sustainability of training initiatives in the Immigration Department, offering practical recommendations to enhance workforce capacity and service delivery in a public sector context.

Ramadhan & Zain (2020) conducted a study in Malaysian manufacturing firms, focusing on the link between onboarding training and early-stage employee productivity. The data collection methods used was questionnaires to 250 respondents and SPSS was used for data analysis. The research demonstrated that structured onboarding programs helped employees adapt more quickly to job requirements, leading to measurable improvements in performance and job satisfaction within the first three months.

Ramadhan & Zain (2020) examined the impact of training programs on employee performance, emphasizing how continuous professional development enhances skills, motivation, and overall organizational efficiency. Their study relates to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by supporting the argument that well-designed training improves job performance in public institutions. However, the current study seeks to provide new insights by focusing specifically on Tanzania's immigration sector, analyzing how training programs address the unique demands and operational challenges faced by immigration officers. Unlike Ramadhan &

Zain's broader approach, this study aims to assess the adequacy, effectiveness, and long-term impact of training initiatives in a government setting, offering policy recommendations to enhance workforce productivity and service delivery.

2.4.2 The effects of Technical Skills Training on the Employees' Performance

Moreover, Lee & Kim, (2019) conducted a study on the effects of technical training on employee performance in South Korea. The study was longitudinal study utilizing both quantitative and qualitative methods. Survey data was collected from employees before and after technical skills training programs, supplemented with interviews and performance evaluations. The study revealed a statistically significant improvement in employees' performance following technical skills training. Employees exhibited enhanced job proficiency, problem-solving abilities, and overall job satisfaction as a result of the training programs.

Lee and Kim (2019) investigated the role of training programs in enhancing employee performance, highlighting how continuous skill development fosters productivity, adaptability, and efficiency in organizations. Their study is related to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by reinforcing the idea that structured and well-implemented training positively impacts job performance, particularly in public service institutions. However, the current study aims to provide a more localized perspective by assessing the specific training programs implemented within Tanzania's immigration sector, identifying their effectiveness in addressing sector-specific challenges. Unlike Lee & Kim's broader organizational focus, this study

seeks to evaluate the relevance, sustainability, and long-term impact of training initiatives, offering practical recommendations to improve workforce competency and service delivery within the public sector.

Mulu, (2023) conducted a study on the influence of training on the performance of employees in Kenya. A descriptive research design was used and 156 respondents was drawn from the population. The questionnaire was used as the main instrument for data collection. The results showed that training as a non-monetary incentive influences employee performance. The study concluded that a higher level of organizational efficiency is realized when firms and organizations adopt employee training to boost their performance to a greater extent and also it enhances their understanding and skills required by the occupation and builds their confidence in their abilities.

Mulu (2023) examined the effect of training programs on employee performance, emphasizing how targeted skill development enhances efficiency, job satisfaction, and overall organizational effectiveness. This study relates to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by supporting the argument that continuous learning and capacity-building initiatives contribute to improved public service delivery. However, the current study seeks to add new insights by focusing specifically on Tanzania's immigration sector, assessing how training programs address the unique operational demands of immigration officers. Unlike Mulu's broader focus, this study aims to evaluate the adequacy, relevance, and long-term impact of training programs

within the Immigration Department, providing policy recommendations tailored to strengthening workforce performance and institutional efficiency in the public sector

Kihwel & Mosha, (2020) conducted a study on technical skills training and its influence on employee performance at service industry in Tanzania. This study utilized a qualitative research design, employing semi-structured interviews to gather data from employees and managers. The study revealed that technical skills training significantly contributed to improving employee performance within the service industry in Tanzania. Participants reported enhanced service delivery, increased customer satisfaction, and greater employee motivation as outcomes of effective training interventions.

Kihwel & Mosha (2020) explored the impact of training programs on employee performance, emphasizing how continuous professional development enhances productivity, job satisfaction, and institutional effectiveness. Their study relates to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by reinforcing the idea that structured training programs improve workforce capabilities, particularly in public institutions. However, the current study aims to contribute new insights by focusing specifically on Tanzania's immigration sector, analyzing how training initiatives address the unique operational challenges faced by immigration officers. Unlike Kihwel & Mosha's broader institutional focus, this study seeks to evaluate the adequacy, relevance, and long-term impact of training programs within the Immigration Department, providing practical recommendations to enhance employee efficiency and service delivery in the public sector.

Gichuki & Mwangi (2021) conducted a study on the effects of technical skills training on employee performance in Kenya's manufacturing sector. A cross-sectional survey of 150 employees showed that employees who received regular technical skills training demonstrated higher levels of innovation, efficiency, and task execution compared to those with limited or no training.

Gichuki & Mwangi (2021) examined the impact of training programs on employee performance, emphasizing how skill development enhances efficiency, motivation, and overall productivity in public and private institutions. Their study is related to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by supporting the idea that structured training improves job performance and service delivery, particularly in government agencies. However, the current study seeks to contribute new insights by focusing specifically on Tanzania's immigration sector, analyzing how training programs address the unique operational challenges faced by immigration officers. Unlike Gichuki & Mwangi's broader institutional focus, this study aims to assess the adequacy, relevance, and long-term impact of training initiatives within the Immigration Department, providing policy recommendations tailored to enhancing workforce effectiveness and institutional efficiency in the public sector.

Hassan & Ahmed (2022) investigated the role of technical training in improving performance in the IT sector in Egypt. The data collection menthid was interview and focus group discussion. Through quantitative analysis of survey data was conducted. The study found that technical training programs led to improved employee

productivity, reduced operational errors, and higher customer satisfaction rates due to increased technical competence.

Hassan & Ahmed (2022) investigated the impact of training programs on employee performance, highlighting how continuous learning enhances skills, job satisfaction, and overall organizational efficiency. Their study is related to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by reinforcing the idea that structured and well-designed training programs improve employees' competencies and service delivery in public institutions. However, the current study aims to provide new insights by focusing specifically on Tanzania's immigration sector, examining how training initiatives address the unique operational challenges faced by immigration officers. Unlike Hassan & Ahmed's broader approach, this study seeks to evaluate the adequacy, relevance, and long-term impact of training programs within the Immigration Department, offering practical recommendations to enhance workforce effectiveness and institutional performance in the public sector.

2.4.3 The effects of Soft Skills Training on the Employees' Performance

John, et al. (2022) conducted a study on the influence of soft skills training on employee performance in the United States. These meta-analysis synthesized findings from various empirical studies conducted in the United States. The study revealed that soft skills training had a significant positive effect on employee performance across diverse industries in the United States. The meta-analysis revealed that improved communication, leadership, and teamwork skills resulting

from training interventions contributed to enhanced job performance and organizational outcomes.

John et al. (2022) explored the impact of training programs on employee performance, emphasizing how continuous professional development enhances productivity, job satisfaction, and overall institutional efficiency. Their study relates to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by supporting the idea that well-structured training improves employees' skills and service delivery, particularly in public institutions. However, the current study aims to provide new insights by focusing specifically on Tanzania's immigration sector, assessing how training programs address the unique operational challenges faced by immigration officers. Unlike John et al.'s broader institutional focus, this study seeks to evaluate the adequacy, relevance, and long-term impact of training programs within the Immigration Department, offering practical recommendations to enhance workforce effectiveness and institutional performance in the public sector.

Mutuku, et al. (2020) conducted a study on the effectiveness of soft skills training programs in enhancing employee performance in Kenyan. This research employed a longitudinal study design, collecting data through pre-and post-training assessments, as well as follow-up surveys over one year in various manufacturing firms. The study revealed that soft skills training programs led to a significant improvement in employee performance metrics such as productivity, problem-solving abilities, and interpersonal skills.

Mutuku et al. (2020) examined the impact of training programs on employee performance, highlighting how structured learning initiatives enhance productivity, job satisfaction, and overall institutional effectiveness. Their study is related to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by reinforcing the idea that continuous professional development improves employees' skills and service delivery, particularly in public institutions. However, the current study aims to contribute new insights by focusing specifically on Tanzania's immigration sector, analyzing how training programs address the unique operational challenges faced by immigration officers. Unlike Mutuku et al.'s broader institutional approach, this study seeks to assess the adequacy, relevance, and long-term impact of training initiatives within the Immigration Department, offering tailored policy recommendations to enhance workforce efficiency and public service delivery.

Nakwesi, et al. (2021) conducted a study on effects of soft skills training on employee in Uganda   service industry. This study utilized a quantitative approach, administering structured questionnaires to employees before and after participating in soft skills training programs across various service industry sectors. The findings revealed that soft skills training significantly enhanced employee performance, leading to improved customer satisfaction, employee engagement, and overall organizational effectiveness.

Nakwesi et al. (2021) examined the impact of training programs on employee performance, emphasizing how continuous skill development enhances productivity, job satisfaction, and overall efficiency in public institutions. Their study is related to

the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by reinforcing the idea that well-structured training programs improve employees' competencies and service delivery. However, the current study seeks to provide new insights by focusing specifically on Tanzania's immigration sector, assessing how training initiatives address the unique operational challenges faced by immigration officers. Unlike Nakwesi et al.'s broader institutional focus, this study evaluates the adequacy, relevance, and long-term impact of training programs within the Immigration Department, offering practical recommendations to enhance workforce effectiveness and institutional performance in the public sector.

Liu & Zhang (2021) explored the effects of soft skills training on employee performance in the hospitality industry in China. Using survey data from 200 employees. The data collection used was questionnaires was used and SPSS was used for data analysis. The study found that soft skills training led to improved interpersonal communication, conflict resolution, and customer service, which in turn boosted job performance and organizational outcomes.

Liu & Zhang (2021) explored the impact of training programs on employee performance, emphasizing how continuous learning enhances skill development, job efficiency, and organizational effectiveness. Their study is related to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by supporting the idea that structured training programs improve employee competencies and service delivery, particularly in public institutions. However, the current study aims to provide new insights by

focusing specifically on Tanzania's immigration sector, analyzing how training initiatives address the unique operational demands of immigration officers. Unlike Liu & Zhang's broader institutional focus, this study evaluates the adequacy, relevance, and long-term impact of training programs within the Immigration Department, offering practical recommendations to enhance workforce efficiency and public service effectiveness.

Sullivan & Patel (2020) conducted a study in Indian healthcare organizations, focusing on the effects of soft skills training on team performance and patient care. The study employed simple random sampling selection of 250 respondents and purposeful sampling for selection of key informants. The data collection used were interview and questionnaires where by SPSS was used for data analysis. Their findings showed that employees who underwent soft skills training, particularly in empathy and communication, demonstrated better team coordination and patient satisfaction, leading to overall performance improvements.

Sullivan & Patel (2020) examined the impact of training programs on employee performance, highlighting how well-structured training enhances productivity, job satisfaction, and organizational effectiveness. Their study is related to the research on the effect of training programs on employees' performance at the Immigration Department in Dar es Salaam by reinforcing the idea that continuous professional development improves employees' skills and service delivery, particularly in government institutions. However, the current study aims to provide new insights by focusing specifically on Tanzania's immigration sector, assessing how training programs address the unique operational challenges faced by immigration officers.

Unlike Sullivan & Patel's broader institutional perspective, this study evaluates the adequacy, relevance, and long-term impact of training programs within the Immigration Department, offering practical recommendations to enhance workforce efficiency and public service effectiveness.

2.5 Research Gap

Previous studies have shown the positive effects of onboarding and technical skills training on employee performance, yet there's a gap in understanding these effects within Immigration Departments. Desiana (2022) focused on Indonesia, Josephat & Kihwele (2020) on Tanzania. Thus, research on onboarding and technical skills training within Immigration Departments, particularly in Dar es Salaam, Tanzania, is crucial. Additionally, while studies like Anthony et al. (2019), Muthoni et al. (2020), Nakwesi et al. (2021), and John et al. (2022) have examined the efficacy of technical skills and soft skills training in various organizational settings, none have explored its effects specifically within Immigration Departments. Hence, this research aims to investigate the effects of technical skills and soft skills training on employee performance within the Immigration Department.

2.6 Research Hypothesis of the Study

1. **H1**: Onboarding training has a significant positive effect on employees' performance at the immigration department in Dar es Salaam.

2. **H2:** Technical skills training has a significant positive effect on employees' performance at the immigration department in Dar es Salaam.

3. **H3**: Soft skills training has a significant positive effect on employees' performance at the immigration department in Dar es Salaam.

2.7 Conceptual Framework

The conceptual framework normally determines the variables that are most important in the study. Those variables could be classified into two main groups: dependent variables and independent variables (Kaliba, 2019). Training programs is conceptualized as the independent variable in this study, which is determined by onboarding training, technical skills training, and soft skill training. In the other hand, Employee performance is conceptualized as a dependent variable that is determined by productivity, efficiency, quality of work, adaptability, team collaboration, and time management.

Independent Variables

                                            Dependent Variable

Onboarding training

- Preparedness
- Understanding
- Collaboration
- Integration

Employees performance

- Productivity
- Efficiency
- Quality of Work
- Team Collaboration
- Time Management

Technical skills training

- Improvement
- Efficiency
- Adaptability
- Confidence

Soft skills training

- Teamwork
- Leadership
- Conflict resolution
- Communication
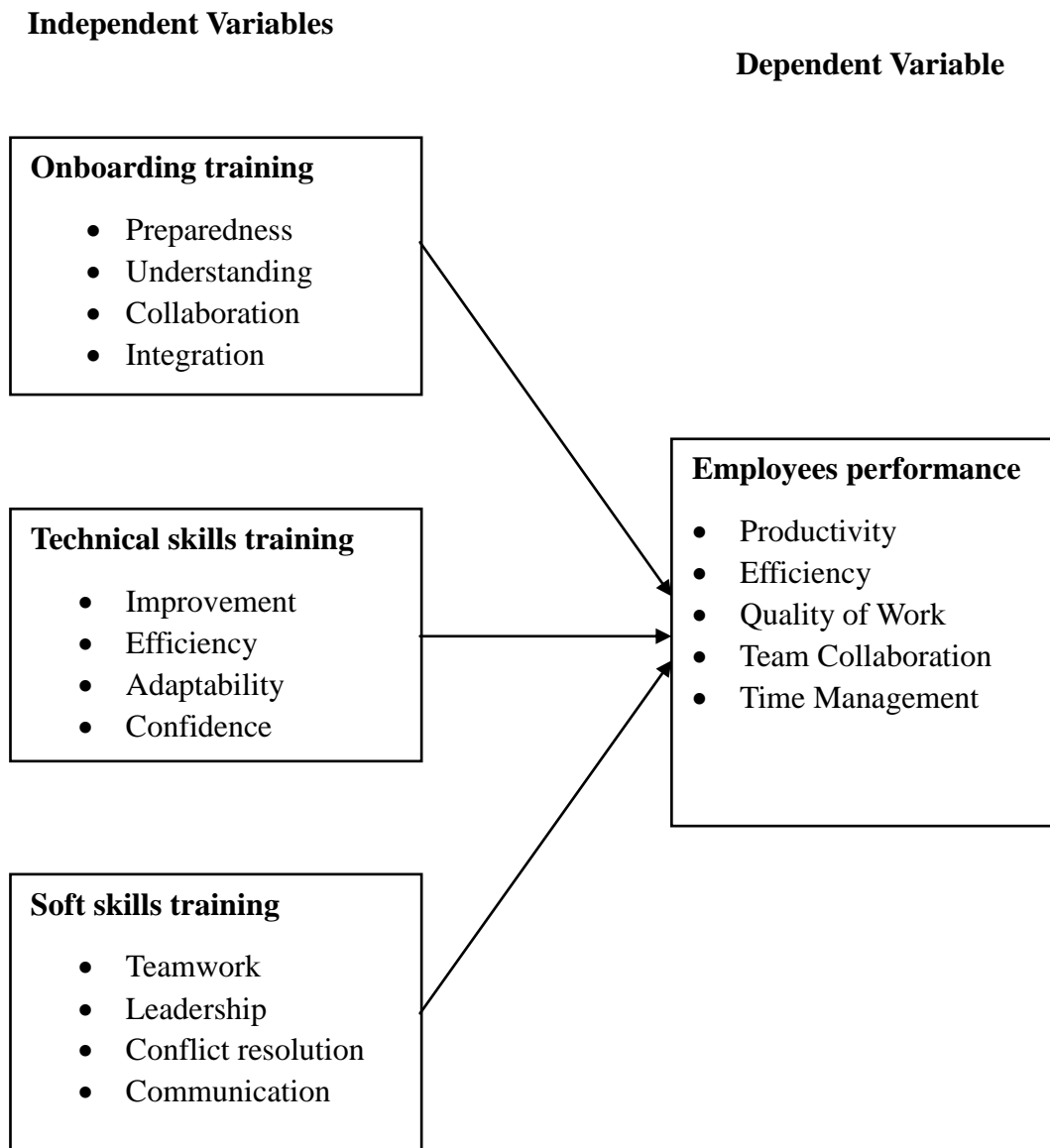
Figure 2. 1 Conceptual framework

Source: Researcher, 2024

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter described how the study was conducted. It included the research design, target population, sampling procedure, sample size, source of data collection, research instrument, and administration of the instrument, data analysis, and ethical considerations.

3.2 Research Philosophy

Research philosophy referred to the assumptions and beliefs about the nature of reality and knowledge that guided the research process (Creswell, 2014). This study utilized a positivist philosophy, suggesting a more objective and measurable approach to understanding reality (Creswell, 2014). This approach aligned well with assessing the effects of training programs on employee performance, which was quantitatively measured through performance metrics such as productivity, efficiency, quality of work, adaptability, team collaboration, and time management.

3.3 Research Approach

The research approach referred to the broad strategy used to collect and analyze data (Saunders et al., 2016). This study adopted a quantitative approach, which involved using structured instruments like surveys to gather measurable data in research (Creswell, 2014). The quantitative approach facilitated statistical analysis to assess the strength and direction of the relationships between training programs and employee performance indicators.

3.4 Research Design

Research design was the technique selected to combine various components of the study consistently and logically (Cresswell, 2014). An explanatory research design was employed, which aimed to identify and understand the cause-and-effect relationships between variables (Cresswell, 2014). In this study, the explanatory design helped determine whether onboarding, technical skills training, and soft skills training caused improvements in employees' performance.

3.5 Study Area

The study area referred to the geographical location or organizational setting where the research was conducted (Creswell, 2014). This study specifically pertained to the Department of Immigration in Dar es Salaam, Tanzania. Dar es Salaam, as the largest city and economic hub of Tanzania, served as a critical center for administrative, commercial, and governmental activities. The Department of Immigration within Dar es Salaam played a pivotal role in managing immigration-related affairs, including visa processing, border control, and citizenship matters. The Department of Immigration held strategic importance due to its role in managing immigration affairs in Tanzania.

3.6 Target Population

According to Kothari (2018), the target population is the total population about which information is required. In this study, the target population consisted of 630 employees of the Immigration Department in Dar es Salaam, which included normal staff, supervisors, and managers at JKNIA, the regional office, and the main HQ (Dar

es Salaam Immigration Department, 2023). This group represented the focal point for research inquiry, where the findings were intended to be applicable and generalizable.

3.7 Sample Size and Sampling Techniques

3.7.1 Sampling Techniques

The sampling procedure referred to the method for selecting a subset (sample) from the target population to participate in the study (Bryman, 2016). A stratified random sampling technique was employed. This approach was suitable given that the Immigration Department comprised various cadres of employees with distinct roles, responsibilities, and characteristics. These cadres included officers, administrators, heads of departments, and managerial officers. By using a stratified sampling technique, the researcher ensured that each cadre, including managerial officers, was represented proportionately in the sample. This method involved dividing the population into different strata based on specific characteristics and then randomly sampling from each stratum to reflect the overall population's diversity and structure.

3.7.2 Sample Size

The sample size was determined using Yamane's formula, which is commonly employed to calculate sample sizes in research. With a population size of employees within the Immigration Department in Dar es Salaam, a sample of 245 individuals was selected, comprising 10 managerial officers and 235 regular officers.

The following Yamane formula was used:

$$n = \frac{N}{1+N(e)^2}$$

Where: n is the sample size, N is the population size, and e is the desired margin of error (expressed as a decimal). Using the Yamane formula, given a population (N) of 630 and a margin of error (e) of 0.1.

$$n = \frac{630}{1+630(0.05)^2}$$

$$n = \frac{630}{1+630(0.0025)}$$

$$n = \frac{630}{1+1.575}$$

$$n = \frac{630}{2.575}$$

n=244.66

n≈245

So, the calculated sample size using the Yamane formula was approximately 244.66. Rounding up to the nearest whole number, the suggested sample size was 245 for a population of 630 with a 5% margin of error.

Table 3. 1 Sample Size Distribution

S/N	Categories of respondents	Number of expected respondents
1	Managerial officers	10
2	Regular officers	235
	TOTAL	**245**

Sources: Researcher, 2024

3.8 Source of Data Collection

The source of data collection referred to where the data for the study was obtained (Bryman, 2016). Data was collected from primary sources such as questionnaires to gather information directly from employees about their training experiences and performance.

3.9 Variable and Measurement Procedures

A variable is a characteristic that can vary and is studied to determine its relationship with other variables (Robson, 2019). In this study, the independent variables were the different types of training onboarding training, technical skills, and soft skills each consisting of four items. Measurement procedures involved assessing performance through dependent variables (employee performance metrics such as productivity, efficiency, quality of work, adaptability, team collaboration, and time management). A Likert Scale, consisting of five options (1=strongly agree, 2=agree, 3=undecided, 4=disagree, and 5=strongly disagree), was utilized to measure these variables.

3.10 Data Collection Instrument

The research instrument was the tool used to collect data (Bryman, 2016). A structured questionnaire was developed to measure employee performance across relevant areas (productivity, efficiency, quality service). Additionally, a questionnaire was devised to assess employee experiences with different training programs (onboarding, technical skills, soft skills).

3.10.1 Questionnaires

Questionnaires were designed to include Likert scale questions measuring the level of satisfaction with current monetary packages, professional development opportunities, and health wellness benefits regarding employee performance. The questionnaire was self-administered to respondents, aimed at providing a practical and efficient means of collecting data. To enhance participation, the researcher adopted a modern approach by designing the questionnaire through the Kobo toolbox system. When distributing the questionnaire, the researcher assigned IDs to regular officers and managerial officers to track responses and ensure stratification. Each respondent received a personalized link to the questionnaire, accessible via their mobile phones, facilitating a streamlined and convenient data collection process. This approach promoted a greater response rate and eliminated geographical barriers (Nkuba, 2023).

3.11 Data Analysis

Data analysis involved organizing, summarizing, and interpreting the collected data to conclude the research objectives (Hair et al., 2019). Quantitative data analysis techniques, including descriptive statistics and regression analysis, were used to examine the relationships between training programs and employees' performance. Specifically, multiple regression analysis was employed to examine how onboarding training, technical skills training, and soft skills training contributed to variations in employees' performance. This statistical technique identified significant predictors and their influence on performance outcomes, thus providing insights into the relative importance of different types of training programs (Hair et al., 2019).

3.11.1 Multiple Linear Regression Model

The inferential analysis utilized a multiple linear regression to establish a statistically significant level between independent variables (onboarding training, technical skills, and soft skills) and the dependent variable (employee performance). A p-value of ≤ 0.05 was used to measure the significance level of the association between independent variables and the dependent variable. Additionally, data were converted to dummy variables as 0 or 1, where '0' represented 'yes' and '1' represented 'no'.

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 \ldots \ldots \beta_n X_n + \varepsilon$

Y = Dependent variable (employee performance)

X_S = Independent Variables

β_0 = Y intercept, where the regression line crosses the Y axis

β_1 β_2 and β_3 = the partial slope for X_1 on Y

X_1 = Onboarding training

X_2 = Technical skills

X_3 = Soft skills

ε = is the Error term

3.11.2 Assumptions of Multiple Linear Regression Model

The regression model was determined to hold true if the following assumptions were met concerning the objective (Kothari, 2014):

3.11.3 Linearity

Linear regression required a relationship between the independent and dependent variables (Greene, 2010). If the two variables were not linear, the results of the

regression analysis would underestimate the true relationship (Greene, 2010). Therefore, in this study, linearity was tested and determined using scatter plots with the dependent variable on the y-axis and independent variables on the x-axis. Linearity was observed when the graph displayed a linear distribution.

3.11.4 Absence of Multicollinearity

Multicollinearity occurred when the independent variables were not independent of each other (Mondal and Mondal, 2018). Hence, multicollinearity was tested in this study using the Variance Inflation Factor (VIF) and the level of Tolerance (Mondal and Mondal, 2018).

Multicollinearity was deemed possible in the model when R>= +-0.9; Where R squared was the coefficient of determination.

3.11.5 Homoscedasticity of Variances

The model assumed that the error terms along the regression line had equal variances (Greene, 2010). Slight heteroscedasticity had little effect on significance tests; however, pronounced heteroscedasticity could distort findings and weaken the analysis, increasing the possibility of a Type I error (Greene, 2010). In this study, homoscedasticity was checked by plotting standardized predicted values against standardized residuals. The standardized residuals were randomly dispersed around the horizontal line (y=0) without an apparent pattern, thus, indicated constant variance and thus homoscedasticity.

3.11.6 Residuals are Normally Distributed

This assumption indicated that non-normally distributed residuals could lead to unpredictable confidence intervals, affecting model performance (Greene, 2010). In this study, normally distributed residuals were observed using P-P plots, where a closer alignment of data points to the diagonal line implied normal distribution.

3.11.7 Residuals are Independent

To check the independence of individual data points, the study employed Scatterplot values ranged between 0 and 4 (Saunders et al., 2012). A smaller value indicated positive residual correlation. The assumption clarifies that if the Scatterplot statistic was closer to 2, there was positive residual autocorrelation. Conversely, if the Scatterplot was greater than 2, there was negative auto correlation (Saunders et al., 2012).

3.12 Validity and Reliability of Instruments

3.12.1 Validity

The validity of data in research referred to the precision with which the findings accurately reflected the data (Kothari, 2018). Validity was determined by ensuring the questionnaires accurately captured the intended constructs of onboarding, technical skills, and soft skills training. Additionally, validity was ensured by consulting subject matter experts, such as supervisors, whose feedback refined the instrument to effectively capture the necessary data.

3.12.2 Reliability

Reliability referred to the extent to which a measurement tool remained consistent (Kothari, 2018). Reliability was ensured through pilot testing of the questionnaire research instruments to assess consistency and stability over time. Cronbach's Alpha was employed to ensure the reliability of questionnaires, aiming for a value of at least 0.7 to confirm acceptable internal consistency. Table 3.2 shows that a Cronbach's Alpha value of 0.831 for onboarding variable, 0.829 for technical variable, 0.83 for soft skill variable and 0.875 for performance variable. These indicates that the set of items has a high level of internal consistency with Values above 0.7 which is considered acceptable for reliability, so a value of .875 suggests that the items were highly reliable for the construct being measured.

Table 3. 2 Reliability Statistics

S/N	Variables	Number of Items	Cronbach's Alpha
1	Onboarding	245	.831
2	Technical skill	245	.829
3	Soft skills	245	.83
4	Performance	245	.875

Source: Data analysis, 2024

3.13 Ethical Considerations

Research ethics referred to the identification of certain norms and standards of behavior that researchers were expected to follow (Kothari, 2018). Ethical considerations in this study encompassed obtaining informed consent, maintaining confidentiality, minimizing risks, and ensuring integrity. Permissions from relevant authorities were secured, and detailed consent forms were provided to participants,

emphasizing confidentiality, rights, and withdrawal options. Data were securely stored and anonymized for privacy protection, upholding ethical standards throughout the research process. The researcher maintained a recognized citation style (APA) seven edition during the research, properly citing all sources of information, data, and ideas to give due credit to original authors. All written work, including proposals, literature reviews, and final reports, was checked using plagiarism detection software such as Turnitin.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Chapter Overview

The aim of the study was to examine the effects of training programs on employees' performance at immigration department. This chapter presents the main findings that address these research objectives. to examine the effects of onboarding training on the employees' performance, to assess the effects of technical skills training on the employees' performance and to determine the effects of soft skills training on the employees' performance.

4.2 Demographic Information of Respondents

The respondent's demographic information includes gender, age, education level, and working experience of employees in immigration department in Dar es salaam. Presented in the subsections below.

4.2.1 Gender Distribution of Respondents

The sample consists of 245 respondents, with a higher representation of males than females. Specifically, 143 respondents 58.4%) are males, while 102 respondents (41.6%) are females. This distribution indicates a moderate gender imbalance, with men being slightly more represented than women.

4.2.2 Age group of Respondents

Respondents are grouped into five age categories (Table 4.1). The largest age group is 40 and above, comprising 120 individuals, which accounts for 49% of the sample.

The 30-34 years group represents 53 individuals 21.6%, followed closely by the 35-39 years group with 51 respondents 20.8%. Younger respondents, aged 18-24 years, represent only 4.9% 12 individuals, while the 25-29 years group is even smaller, with 9 respondents, accounting for 3.7%. Combined, respondents aged 30 and above (30-34, 35-39, and 40+) make up 91.4% of the sample, suggesting that a significant proportion of the respondents are in their middle age.

4.2.3 Education Level of Respondents

The education levels of respondents vary, with the majority holding a degree (Table 4.1). Specifically, 165 respondents 67.3% have a degree, making it the most common education level among participants. Those with a master's degree make up 13.5% of 33 individuals, followed by diploma holders at 12.2% of 30 respondents. Certificate-level holders represent the smallest group, with 17 individuals 6.9%. This distribution shows a well-educated sample, with the majority having at least a degree.

4.2.4 Years of Service of Respondents

In terms of work experience, the majority of respondents have considerable tenure (Table 4.1). Specifically, 200 individuals 81.6% have been in service for five years or more, highlighting a largely experienced sample. Those with 2-4 years of service make up 14.7% (36 individuals), while those with less than one year of experience constitute the smallest group, with only 9 respondents 3.7%. This indicates that most respondents have significant experience in their respective fields.

Table 4. 1 Respondents' Demographic Information

Gender	Frequency	Percentage
Men	143	58.4
Women	102	41.6
Age Group		
18-24 years	12	4.9
25-29 years	9	3.7
30-34 years	53	21.6
35-39 years	51	20.8
40 and above	120	49
Education level		
Certificate level	17	6.9
Degree level	165	67.3
Diploma level	30	12.2
Masters level	33	13.5
Year of services		
Below 1 year	9	3.7
From 2-4 years	36	14.7
From 5 years and above	200	81.6
Total	**245**	**100**

Source: Field data, 2024

4.3 Descriptive Statistics Analysis

4.3.1 Effects of Onboarding Training on the Employees' Performance

Table 4.2 presents the descriptive analysis for onboarding training, highlighting respondents' perceptions of its effectiveness. The mean scores indicate a generally positive assessment of the training, with values ranging from 4.12 to 4.31 on a scale of 1 to 5. Specifically, the statement "Onboarding training adequately prepared me for my job responsibilities" received the highest mean score of 4.31 (SD = 0.839), suggesting strong agreement among participants. Similarly, the statement regarding the facilitation of integration into the organization scored 4.27 (SD = 1.027), indicating a favorable view of the onboarding process in this aspect as well. The mean scores for understanding department culture and values (4.12, SD = 1.169) and

enhancing collaboration with colleagues (4.14, SD = 1.177) also reflect a positive sentiment, although with slightly higher variability in responses as indicated by their respective standard deviations. Overall, the data suggests that the onboarding training is perceived positively by respondents, effectively preparing them for their roles and promoting organizational integration.

Table 4. 2 Descriptive Analysis for Onboarding Training

Statement	Min	Max	Mean	Std. Dev
Onboarding training adequately prepared me for my job responsibilities.	1	5	4.31	0.839
Onboarding training helped me understand the department culture and values.	1	5	4.12	1.169
Onboarding training enhanced my ability to collaborate with colleagues.	1	5	4.14	1.177
Onboarding training facilitated my integration into the organization.	1	5	4.27	1.027

Source: Field data, 2024

4.3.2 Effects of Technical Skills Training on the Employees' Performance

Table 4.3 illustrates the effects of technical skills training on employees' performance across four areas. The highest mean score is observed for boosting confidence in performing job duties (M = 4.23, SD = 1.082), showing a strong positive effect of training in this area. Training also helped employees adapt to changes in technology (M = 4.11, SD = 1.22) and improved job-specific skills (M = 4.11, SD = 1.21), both demonstrating similarly high effectiveness. Additionally, it increased efficiency in completing tasks with a mean score of 4.08 (SD = 1.212). The minimum and maximum values for all statements ranged from 1 to 5, indicating a range of individual responses.

Table 4. 3 Effects of Technical Skills Training on the Employees' Performance

Statement	Min	Max	Mean	Std. Dev
Technical skills training increased my efficiency in completing tasks.	1	5	4.08	1.212
Technical skills training helped me adapt to changes in technology	1	5	4.11	1.22
Technical skills training boosted my confidence in performing job duties.	1	5	4.23	1.082
Technical skills training improved my job-specific skills	1	5	4.11	1.21

Source: Field data, 2024

4.3.3 Effects of Soft Skills Training on the Employees' Performance

The third objective was to determine the effects of soft skills training on employees' performance. Results in Table 4.4 addresses how soft skills training affect various aspects of employee effectiveness within the immigration department. This section analyzes the data to assess improvements in key soft skills, such as, teamwork, and leadership abilities, conflict resolution and ability of communication.

Table 4.4 highlights the effects of soft skills training on employees' performance across four areas. The highest mean score indicates that soft skills training had the most significant effect on increasing leadership abilities (M= 4.16, SD = 1.17), closely followed by enhancing teamwork abilities (M = 4.11, SD = 1.151). It also had a positive effect on improving conflict resolution skills (M = 3.94, SD = 1.311). Another statement about communication skills scored (M = 3.84, SD = 1.327). The minimum and maximum values for all statements ranged from 1 to 5, showing a range of employee experiences.

Table 4. 4 The Effects of Soft Skills Training on the Employees' Performance

Statement	Min	Max	Mean	Std. Dev
Soft skills training enhanced my ability to work in teams	1	5	4.11	1.151
Soft skills training increased my leadership abilities	1	5	4.16	1.17
Soft skills training improved my conflict resolution skills	1	5	3.94	1.311
Soft skills training increased ability of communication	1	5	3.84	1.327

Source: Field data, 2024

4.4 Multiple Linear Regression Assumptions Tests

4.4.1 Independence of Observation

For the assumption of independence of observations to be satisfied, the Durbin-Watson statistic should typically fall between 1 and 3. In this model, the Durbin-Watson value is 1.662, as shown in Table 4.5, which falls within the acceptable range. This indicates that the assumption of independence of observations is met, suggesting that the data does not suffer from autocorrelation and the observations are independent. Therefore, the model's results were considered reliable in this respect.

Table 4. 5 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.701ᵃ	.491	.485	.97110	.491	77.463	3	241	.000	1.662

a. Predictors: (Constant), Soft, Technical, Onboarding skill training

b. Dependent Variable: Performance

4.4.2 Linearity

This assumption was tested using the Partial Regression plots on the variables of onboarding training (Figure 4.1), technical skill training (4.2) and soft skill training figure (4.3) against employee performance. The results revealed that there is a positive linear relationship between the dependent variable (employee performance and the independent variable onboarding training. That means there will be an increase in employee performance in every unit increase in onboarding training among the employees. This relationship also shows that the data is Homoscedastic because the variance above and below the regression line is constant along the line.

The results in Figure 4.3 revealed that there is a positive linear relationship between the dependent variable (employee performance and the independent variable technical skill training). That means there will be an increase in employee performance for every unit increase in technical skills among the employees. This relationship also shows that the data is Homoscedastic because the variance above and below the regression line is constant along the line.

The results in Figure 4.3 indicate slope line that implies that there is linearity between the dependent variable (employee performance and the independent variable soft skill training). That means there will be an increase in employee performance for every unit increase in soft skills among the employees. This relationship also shows that the data is Homoscedastic because the variance above and below the regression line is constant along the line.
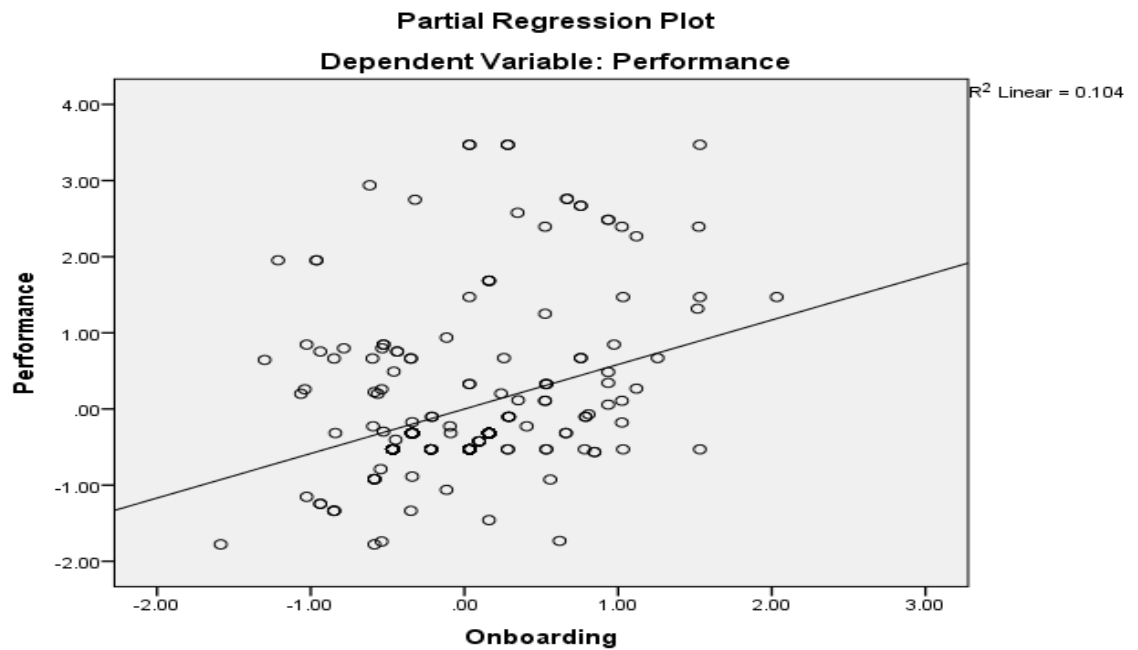
Figure 4. 1 Partial Regression Plot

Sources: Data Analysis, 2024
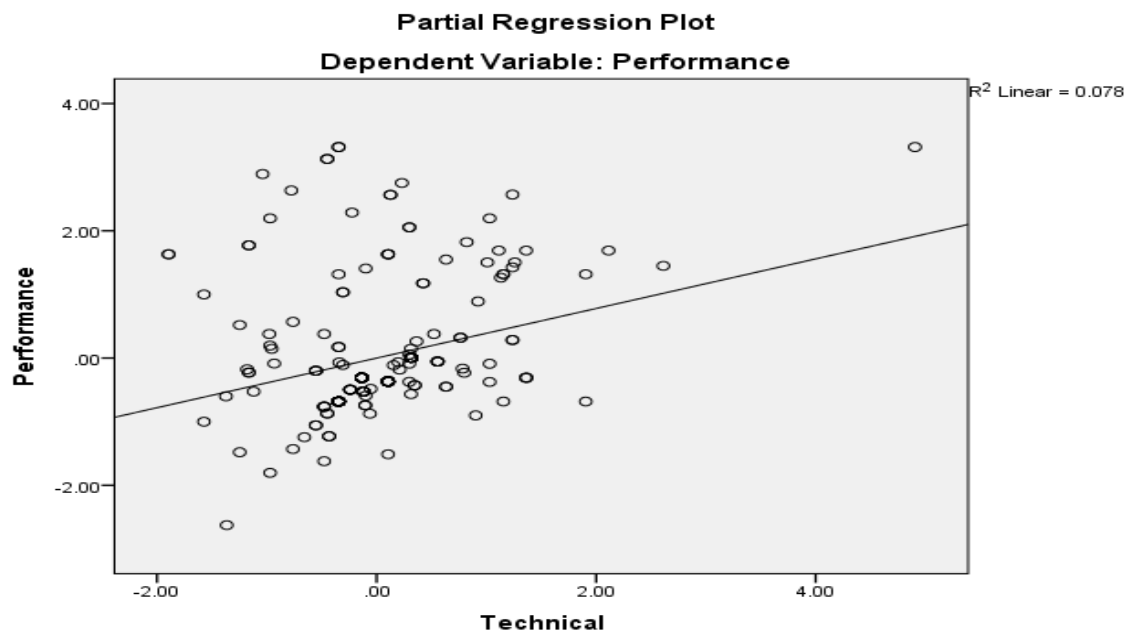
Figure 4. 2 Partial Regression Plot

Sources: Data Analysis, 2024
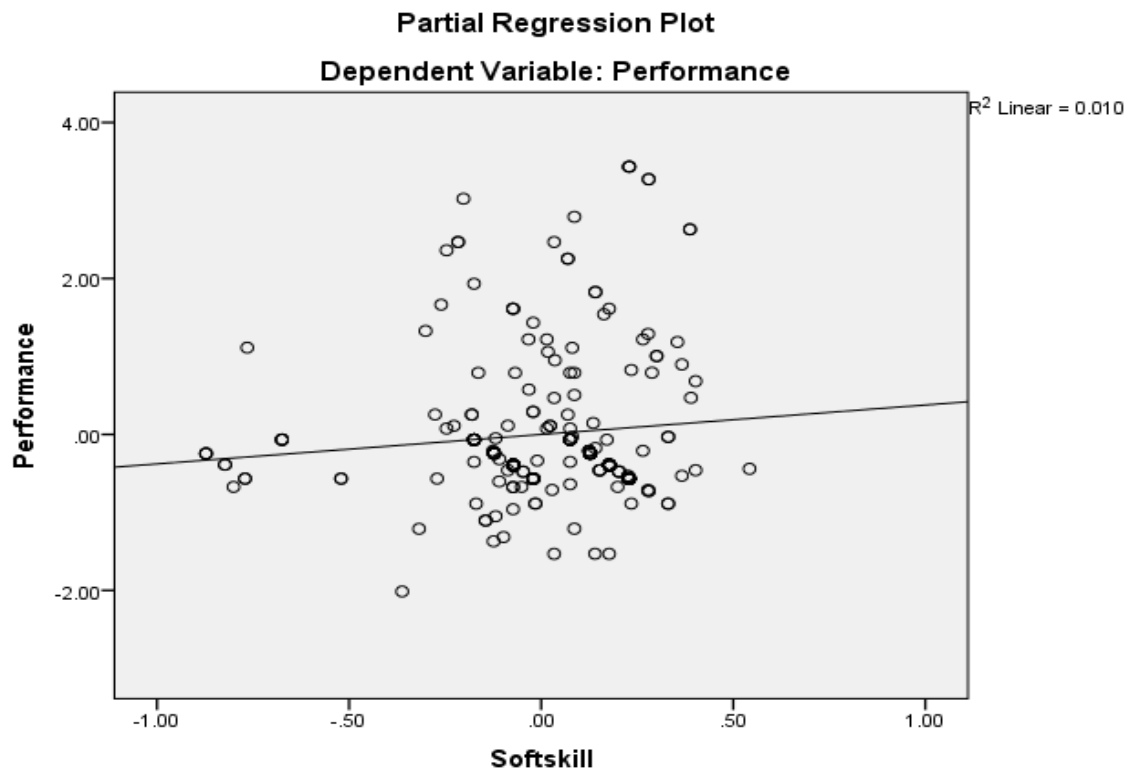
Figure 4. 3 Partial Regression Plot

Sources: Data Analysis, 2024

4.4.3 Homoscedastic

Homoscedasticity was tested using a scatter plot (Figure 4.4) of the regression standardized predicted values against the regression standardized residuals. The results showed a zero pattern or relationship in the scatter plot, indicating that the size of the residuals and the variance around the regression line are consistent both above and below it. Additionally, the data points remained within the bounds of the Y and X axes, confirming that the data are homoscedastic.
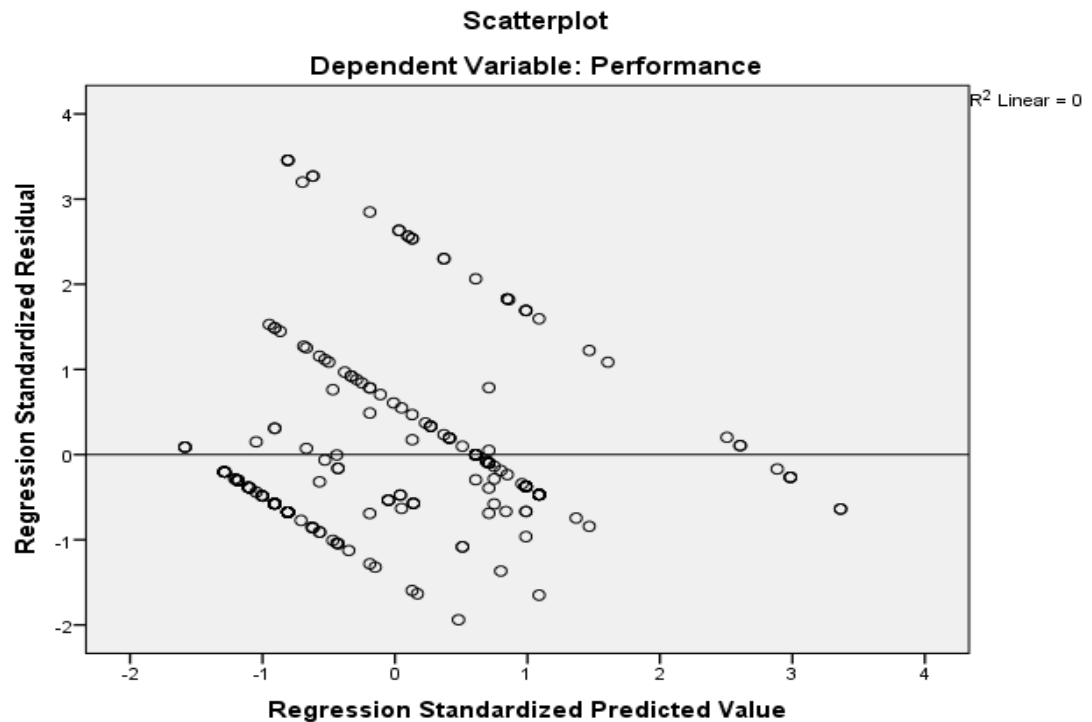
Figure 4. 4 Scatterplot

Sources: Data Analysis, 2024

4.4.4 Multicollinearity

The multicollinearity test in Table 4.6 shows that the variance inflation factor (VIF) values for all variables Onboarding (VIF= 2.465), Technical (VIF = 2.238), and soft skills (VIF = 2.668) are below the common threshold of 10, indicating no significant multicollinearity. Additionally, the Tolerance values for all variables (Onboarding = 0.406, Technical = 0.447, Soft = 0.375) are well above the minimum cutoff of 0.1, further confirming the absence of multicollinearity. Thus, the predictors in the model are independent of each other, allowing for reliable interpretation of regression results.

Table 4. 6 Multicollinearity

	Sig.	Collinearity Statistics	
Variable		Tolerance	VIF
(Constant)	0.00		
Onboarding	0	0.406	2.465
Technical skill	0	0.447	2.238
Soft skill	0	0.306	2.365

Sources: Data Analysis, 2024

4.4.5 Significance of Outliers

The test of significance of outliers in the residuals statistics shows that the standardized residuals range from -1.939 to 3.455, with a mean of 0 and a standard deviation of 0.994, which is close to the expected normal distribution range of -3 to 3 for residuals. This indicates that there are no extreme outliers significantly affecting the model's performance. Additionally, the predicted values range from 0.9154 to 5.6182, with minimal deviation in the residuals, suggesting that the model fits the data well without any major influential outliers distorting the results.

Table 4. 7 Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.9154	5.6182	2.4222	.95019	245
Residual	-1.87776	3.34680	.00000	.96267	245
Std. Predicted Value	-1.586	3.364	.000	1.000	245
Std. Residual	-1.939	3.455	.000	.994	245
a. Dependent Variable: Performance					

Sources: Data Analysis, 2024
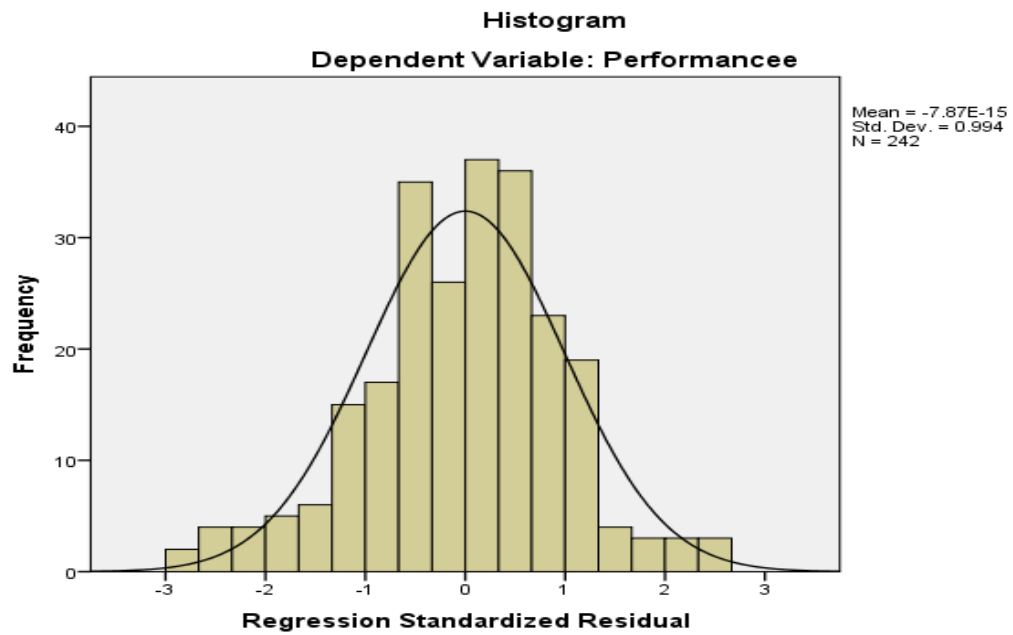
Figure 4. 5 Normality

Sources: Data Analysis, 2024
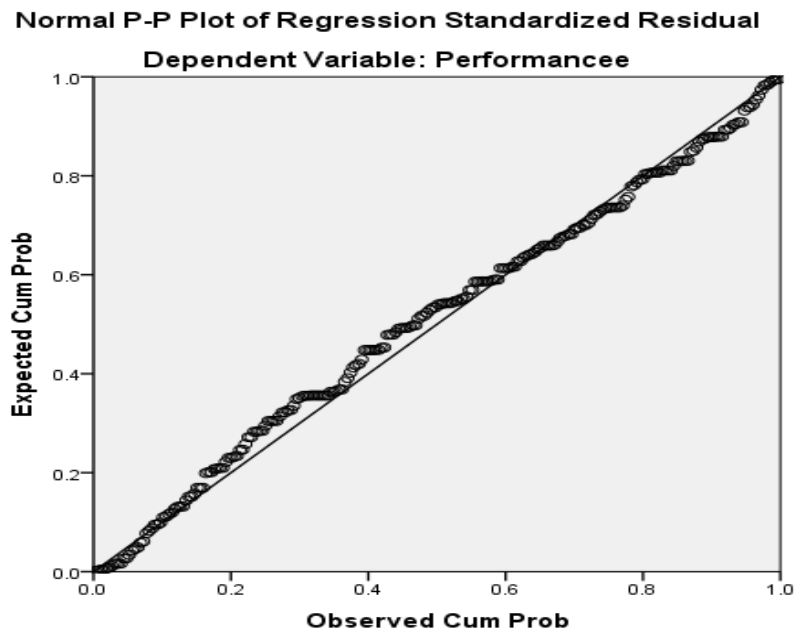
Sources: Data Analysis, 2024

4.5 Multiple Linear Regression Analysis

4.5.1 Regression Model Summary

The Model Summary (Table 4.8) provides insights into the effectiveness of the regression model, where performance is the dependent variable, and "Soft skills training, technical skills training, and "Onboarding training are the independent variables. The model summary indicates that soft skills, technical skills, and onboarding training collectively explain 49.1% of the variance in employee performance. The model is statistically significant, as evidenced by the high F Change and low p-value, indicating that these forms of training have a significant effect on performance. The adjusted R Square is close to the R Square, suggesting a well-fitted model with minimal overfitting. The standard error of .97110 indicates a reasonable accuracy in the model's predictions. Overall, the results imply that these three types of training are crucial determinants of employee performance.

Table 4. 8 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.701^a	0.491	0.485	0.97110	0.491	77.463	3	241	0.000

a. Predictors: (Constant), Soft skills, Technical Skills, Onboarding Skills

b. Dependent Variable: Employee Performance

Source: Data Analysis 2024

4.5.2 ANOVA Results for Regression Model

Table 4.9 presents the ANOVA results for the regression model with employee performance as the dependent variable and soft skills, technical skills, and onboarding training as predictors. The total sum of squares is 446.418, with the regression model explaining 219.149 of these variances and the residuals accounting for 227.270. The mean square for the regression is 73.050, and the F-statistic is 77.463, with a p-value of .000. This very low p-value indicates that the model is statistically significant, meaning that the combined effect of soft skills, technical skills, and onboarding training significantly contributes to explaining the variance in employee performance. The high F-statistic further confirms that the predictors collectively have a strong effect on performance, demonstrating that the model provides a good fit for the data.

Table 4. 9 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	219.149	3	73.050	77.463	.000[b]
	Residual	227.270	241	.943		
	Total	446.418	244			

a.   Dependent Variable: Employee Performance

b.   b. Predictors: (Constant), Soft Skills, Technical Skills, Onboarding Skills

Source: Data Analysis 2024

4.5.3 Regression Coefficient for Regression Model

Table 4.10 provides the coefficients for the regression model predicting employee performance from onboarding, technical, and soft skills training. The unstandardized coefficients show that onboarding training has a coefficient of 0.585 (p = 0.000),

indicating a significant positive effect on performance. Technical skills training has a coefficient of 0.390 (p = 0.000), also showing a significant positive effect. In contrast, soft skills training has a coefficient of 0.102 (p = 0.286), which is not statistically significant. The standardized coefficients (Beta) reveal that onboarding (Beta = 0.382) and technical skills training (Beta = 0.311) have moderate to strong effects on performance, whereas soft skills training (Beta = 0.080) has a minimal effect. The tolerance values and VIF (Variance Inflation Factor) for all predictors are within acceptable limits, suggesting no severe multicollinearity issues.

Table 4. 10 Coefficients

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.18	0.164		1.096	0.274
Onboarding	0.585	0.11	0.382	5.293	0.000
Technical skill	0.39	0.086	0.311	4.524	0.000
Soft skill	0.575	0.10	0.372	5.283	0.000

Source: Data Analysis 2024

4.5.4 Hypothesis Testing Results

Based on the results provided, here is a hypothesis testing outcomes for the study:

H1: Onboarding training has a significant positive effect on employees' performance

Results: This hypothesis was accepted, as the coefficient for Onboarding training is significant (B = 0.585, t = 5.293, Sig. = 0.000), indicating a strong positive effect.

H2: Technical skills training has a significant positive effect on employees' performance

Results: This hypothesis was accepted, as the coefficient for technical skills training is significant (B = 0.39, t = 4.524, Sig. = 0.000), showing a positive effect.

H3: Soft skills training has a significant positive effect on employees' performance Results: This hypothesis was accepted, as the coefficient for soft skills training is significant (B = 0.575, t = 5.283, Sig. = 0.000), confirming a positive effect on performance.

4.6 Discussion of the Findings

4.6.1 Effects of Onboarding Training on Employees' Performance

The first objective of this study was to examine the effects of onboarding training on employees' performance within the immigration department. The results, as shown in Table 4.2 demonstrate a generally positive reception of the onboarding process, particularly in improving job-specific skills

These findings align with the Kirkpatrick Model of training evaluation, which assesses training effectiveness across four levels: reaction, learning, behavior, and results (Lema, 2019). At the learning level, a significant majority of respondents reported that onboarding training improved their job-specific skills, reflecting successful knowledge and skill acquisition. Positive feedback regarding the understanding of departmental culture and values demonstrates effective training outcomes in fostering both reactions and learning. The strong agreement on the training's effects on collaboration aligns with the behavior level, which measures the application of learned skills in the workplace. Lastly, the effectiveness in aiding organizational integration reflects positive results at the organizational level,

confirming that the training improved collaboration and integration, which are key to organizational success.

These findings also are supported by Lema (2019), who emphasizes that onboarding training is crucial for imparting job-specific skills, improving cultural understanding, and fostering collaboration within organizations. The Kirkpatrick Model serves as a useful framework for understanding how onboarding training contributes to improved employee performance, emphasizing the need to evaluate reactions, learning, behavior, and results to ensure training effectiveness.

4.6.2 Effects of Technical Skills Training on Employees' Performance

The second objective of the study was to evaluate the effects of technical skills training on employees' performance within the immigration department. The findings reveal a strong positive perception of the effectiveness of this training in enhancing job-specific skills.

These findings are consistent with previous research. For example, Lee and Kim (2019) found that technical skills training significantly improved job proficiency and overall job satisfaction among South Korean employees, while Mulu (2023) reported similar findings in Kenya, where technical training was shown to enhance both efficiency and employee confidence. Likewise, Kihwel and Mosha (2020) observed improved service delivery and customer satisfaction in Tanzania's service sector following technical skills training. The alignment of the current study with these past studies reinforces the conclusion that technical skills training leads to significant

improvements in employees' job-specific skills, task efficiency, adaptability, and confidence.

The results also align with the Kirkpatrick Model of training evaluation (Lema, 2019), which assesses training effectiveness at four levels: reaction, learning, behavior, and results. The positive reactions and learning outcomes observed among participants regarding job-specific skills and task efficiency correspond to the first two levels of the model. The increase in job performance confidence reflects behavioral change (Level 3), while the overall improvements in employee performance demonstrate tangible results at the organizational level (Level 4). This alignment further supports the conclusion that technical skills training has had a significant and measurable effects on employees' performance within the department.

4.6.3 Effects of Soft Skills Training on Employees' Performance

The third objective of this study was to assess the effects of soft skills training on employees' performance within the immigration department. While the regression analysis found no statistically significant effects of soft skills training on performance, responses from the questionnaire offer a different perspective.

This study's findings are consistent with those of John et al. (2022), who found that soft skills training improved teamwork, leadership, and conflict resolution across multiple industries. Similarly, studies by Mutuku et al. (2020) and Nakwesi et al. (2021) observed significant gains in leadership and team performance due to soft skills training in both Kenyan and Ugandan organizations. These parallels suggest that while soft skills training may not show immediate measurable effects on

performance in this context, its perceived benefits in fostering teamwork and leadership are supported by existing literature.

Moreover, the results align with the Kirkpatrick Model, which evaluates training effectiveness across four levels: reaction, learning, behavior, and results. According to this model, employees reacted positively to the training, particularly in terms of teamwork and leadership. They also reported learning valuable skills, as reflected in their improved conflict resolution abilities and communication skills that cut language barrier. The reported application of these skills in the workplace demonstrates behavioral changes, while the overall positive feedback suggests that the training had beneficial effects on employee performance (Lema, 2019). This suggests that, while the performance effects may not have been statistically significant, the training contributed to qualitative improvements in employee capabilities.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND

RECOMMENDATIONS

5.1 Chapter Over view

This chapter presents the summary of the findings, conclusion and recommendations with regard to the findings of the research study.

5.2 Summary

5.2.1 Effects of Onboarding Training on Employees' Performance

The findings from the first objective regarding the effects of onboarding training on employees' performance indicate a generally positive perception among respondents. Participants rated the effectiveness of the training highly, with scores reflecting strong agreement that it adequately prepared them for their job responsibilities. The training was also viewed favorably in terms of facilitating integration into the organization. Additionally, respondents expressed positive sentiments about their understanding of departmental culture and values, as well as enhancing collaboration with colleagues. While there is some variability in responses, the overall data suggests that onboarding training effectively prepares employees for their roles and promotes a smooth transition into the organization.

5.2.2 Effects of Technical Skills Training on Employees' Performance

The findings from the second objective demonstrate that technical skills training have a significant positive effect on employees' performance within the organization. A substantial majority of respondents strongly agreed that the training improved their

job-specific skills, task efficiency, adaptability to technological changes, and job performance confidence. The high levels of agreement across these areas indicate that the technical skills training effectively foster employee growth and enhance operational success. However, a small minority of respondents did not perceive the training as beneficial, highlighting potential areas for improvement in the training.

5.2.3 Effects of Soft Skills Training on Employees' Performance

The findings from the third objective indicate that soft skills training has a significant and positive effects on employees' performance, particularly in enhancing teamwork, leadership abilities, communication skills and conflict resolution within the immigration department. A substantial majority of respondents agreed or strongly agreed that the training improved their effectiveness in these key areas, with over 90% reporting benefits in teamwork and similar high percentages for leadership and conflict resolution skills. Although a small minority expressed neutrality or disagreement, the overall consensus highlights the success of the soft skills training in fostering essential interpersonal and leadership capabilities among employees.

5.3 Implications of the Study

5.3.1 Implications for Policymakers

The study's findings underscore the importance of integrating effective training programs into public sector workforce development strategies. Policymakers should prioritize the allocation of resources towards comprehensive onboarding, technical skills, and soft skills training initiatives. Emphasizing evidence-based training programs can enhance employee performance, operational efficiency, and overall

quality public service delivery. Additionally, policymakers should consider implementing regular assessments and feedback mechanisms to identify areas where training programs may fall short and ensure that all employees benefit from these initiatives. This approach can foster a more competent and adaptable workforce, ultimately improving service delivery and organizational outcomes.

5.3.2 Implications for the Immigration Department

For the immigration department, the study highlights the effectiveness of targeted training programs in boosting employee performance across various dimensions. The positive effects of onboarding training suggest that refining onboarding training progrm to address the needs of all employees could enhance overall integration and job satisfaction. Technical skills training has proven vital for improving task efficiency and adaptability, indicating that ongoing investment in such programs is crucial for keeping pace with technological advancements. The strong benefits reported from soft skills training emphasize the need for continuous focusing on developing interpersonal,   leadership skills and communication skills that will cut language barrier to foreigners from different part of the world. Implementing tailored training programs based on employee feedback can further improve effectiveness and operational success within the department.

5.3.3 Implications for Academics

Academically, the study contributes to the literature on the effects of training programs on employee performance, offering valuable insights into the specific benefits of onboarding, technical skills, and soft skills training. Researchers should

explore the nuances of training effectiveness across different sectors and employee demographics to build a more comprehensive understanding of best practices. The study's findings encourage further investigation into how various training components can be optimized to address diverse employee needs. Additionally, the identified areas for improvement in training programs provide a basis for future studies to develop and test new training methodologies, thereby advancing knowledge in workforce development and organizational behavior.

5.4 Conclusion

In conclusion, this study underscores the crucial role that targeted training programs, specifically onboarding, technical skills, and soft skills training, play in enhancing employees' performance within the immigration department. The findings from the first objective highlight the effectiveness of onboarding training in preparing employees for their job responsibilities and understanding organizational culture, teamwork, and overall integration into the organization. While the training was beneficial for the majority, the presence of a small group of respondents who did not find it effective suggests opportunities for refining onboarding programs to better meet the needs of all employees.

Similarly, the results from the second objective about the effects of technical skills training on employees' performance highlight significant improvements across several areas. The training notably boosts employees' confidence in performing their job duties, demonstrating a strong positive influence. It also facilitates better adaptation to technological changes and enhances job-specific skills, both of which reflect the effectiveness of the training. Furthermore, employees report increased

efficiency in task completion and quality service delivery indicating that the training has a comprehensive effect on their overall performance. The diversity of individual responses suggests a range of experiences among employees, underscoring the training's broad applicability and effectiveness.

Finally, the findings of the third objective regarding the effects of soft skills training on employees' performance reveal notable improvements in several key areas within the immigration department. The training significantly enhanced leadership abilities, followed closely by improvements in teamwork skills. Additionally, it positively affected conflict resolution skills and communication abilities that minimize language barriers although to a slightly lesser extent. The variation in scores indicates a diverse range of experiences among employees, underscoring the effectiveness of soft skills training in fostering overall employee effectiveness and collaboration in the workplace.

5.5 Recommendations

5.5.1 Effects of Onboarding Training on Employees' Performance

Based on the findings regarding the effects of onboarding training on employees' performance, it is recommended that the organization continue to invest in robust onboarding programs that effectively prepare employees for their roles. The training should remain focused on job responsibility preparation and organizational integration, as these were areas rated highly by participants. Enhancing elements such as collaboration, communication, and a deeper understanding of departmental

culture and values could further optimize the onboarding process and improve any variability in employee experiences.

5.5.2 Effects of Technical Skills Training on Employees' Performance

Regarding the positive effects of technical skills training, the organization should ensure that these programs are regularly updated to address the evolving technological landscape and specific job requirements. The training has been effective in improving confidence, efficiency, and adaptability, which are key to operational success. To address the minority of respondents who did not perceive the training as beneficial, it would be useful to assess individual needs and offer more tailored training options that better engage and benefit all employees.

5.5.3 Effects of Soft Skills Training on Employees' Performance

For soft skills training, the organization should continue to emphasize key areas such as leadership, teamwork, and conflict resolution, which have proven beneficial in enhancing employees' interpersonal effectiveness. Given the positive feedback, it would be valuable to maintain a strong focus on these skills while incorporating additional support for improving communication abilities. Addressing the concerns of the minority who expressed neutrality or disagreement could help refine the training programs and ensure that its benefits are felt more universally across the workforce.

5.6 Limitation of the Study

During the research on the effects of training programs on employees' performance at

the immigration department in Dar es Salaam, the researcher faced several limitations. Time constraints affected the depth of data collection, particularly in capturing the long-term effects of training. Participant availability was another issue, as some employees were unable to complete surveys promptly due to their work schedules. The use of online questionnaires also posed difficulties for some respondents, who lacked familiarity with the digital format, causing delays in responses. Additionally, the study's focus on the Dar es Salaam department limited the generalizability of the findings to other regions or sectors. To mitigate these limitations, the researcher extended the data collection period to allow for better participation and offered guidance to respondents struggling with the online platform. Moreover, the researcher acknowledged the need for future studies to include multiple departments across different regions to strengthen the generalizability of the findings.

5.7 Area for further study

Future research should adopt a mixed-methods approach, combining both qualitative and quantitative methodologies, to gain a more comprehensive understanding of the effects of training programs on employee performance. While the current study provides valuable quantitative data, incorporating qualitative methods such as interviews, focus groups, and case studies can offer deeper insights into the personal experiences and perceptions of employees regarding the training programs. Additionally, future study should expand the scope by including multiple departments across different regions, as the current study focused solely on one department of immigration in Dar es Salaam.

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APPENDICES

Appendix I: Summary of Empirical Literature Review

Author and year	Title	Methodology (Data Analysis)	Main Findings
Desiana, (2022)	The effect of onboarding on job performance through the mediating role of employee creativity in Indonesia	Structural Equetion Modeling (SEM)	Effective onboarding could increase work-employee creativity. Onboarding can contribute to a faster adjustment process for the company
Muthoni & Ouma (2020)	Onboarding Training and Employee Performance: Evidence from Kenyan Banking Sector	Quantitative Research Design	Strong positive correlation between onboarding training and employee performance.
Nakawesi& Kibrai (2021)	The influence of onboarding training on employee performance in Uganda telecommunication companies	Qualitative Research approach semi structured Interview	Significant positive relationship between onboarding training and employee performance
Morris & Wilson (2021)	examined the role of onboarding programs in improving employee performance in UK-based financial institutions	quantitative approach	The study revealed that comprehensive onboarding significantly enhanced job readiness, role clarity, and overall performance, reducing employee turnover.
Ramadhan & Zain (2020)	on the link between onboarding training and early-stage employee productivity	questionnaires	The research demonstrated that structured onboarding programs helped employees adapt more quickly to job requirements, leading to measurable improvements in performance and job satisfaction within the first

			three months.
Josephat and Kihwele (2020)	The effects of Onboarding training on employee performance in Tanzanian Organizations.	Mixed method approach.	Onboarding training significantly positively influenced employee performance
Lee, & Kim,(2019)	Effects of technical training on employee performance in south Korea	Qualitative and Quantitative (longitudinal)	Statistically significant improvement in employees' performance following technical skills training
Mulu, (2023)	The influence of training on the performance of employees in Kenya	Descriptive Research design	Higher level of organizational efficiency is realized when firms and organizations adopt employee training to boost their performance
Gichuki & Mwangi (2021)	the effects of technical skills training on employee performance in Kenya's manufacturing sector.	A cross-sectional survey	employees who received regular technical skills training demonstrated higher levels of innovation, efficiency, and task execution compared to those with limited or no training.
Hassan & Ahmed (2022)	the role of technical training in improving performance in the IT sector in Egypt.	quantitative analysis	The study found that technical training programs led to improved employee productivity, reduced operational errors, and higher customer satisfaction rates due to increased technical competence.

Kihwel & Mosha, (2020)	Technical skills training and its influence on employee performance at service industry in Tanzania.	Qualitative Research Design	Technical skills training significantly contributed to improving employee performance within the service industry in Tanzania
John, et al. (2022)	The influence of soft skills training on employee performance in the United States	Meta-analysis	Improved communication, leadership, and teamwork skills resulting from training interventions
Mutuku, et al. (2020)	Effectiveness of soft skills training programs in enhancing employee performance in Kenyan.	Longitudinal research Design	Soft skills training programs led to a significant improvement in employee performance metrics such as productivity, problem-solving abilities, and interpersonal skills
Sarah, et al. (2021)	Effects of soft skills training on employee in Uganda service industry	Quantitative approach, Administered structured questionnaire	Soft skills training significantly enhanced employee performance leading to improved customer satisfaction, employee engagement, and overall organizational effectiveness
Anthony, et al. (2019)	The effects of soft skills training on employee performance in Tanzanian banking sector	Mixed method approach, qualitative and quantitative Approach	Soft skills training significantly enhanced employees' performance in the Tanzanian banking sector
Liu & Zhang (2021)	Explored the effects of soft skills training on employee performance in the hospitality industry in China	questionnaires and SPSS	study found that soft skills training led to improved interpersonal communication, conflict resolution, and customer service, which in turn boosted job performance and organizational outcomes.

Sullivan & Patel (2020)	the effects of soft skills training on team performance and patient care in india	interview and questionnaires	Their findings showed that employees who underwent soft skills training, particularly in empathy and communication, demonstrated better team coordination and patient satisfaction, leading to overall performance improvements.

Sources: Documentary Review, 2024

Appendix II: Questionnaire for immigration services' employees

INTROCTION

Dear respondent,

My name is Asumath S. Yusuph, and I am pursuing a Master of Human Resource Management at the Open University of Tanzania. I am currently conducting research titled " The Effects of Training Programs on Employees' Performance: The Case of Immigration Department Dar es Salaam". I kindly request you to take a few moments to fill out this questionnaire by providing the relevant required information. Please rest assured that all information provided will be held confidentially and will be used solely for research purposes.

SECTION I: Demographic Information

(Instructions: Put tick (√) on the appropriate response of your choice)

1. What is your gender

    i.   Male   ( )

    ii.   Female ( )

2. What is your age?

    i.   18-24 years   ( )

    ii.   25-29 years   ( )

    iii.   30-34 years   ( )

    iv.   35-39 years   ( )

    v.   40 and above ( )

3. What is your level of education?

    i.   Certificate level   ( )

ii.   Diploma level   ( )

iii. Degree level   ( )

iv.   Masters level   (   )

v.   PhD level   (   )

4. Years of Service in Tanzania Immigration Services

i.   Below 1 year   ( )

ii.   From 1-5 years   ( )

iii. From 5 years and above   ( )

5. Identify your current position at Tanzania Immigration Services

……………………………………………………..

SECTION B: The Effects of Onboarding Training on the employees'

performance

6. Briefly describe how onboarding training has effectsed your performance by

ticking (√) the extent you agree with the statement using the following scale:

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly

disagree

SN	Statements	SA	A	U	D	SD
1	Onboarding training adequately prepared me for my job responsibilities.					
2	Onboarding training helped me understand the department culture and values.					
3	Onboarding training enhanced my ability to collaborate with colleagues.					
4	Onboarding training facilitated my integration into the organization.					

SECTION C: The effects of Technical Skills Training on the employees'

performance

1. Kindly, tick (√) the extent you agree how technical skills training has

   effectsed your performance. using the following scale**:** SA=Strongly Agree,

   A=Agree, U=Undecided, D=Disagree, SD=Strongly disagree

SN	Statements	SA	A	U	D	SD
1.	Technical skills training improved my job-specific skills.					
2.	Technical skills training increased my efficiency in completing tasks.					
3.	Technical skills training helped me adapt to changes in technology.					
4.	Technical skills training boosted my confidence in performing job duties.					

SECTION D: The Effects of Soft skills training improved my communication

skills.

5. Briefly describe how soft skills training has effectsed your performance by

   ticking (√) the extent you agree with the statement using the following scale**:**

   SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly

   disagree

SN	Statements	SA	A	U	D	SD
1.	Soft skills training enhanced my ability to work in teams.					
2.	Soft skills training increased my leadership abilities.					
3.	Soft skills training improved my conflict resolution skills.					
4.	Soft skills training increased my leadership abilities.					

SECTION E: Employee Performance in Tanzania Immigration Services

How do you assess your performance after having attended trainings in this department? Please mark a tick (√) to indicate your agreement with the provided rating scales SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly disagree

SN	Statements	SA	A	U	D	SD
1.	I consistently meet or exceed productivity targets					
2.	I efficiently manage tasks and resources to achieve goals					
3.	My work consistently meets high-quality standards					
4.	I readily adapt to changing circumstances and new challenges.					
5.	I actively collaborate with colleagues to achieve team goals.					
6.	I effectively manage my time to meet deadlines and prioritize tasks.					

THANK YOU FOR YOUR PARTICIPATION

Appendix V: Research Clearance letter

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/**PG202286236**   3rd **July, 2024**

Commissioner General of Immigration,

P.O. Box 1181,

DODOMA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MS ASUMATH SWAIB YUSUPH REG NO: PG202286236

2.   The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1stMarch 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1stJanuary 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3.   To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Asumath Swaib Yusuph, Reg.No:PG202286236)**, pursuing **Masters of Human Resource Management Management (MHRM)** We here by grant this clearance to conduct a

research titled " **Impact of Training Program to Employees Performance : Case of Immigration Department in Dar-es-salaam"**. He will collect his data at your office from July 4th , 2024 to 30th September 2024.

4.   In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof.Gwahula Raphael Kimamala

For: VICE CHANCELLOR

JAMHURI YA MUUNGANO WA TANZANIA
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Eneo la Uzunguni,
4 Barabara ya Mwangosi,
S. L. P. 1181,
DODOMA.
13 Agosti, 2024

Asumath Swaib Yusuf,
Mrakibu Msaidizi wa Uhamiaji.

K.K: Afisa Uhamiaji Mfadhidhi - JNIA,
S.L.P 512,
DAR ES SALAAM.

Officer Incharge
Immigration JNIA

IMMIGRATION OFFICER
2 0 AUG 2024
JNIA (TB2) B007
TANZANIA 05

Yah: RUHUSA YA KUKUSANYA DATA KWA AJILI YA UTAFITI

Tafadhali rejea somo tajwa hapo juu pamoja na barua yako ya tarehe **12 Julai, 2024** uliyoomba ruhusa ya kukusanya taarifa ya tafiti katika masomo yako ya shahada ya uzamili.

2. Ofisi ya Kamishna Jenerali inakujulisha kuwa ombi lako limekubaliwa na umeruhusiwa kufanya utafiti katika Ofisi ya Uhamiaji kituo cha Uwanja wa Ndege cha Julius Nyerere.

3. Aidha unaelekezwa kuwa utafiti utakaofanya ni kwa ajili ya matumizi ya shule yako tu. Vile vile, unatakiwa kuwasilisha nakala ya andiko lako kwa Kamishna Jenerali mara tu baada ya kukamilisha utafiti wako kwa ajili ya kumbukumbu za kiofisi.

4. Nakutakia tafiti njema.

Gerald Aron Ng'ondya
Kny: KAMISHNA JENERALI WA UHAMIAJI