

**THE INFLUENCE OF TRAINING ON EMPLOYEE PERFORMANCE: A
CASE OF SECONDARY SCHOOLS TEACHERS IN TABORA
MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2025

CERTIFICATION

The undersigned certifies that they have read and hereby recommended for acceptance by the Open University of Tanzania a dissertation titled: **“The Influence of Training on Employee Performance. A Case of Public Secondary Schools’ Teachers in Tabora Municipality”**, in partial fulfilment of the requirements for the Degree of Master of Human Resource Management of the Open University of Tanzania.



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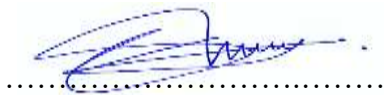
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DECLARATION

I, **Nassoro Ali Suleiman**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirements for the Degree of Master of Human Resource Management.



Signature

.....

Date

DEDICATION

This dissertation is dedicated to lovely father, Ali Suleiman for his love, inspiration and words of encouragement toward my academic journey. Also, I would like to extend my dedication to my lovely wife Anna for her love, inspiration and full support towards my academic achievements for the time I had been far from them. May the God bless you all.

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I appreciate my family, who have continuously supported and encouraged me throughout my academic journey. Finally, but not least, I would like to extend my gratitude's to respondents, colleagues and my employer who supported me throughout the journey of this dissertation as much of their time and financial resources were committed to this research.

ABSTRACT

The study assessed the influence of training on employee performance for the public secondary school teachers in Tabora municipality. The specific objectives assessed the influence of training-related factors, including training needs assessment, training environment, trainer selection, and training evaluation, on employee performance. This research employed the explanatory design. The study used a sample size of 123 teachers that were selected using simple random sampling. Primary data were collected through questionnaires. The data were coded and entered to IBM SPSS software for analysis. The collected data were subjected to linear regression technique for analysis using the Ordinary Least Square technique. The findings indicated that trainer selection and trainer evaluation positively and significantly influenced the employee performance. However, the influence of training needs assessment and training environment were positive but insignificant. The study recommends that the Tabora municipal council should conduct regular and data-driven training needs assessments to ensure that training programs address actual workplace challenges. Moreover, the study recommends that local public organizations in Tanzania should improve the training environment by investing in modern training facilities, digital learning platforms, and interactive teaching methodologies.

Keywords: *Training, Employee Performance, Secondary School Teachers, Tabora Municipality*

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LIST OF ABBREVIATIONS AND ACRONYMS

COVID	Coronavirus disease
HRM	Human Resource Management
NECTA	National Examination Council of Tanzania
OUT	Open University of Tanzania
SDG's	Sustainable Development Goals
SET	Social Exchange Theory
TNA	Training Needs Assessment
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
VIF	Variance Inflation Factor

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This study has assessed the influence of training on employee performance of public secondary school teachers in Tabora municipality. This chapter discussed on the background of the research problem, statement of the problem, general objective of the study, specific objectives of the study, research questions, significant of the study, scope of the study and the organization of the study.

1.2 Background of the Study

According to Noe et al. (2020), high-performing organizations understand that the success of their operations largely depends on a competent workforce, which is often cultivated through targeted training initiatives. In Africa, the education sector is pivotal in driving economic and social development. Training of teachers is recognized as a key strategy for improving education quality and achieving the Sustainable Development Goals (SDGs), particularly SDG 4, which ensure inclusive and equitable quality education (UNESCO, 2022). However, the Africa region continues to face challenges in educational sector. such challenges include inadequate funding, lack of infrastructure, and poorly designed training programs (Komba & Nkumbi, 2008).

In Tanzania, specifically, the government has made efforts to enhance teacher training programs to improve the quality of education. Nevertheless, there is a growing need to assess the effectiveness of these training programs in improving

teacher performance, particularly in secondary schools (URT, 2019). Scholars have reported challenges associated with teachers and teachers' training globally. The challenges facing the teachers in USA was the inadequate salary (Ravitch, 2007). Gu and Day (2013) reported that teachers challenge in England included poor workplace infrastructures, weak relationships between their leaders and fellow teachers and low parent support. In Sweden and Finland, the teachers faced the following challenges: poor colleagues' relationship, coping with modern teaching technologies and difficulties in linking the daily tasks with their in-service teachers training (Huhtala & Vesalainen, 2017). In Spain the digital literacy was regarded as a challenge for teachers especially during the COVID-19 pandemic (Sánchez-Cruzado et al., 2021).

Siddiqui et al. (2021) asserted that the teacher training challenges in Pakistan involved unfavourable planning policy, inadequate teachers' induction, lack of resources for teacher training and teachers' demotivation. Also, unequal skills distribution, double training practices and occasional trainings procedures were mentioned as among the challenges. The problems of teachers in Turkey included high number of students, unacceptable students' selection, lack of motivation for the staff members, insufficient knowledge on pedagogy, inadequate management of practical courses, and lack of allocation of responsible people for the programme (Unver et al., 2010). Gautam (2016) asserted that teachers training challenges in Nepal comprised lack of capturing the real school environment and lack of controlling the class during teachings.

Omede et al. (2016) reported that poor teachers' performance in Nigeria was associated with poor teacher preparations. Most teachers in South Africa lacked the

skills in inclusive education. Hence, Mpu and Adu, (2021) recommended the supplementary training on the inclusive education for the south Africa's schools. The challenge also had been recognized by Mutanga (2024) who reported the inadequate skills of inclusive education among the Zimbabwean teachers. The lack of inclusive teachers' education in Tanzania had also had being reported by Losioki and Ngowoko (2024). Agyei (2021) report ed that in Sub-Saharan Africa, most teachers lack ICT skills and hence training them on ICT expertise is essential to enable them to cope with contemporary teaching and learning technologies. Apollo and Mbah (2021) acknowledged that majority of teachers in East African countries lacked the climate change education.

The public employees in Tanzania face the lack of skills challenges (Ntawigaya, 2024). According to Mugisha et al. (2023), poor performance of most secondary schools in Tanzania is common and the main cause is inadequate skills of teachers. In Tabora municipality teachers and other staff also face the problem of poor skills possession. Mabeyo (2024) reported the poor teachers' quality of teaching and learning in Tabora municipality. Nyoni (2024) associated the poor retention of staff in Tabora municipality with lack of regular training of the municipal staff. The budget constraints were mentioned as a hindrance which limited the staff retention and training for the staff. In Tabora Municipality, lack of secondary school teachers short course training was limited by inadequate financial resources. Lack of short course training causes poor academic performance of some secondary schools in Tabora municipality as well (Tabora Municipal Council, 2025).

1.3 Statement of the Problem

Continuous training and development are recognized as essential elements for improving employee skills, enhancing job satisfaction, and increasing commitment to the organization (Noe, 2020). Scholars have reported the challenges of teachers associated with training in different country globally. In developed countries, recent studies have identified key challenges such as failure to adapt the emerging technologies and failure to address the wage stagnation. For instance, the decoupling of wages from productivity has been linked to technological advancements that displace labor, leading to wage disparities (Schwellnus *et al.*, 2018).

Additionally, automation has been shown to negatively impact employment and wages, with evidence suggesting that increased automation reduces the employment-to-population ratio and average wages (Acemoglu & Restrepo, 2020; Huhtala & Vesalainen, 2017; Sánchez-Cruzado *et al.*, 2021). In the developing countries the scholars regard lack of skills to handle large number of students in the classroom and lack of specific education such as inclusive education and ICT as major challenges (Omede *et al.*, 2016; Gautam, 2016; Mpu & Adu, 2021; Siddiqui *et al.*, 2021).

Scholars such as Mabeyo (2024) has reported that poor quality of teaching and learning for secondary school students in Tabora municipality is associated with teachers' skills inadequacy. There is evidence of poor performance of national exams for some public secondary schools in Tabora municipality for four years (2021, 2022, 2023 and 2024) (NECTA, 2025). This is a sign that teachers have not performed their work effectively. The empirical studies indicate that different authors

have assessed the influence of training on employee performance in different countries and different sectors.

For instance, Mahmud et al. (2019) in Bangladesh, Muma et al. (2014) in Kenya. Kipara and Rwabishugi (2022) in Tanzania, Iskandar et al. (2024), Indonesia, Ibrahim et al. (2017) in Nepal, Raza (2015) in Finland and Akhter et al. (2016) in Pakistan. Hussin et al. (2023) in Malaysia. The findings from the scholars indicate that most of the studies concentrated on the training needs assesses and most of them focused on one variable among training needs assessment, trainer selection, training environment and training evaluation.

Therefore, this study combined all the four variables in one study. Moreover, the literature shows that most of the studies such as Farrukh et al. (2021, Zagenczyk et al. (2021) and Salas et al. (2021) have used the social exchange theory in general aspect of human resource management and not in the training contexts. Even those who used the theory focused on one variable. Therefore, this study used the theory to explain how the variables of training needs assessment, trainer selection, training environment and training evaluation.

1.4 Research Objectives

1.4.1 General Research Objective

This study aimed at assessing the influence of training on employee performance for the public secondary schools' teachers in Tabora municipality.

1.4.2 Specific Research Objectives

- i. To assess the influence of training needs assessment on employee performance of public secondary school teachers in Tabora municipal.
- ii. To examine the influence of trainer selection procedure on employee performance of public secondary school teachers in Tabora municipal.
- iii. To determine the influence of training environment on employee performance of public secondary school teachers in Tabora municipal.
- iv. To analyze the influence of the training evaluation of employee performance on public secondary school teachers in Tabora municipal.

1.5 Significant of the Study

The study findings help the organization to gauge the importance of training on employee's commitment in achieving organizational competitive advantage for higher performance in to level in terms of profitability, and efficiency. Also, the study helps the policymakers to design and implement the policies related to secondary school teachers' training. Moreover, the study contributed to the social exchange theory by explaining how the theory describe the variables of training needs assessment, trainer selection, training environment and training evaluation.

1.6 Scope of the Study

The study assessed the influence of training on employees on public secondary schools' teachers in Tabora municipality. The study concentrated on the variables of training needs assessment, trainer selection, training environment and training evaluation. There is evidence of poor performance of national exams for some public

secondary schools in Tabora municipality for four years (2021, 2022, 2023 and 2024) (NECTA, 2025). This motive for considering the Tabora Municipality as a study case.

1.7 Organization of the Report

This research report is organized into five chapters. Chapter one introduces the study, including the background, statement of the problem, objectives, scope, significance, limitations and how the study is organized. Chapter two reviews relevant literature, presenting theoretical frameworks, empirical studies, the derived gaps and a conceptual framework guiding the study. Chapter three outlines the research methodology, detailing the research design, study area, population, sampling techniques, data collection methods, and data analysis procedures, variables and their measurements, validity of the research tools and its reliability and procedures for research ethics. Chapter four includes data presentation, interpretation and analysis collected from the field of the study while chapter five include summary, conclusion and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter presents a review of the literature related to the topic under investigation. The chapter includes theoretical and empirical literature review as well as research gap and conceptual frame work is also presented. The literature review provided a deep understanding of the study under investigation and provides grey areas that the researcher addressed in the researcher.

2.2 Definition of Key Terms

2.2.1 Training

Training refers to the process of enhancing the skills, knowledge, and competencies of employees to improve their performance and align with organizational goals (Saputra et al., 2025). According to Armstrong (2021), training is “a planned process to modify attitudes, knowledge, or skill behaviour through learning experience to achieve effective performance in an activity or range of activities.” Similarly, Noe et al. (2020) defined training as “a systematic effort by an organization to facilitate employees’ acquisition of job-related knowledge, skills, abilities, and behaviours to improve their performance.” Dessler (2020) added that training is “the process of teaching employees the basic skills they need to perform their jobs effectively.” This study adopted the definition of Dessler (2020) because it explains the variables of training needs assessment, trainer selection, training environment and training evaluation.

2.2.2 Employee Performance

Employee performance refers to the efficiency and effectiveness with which employees fulfill their job roles and contribute to organizational success (Iskamto, 2021). Aguinis (2019) defined employee performance as “the record of outcomes produced on a specified job function or activity during a specific time period.” Mathis and Jackson (2020) described it as “the degree to which employees meet job expectations and contribute to the organization’s goals.” Furthermore, Andreas (2022) stated that employee performance is “the ability of employees to achieve work objectives effectively and efficiently while adhering to organizational values and goals.” Armstrong’s (2021) definition stands out as the most suitable for this study because it captures well the way the employee tasks are implemented in order to promote the employee’s performance and organizational goals.

2.3 Theoretical Frame Work: Social Exchange Theory

2.3.1 Description of Social Exchange Theory

Social exchange theory was developed by George Homans to study the social behaviour exchange” in 1958 (Homans, 1958). Homans studied small groups, and he initially believed that any society, community or group was best seen as a social system. This theory explains what happens if employee exchange/provide their skills in the organizations. The assumption was that the employee skills improve the employee performance and hence the performance of the organization. Various scholars explained social exchange theory in different contexts. Farrukh et al. (2021) related the social exchange theory with high-performance of work systems on entrepreneurial behaviour and their impacts in improving the organizational goals

particularly, profit. Saleem et al. (2021) asserted that if the employees work in the stressful environment, the performance is hampered. Nemteanu and Dabija (2021) contended that social exchange theory for the employees is realized well if there are supportive working environments. Cortez and Johnston (2020) stressed that for achieving the organizational goals, the human resource managers are responsible for improving the organizational performance. Through training and development programmes, the human resource managers impart to employees' skills, and abilities and this is essential for improving the employee's performance (Salas et al., 2021).

2.3.2 Strengths of the Social Exchange Theory

Cortez and (2020) asserted that by relating the social exchange theory with the staff training the theory acts as catalyst for motivation. Bettis-Outland et al. (2020) contended that the social exchange theory recognizes the capacity of the employees in improving organizational productivity. Arslanbaş et al. (2020) declared when the employees exchange their skills with the organization, the theory promotes the competitiveness, supports the organizational innovation and foster the problem-solving ability to the employees.

2.3.3 Weakness of Social Exchange Theory

Cortez and Johnston (2020) asserted the social exchange theory does not work well in special circumstances such as unprecedented global economic crisis or during the pandemics. Tóth et al. (2022) asserted that the theory has not integrate the contemporary issues such artificial intelligence.

2.3.4 Theoretical Gaps

The scholars such as Farrukh et al. (2021), Saleem et al. (2021), Nemteanu and Dabija (2021), Cortez and Johnston (2020) and Salas et al. (2021) failed to explicitly articulate how the social exchange theory was applied to employee performance when considering key training-related variables in a single study. Specifically, they did not clarify the theoretical linkages between social exchange theory and the influence of training needs assessment, trainer selection procedures, training environment and training evaluation on employee performance.

While social exchange theory emphasizes reciprocity and mutual benefits in relationships, the scholars did not demonstrate how employees' perceptions of fair and effective training practices could enhance their commitment, motivation and overall performance. Additionally, they did not integrate these variables into a comprehensive study that shows how training interventions influence the trainer selection, training evaluation and training environment. As a result, the study lacked a coherent explanation of how social exchange processes influence the holistic training context.

2.4 Empirical Studies

This section presents the empirical literature review on the studies done to assess how the employee performance is influenced by the training needs assessment, trainer selection, training environment and training evaluation.

2.4.1 The Influence of Training Needs Assessment on Employee Performance

Hussin et al. (2023) assessed the influence of training needs assessment, training delivery style and training evaluation to employees in Malaysia. Using a sample size of 74 respondents. Methods used were regression analysis and correlation analysis. The findings articulated that training needs assessment, assessment, training style of delivery and training evaluation had positive significant influence on organization productivity. But the study did not assess how trainer selection procedure motivate and training environment influenced the employee performance.

Mahmud et al. (2019) in Bangladesh assessed how the performance of employees was influenced by the training needs assessment using the regression analysis, sample size of 136 employees and, theory of Social Exchange. The findings demonstrated that the training needs assessment influenced the employee performance. However, the variables of trainer selection, trainer evaluation and training environment influence were not covered.

Muma et al (2014) in Kenya using the regression analysis analyzed the way training needs assessment affected the university staff using the 137 staff. The study revealed that the training needs assessment influenced positively the productivity of the university staff. However, the variables of trainer selection, trainer evaluation and training environment influence were not considered.

Kipara and Rwabishugi (2022) examined the effectiveness of training needs assessment on employee's performance in Tanzania. The study used the sample size

was 70 respondents. Methods used for data analysis were descriptive analysis and content analysis. The study found a positive influence on training needs assessment on employee performance. However, the study did not concentrate on trainer selection procedure, training environment, and training evaluation on employee performance. Based on the literature we are able to formulate the following hypothesis:

H1: Training needs assessments influences the employee performance in Tabora Municipality.

2.4.2 The Influence of Trainer Environment on Employee Performance

Arthur et al. (2003) evaluated the influence of training in organizational performance in America. The study used a Sample size of 397 respondents and methods used for data analysis was descriptive statistics. The findings revealed that training environment, training evaluation, training determined the employee performance. However, the study did not assess how training needs assessment influenced the employee performance.

Iis et al. (2022) studied the influence of career development and work environment on employee performance in Indonesia. The study used a sample size of 100 respondents and structural equation method. The findings indicated a positive and significant influence between work motivations, and work environment. Nonetheless, the study did not concentrate on training needs assessment, trainer selection procedure, and training evaluation.

Alkaf et al. (2024) studied the influence of training effectiveness, work environment and job satisfaction on employee performance in Indonesia, sample size was 100 respondents. Methods used for data analysis were descriptive analysis and regression analysis. The study findings showed that improved programs can increase employee job satisfaction and soft skills training had positive impact on organization productivity. However, the study did not cover on training needs assessment, trainer selection procedure, training environment and training evaluation. The literature permitted the researcher to test the following hypothesis:

H2: Training environment has a positively influence on employee performance on public secondary school teachers in Tabora municipal.

2.4.3 The Influence of Trainer Selection on Employee Performance

Dei Mensah et al. (2024) using the structural equation modelling assessed how efficacy of the trainer influenced the performance of university employee in Ghana. The findings indicated that preparation of the trainer mediated the engagement for trainee and self-efficacy. However, the study did not concentrate on training needs assessment, trainer evaluation and trainer environment. Halawi and Haydar (2018) using the descriptive qualitative analysis asserted that the training techniques depends on the effectiveness of the trainer in United Arab Emirates. However, the study did not analyze the influence of the training needs assessment, the trainer evaluation and trainer environment.

Hassan et al. (2020) using the descriptive analysis asserted that the trainer ability of using the digital modern raining technology was a panacea of improving the

employee performance in Bangladesh. However, the study did not assess the influence of the training environment and evaluating in promoting the performance of the employees. Oyelami et al. (2019) assessed the determinants of employees' literacy in Nigeria using the 791 facilitators and regression analysis. The findings revealed that the effectiveness of the facilitator determined the employee performance. However, the study did not assess how training needs assessment, the trainer evaluation and trainer environment influenced the employee performance. The empirical literature review allowed us to formulate the following hypothesis:

H3: The trainer selection positively influences employee performance

2.4.4 The Influence of the Training Evaluation on Employee Performance on Public Secondary School Teachers in Tabora Municipal

Mehale et al. (2021) using the thematic analysis revealed that 12 staff from two organization in South Africa which were involved with financial management revealed that training evaluation affected job performance. However, the variables of training needs assessment, trainer selection and training environment were not covered. Urbancová et al. (2021) using correlation analysis and sample size of 307 employees revealed that in Czech, the sector of the employees determined the training evaluation. Moreover, the finding showed that evaluating the training promoted the employee performance. However, the study did not disclose how the training needs assessment, training environment and trainer selection influence the employees' performance.

Karim et al. (2012) evaluated how the post training evaluation promoted the effectiveness of employee in UK. The study employed 27 staff and descriptive analysis. The findings indicated that training evaluation enhanced the engagement for employees and provide the feedback to improve the future trainings. However, the variables of training needs assessment, trainers' selection and training environment were not covered. Diamantidis and Chatzoglou (2014) examined the importance of post training evaluation procedure using 126 employees and in Greek. The findings displayed that post training exercise is vital for improving the training design and job performance for the employees. However, the variables of the training needs assessment, trainer selection and training environment were not part of the study. The literature gave the opportunity of researcher to test the following hypothesis:

H4: The training evaluation has a positively influence on employee performance on public secondary school teachers in Tabora municipal.

2.5 Research Gaps

Despite the recognition of training as a crucial tool for enhancing employee performance, significant gaps remain in understanding its comprehensive influence within the context of public secondary school teachers in Tabora Municipality. Limited research has specifically examined how effectively training needs assessment is conducted for public secondary school teachers in Tanzanian settings. This gap undermines efforts to tailor training programs to address the unique pedagogical challenges faced by teachers in Tabora Municipality (Tabora Municipal council, 2025). Secondly, most of the studies concentrates only in one variable.

The empirical review shows that Hussin et al. (2023) in Malaysia, Mahmud et al. (2019) in Bangladesh, Muma et al. (2014) in Kenya and Kipara and Rwabishugi (2022) in Tanzania concentrated on training needs assessment. Arthur et al. (2003) in America, Iis et al. (2022) and Alkaf et al. (2024) in Indonesia concentrated on training environment.

Some studies include Dei Mensah et al. (2024) in Ghana and Halawi and Haydar (2018) in United Arab Emirates. Moreover, Hassan et al. (2020) in Bangladesh and Oyelami et al. (2019) in Nigeria focused on trainer selection. Mehale et al. (2021) in South Africa, Urbancová et al. (2021) in Czech, Karim et al. (2012) in UK. and Diamantidis and Chatzoglou (2014) in Greek targeted the training evaluation. Therefore, this study integrated the training needs assessment, trainer selection, training environment and training evaluation in a single study.

2.6 Conceptual Framework

The study hypothesizes that training needs assessment, trainer selection, training environment and training evaluation influence the secondary school teachers' performance in Tabora Municipal council. Therefore, through training needs assessment (TNA), gaps in skills are identified and TNA ensures training is relevant to improve employee performance. The trainer selection procedures ensures that qualified trainers deliver effective training, enhancing learning and performance. Training environment motivates employees and hence promote their engagement during the training, leading to better application and improved performance. Training evaluation ensures the effective delivery methods in the future trainings and

enhances trainees understanding and promote the skills application and ultimately boosts the employees' performance. The conceptual framework is displayed in Figure 2.1.

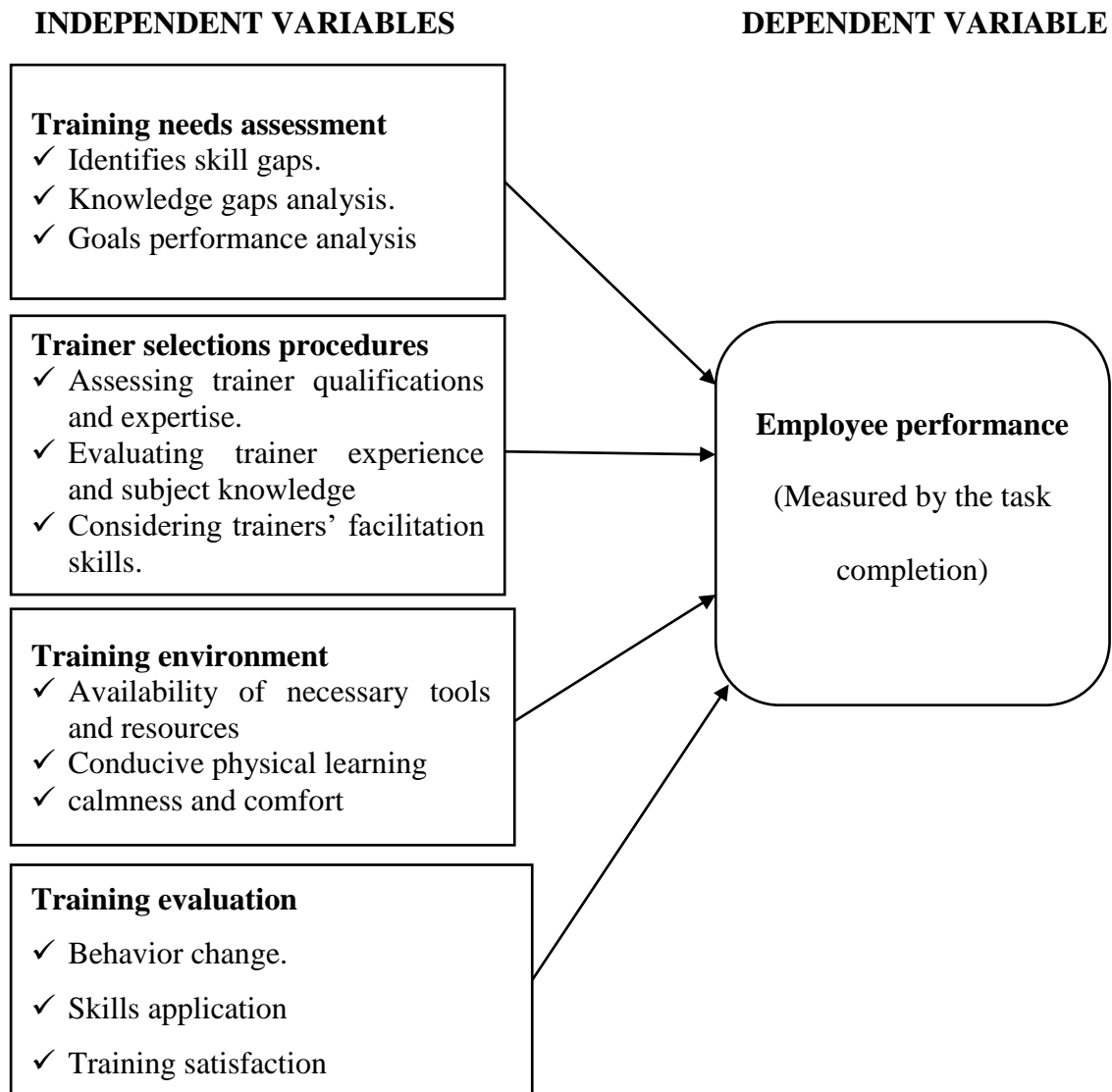


Figure 2.1: The Conceptual Framework

Source: Researcher (2025)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter delineates the methods employed to accomplish the study's objectives. The methodology encompasses study philosophy, research design, sample size and sampling procedures, variables and measurement techniques, data collection methods, data analysis, validity and reliability, and ethical considerations.

3.2 Research Philosophy

The study decided using positivism research philosophy. According to Greener and Martello (2015), positivism philosophy produces knowledge and that, it is usually associated with empirical testing. Thus, positivism assumes that an objectives reality exists that is independent of human behaviour (Saunders et al., 2019). Hence, the use of positivist philosophy in this study was justified by the fact that the researcher aimed as testing the relationships determinants and empirical testing of hypothesis.

3.3 Research Design

The study employed an explanatory research design to examine the influence of training and development programs on secondary school teachers in Tabora municipality. Initially, the explanatory design was used to describe both the independent and dependent variables, showing the means and standard deviations (Saunders et al., 2019). Regression analysis was then used to assess the relationship between employee training and organizational commitment among secondary school teachers in Tabora municipality.

3.4 Area of the Research

This study focused on secondary three secondary school teachers in Tabora Municipality to specifically Kariakoo, Luwanzani and Kazehili secondary schools. These schools have been chosen because they have poor academic performance for the four years consecutively (in 2021, 2022, 2023 & 2024) (NECTA, 2025).

3.5 Target Population

Population refers to a full set of cases from which the sample for the study was selected (Raymond & Darsaut, 2025). This study targeted the population of 162 teachers from three schools Tabora municipality which were Kariakoo (56 teachers), Luwanzani (50 teachers) and Kazehili (56 teachers) secondary (TMC).

3.6 Sampling Design and Procedures

Probability sampling techniques was used to select the respondents from employees, employers and students. This technique provides equal chance for any of the school teachers to be chosen to participate in this study. The act, process, or technique of selecting suitable sample, or a representative part of a population, to determine parameters or characteristics of the entire population is known as sampling. According to Alvi (2016), it is difficult to include the entire population in the study due to time and cost constraints.

3.7 Sample Size

A sample size refers to a subset of the population that is representative of the larger group. By analyzing this sample, the researcher was able to make inferences about

the entire population (Lund, 2023). The sample size for this study consisted of 116 respondents drawn from a population of 162 individuals, including students from Tabora Municipality. According to Anderson et al. (2017), a sample size of 100 or more is generally recommended for studies in business and social sciences to ensure robust findings. To ensure the sample is representative of the entire population, the study utilized the Yamane (1967)'s sample size formula to determine the appropriate sample size of 116 from the population. Yamane Formula was applied to extract the sample size as follows:

Formula: $n = N / (1 + N * e^2)$: n: Sample size; N: Population size; e: Margin of error (5%). (Yamane, 1967).

Detailed Calculation Results:

Population Size (N): 162

Margin of Error (e): 0.05

Step 1: Calculate e^2 :

$$e^2 = 0.05^2 = 0.002500$$

Step 2: Calculate the denominator $(1 + N * e^2)$:

$$1 + N * e^2 = 1 + 162 * 0.002500 = 1.4050$$

Step 3: Calculate $n = N / (1 + N * e^2)$:

$$n = 162 / 1.4050 = 115.3025$$

Step 4: Round up to the nearest whole number: The calculated sample size, (n) = 116. However, in order to overcome the challenges of none response as recommended by Ghazali et al. (2022), 7 more respondents were added to the sample size. Hence, the final sample size were 123 teachers.

3.8 Data Collection Methods: Questionnaire

A questionnaire is a structured research tool used to collect data by posing a series of questions to respondents (Babbie, 2021). It is commonly employed in social sciences, market research, and surveys to gather quantitative or qualitative information. Questionnaires can include or closed-ended questions and are designed to elicit specific responses that align with the study's objectives (Lund, 2023). The questionnaires are often used for their efficiency in collecting data from large populations and their ability to standardize information collection (Davis et al., 2025). In this study, this instrument was used to collect data from respondents. The questionnaire contained closed ended questions.

3.9 Data Analysis

Aldaihani et al. (2025) cemented that, a quantitative method of data analysis comprises methods of collecting data, analyzing data, interpreting data, and writing the study's results. Davis et al. (2025) suggested that, in the research study, the researcher can answer the research question based on the quantitative research method in which data collected with an extensive range and was expressed in numerical to validate the hypothesis, the information collected must be in a wide range because quantitative research is deductive. The study used both descriptive and multiple regression analysis. As adopted from Kustini et al. (2025), the following equation was used. $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$; Where by Y=Employee performance, β_0 =Constant factor; X_1 =Training needs assessment, X_2 = Trainer selection procedures

X_3 =Training environment, X_4 = Training evaluation, ϵ = error term

The summaries of the narrations were applied in the discussion in subsequent sections. Linear regression models make several key assumptions: linearity, independence, homoscedasticity, and normality. Therefore, the multiple linear regression model met the assumptions of the linear relationship between independent and dependent variables. Moreover, the observations to be independent of each other, the variance of error terms to be similar, absence of the outliers, non-collinearity of variables and normal distribution of residues were all tested as recommended by Larasati et al. (2025), Beulah et al. (2025), Beulah et al. (2025), (Rafiq et al., 2023). Demir et al. 2022) and Zach (2020). The findings of the regression tests are found in chapter four.

3.10 Variables and Measurements

The study's variables are categorized into independent variables, that are training needs assessment, trainer selection procedures, training environment and training evaluation. The dependent variable is employee performance. These variables are operationalized with clear dimensions and measurable indicators as described below.

3.10.1 Variables

Aldaihani et al. (2025) argued that, variable is a quantifiable characteristic that is able to be changed. It may vary from one group to another or from one person to another. Variables may either be independent or independent as stipulated hereunder. Independent variable is defined as the variable that changes are expected to have a straight effect on the dependent variable. It's also called descriptive (Idika et al, 2023).

3.10.2 Measurements

Idika et al. (2023) defined measurement as conveying numbers to some features, events, or variables by scientific guidelines. As a part of the research effort, measurements delineate how the independent and dependent variables are exactly measured (Aldaihani et al., 2025). Therefore, measurement is the explanation of data in form of accuracy numbers, communication, and objectivity (Idika et al, 2023).

Table 3.1 indicates the variables and measurement procedures.

Table 3.1: Variable and Measurements

Variable	Indictors	Source	Type of Scale
Employee Performance Dependent Variable	Task accomplishment	Aguinis (2019)	Ordinal-5 Likert scale*
Training needs assessment. Independent variable	TNA1: skill gaps analysis TNA2: knowledge gaps analysis TNA3: goals performance analysis	(Armstrong 2020).	Ordinal-5 Likert scales
Trainer selection procedures Independent Variable	TSP1: Assessing trainer qualifications and expertise TSP2: Evaluating trainer experience and subject knowledge TSP3: Considering trainers' facilitation skills.	(Salas et al., 2017).	Ordinal-5 Likert scales
Training environment Independent Variable	TE1: Availability of necessary tools and resources TE2: Conducive physical learning space TE3: calmness and comfort	Noe et al (2021)	Ordinal-5 Likert scales
Training evaluation Independent Variable	TE1: behavior change TE2: skills application TE3: training satisfaction	(Armstrong 2020).	Ordinal-5 Likert scales

*5 Likert Scale ranges 1= strongly disagree, 2 = disagree, 3= neither disagree nor agree, 4= agree, 5 strongly disagree

Source: Empirical literature review

3.11 Data validity and Reliability

3.11.1 Validity

Validity refers to the extent to which an instrument accurately measures what it is intended to measure, ensuring that the data collected reflect the intended construct (Bolarinwa, 2020). In this study, the validity of the instrument was enhanced by ensuring that the questionnaire was carefully composed based on the variables of the specific objectives. Moreover, the teachers' experts and the supervisors' recommendations were accommodated to improve the questionnaire. Furthermore, the variables and indicators were drawn from the prior studies and the pre-testing of the questionnaire was done before the official data collection. These recommendations were provided by Chetwynd (2022). The questionnaire was pre-tested for 20 teachers who were not respondents to crosscheck if it could be properly responded. The feedback from pretesting was used to amend the questionnaire. The feedback showed that the questionnaire required only slight amendment on the questions' order.

3.11.2 Reliability

According to current research, reliability refers to the degree to which a measurement consistently produces stable and replicable results over time (Adeniran, 2025). As per Chetwynd (2022)'s recommendations, in this study, the Cronbach alpha was used to measure the reliability of the teachers' training questionnaire. A reliability coefficient of 0.7 or higher was considered acceptable, as lower values typically indicate inadequate consistency as recommended by Bolarinwa (2020). Table 3.3 shows the results from the reliability tests. As asserted by Adeniran (2025), in order

to ascertain the internal consistence, the value of the Cronbach alpha should be 0.7 and above. The Table 3.2 findings shows that the value of the Cronbach alpha for all variables were 0.7 and above, certifying that the questionnaire used for data collection and the data were reliable.

Table 3.2: Reliability Tests

Variable	Number of items	Cronbach Alpha
Training Needs assessment	3	0.750
Trainer selection	3	0.716
Training environment	3	0.754
Training evaluation	3	0.713

Source: Field Data (2025)

3.12 Research Ethical Issues Consideration

The researcher adhered to all research ethical issues and procedures as emphasized by Senghore and Omotosho (2025). Therefore, the researcher obtained the clearance letter from the Open University of Tanzania and Tabora municipality before the official data collection. The researcher moreover, observed the voluntary participation and harmlessness for the respondents was avoided. Likewise, the informed consent, was obtained from the respondents before data collection and if the respondent resisted the researcher opted for the other research participant. Furthermore, the collected information was kept confidential and anonymity was adhered by ensuring that the data are not disclosed using the real names. The issue of plagiarism was highly taken care of by making appropriate citations and referencing. The researcher also ensured that the data were free from fabrication and falsification.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS AND DISCUSSION

4.1 Chapter Overview

This chapter presents the study findings based on data collected from the field. The data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 23 and are presented in tabular form. The findings include respondents' demographic information and inferential statistics, such as linear regression models. Both descriptive and inferential statistics were aligned with the study objectives to analyze the relationships between variables. The study aimed to assess the influence of training on employee performance, focusing on secondary school teachers in Tabora Municipality, Tanzania.

4.2 Data Collection and Response Rate

A total of 123 questionnaires were sent to the chosen respondents in this study, and all 123 of them were completed and returned, meaning that the response rate was 100%. According to Ericson et al. (2023), the 100% response rate is possible if the researcher makes some extra effort. Therefore, this exceptionally high response rate was made possible by a number of factors, such as careful planning, clear instructions on the questionnaire, efficient follow-ups, and the willingness of the respondents to participate in the study. A 100% response rate eliminates non-response bias concerns, ensuring that the collected data is complete, representative, and reflective of the target population (Ericson et al., 2023). The full dataset allowed for a thorough analysis of the research variables without the need to impute missing responses.

4.3 Socio-Demographic Characteristics of Respondents

Findings of socio-demographic characteristics of the respondents such as age, gender, marital status and level of education are important attributes when it comes to assessing the influence of training on employee performance for secondary schools' teachers in Tabora municipality in Tanzania as recommended by Kaur (2013).

4.3.1 Gender of the Respondents

The findings from Table 4.1 show that the gender distribution of the respondents in this study indicated that 73 participants (59.3%) were males, while 50 participants (40.7%) were females, making a total of 123 respondents (100%). These findings suggest that male teachers are more prevalent than female teachers in public secondary schools within Tabora Municipality. The observed gender imbalance in the teaching workforce could be influenced by various socio-cultural, economic, and institutional factors (Losioki & Ngowoko, 2024). In many African countries, including Tanzania, teaching at the secondary school level has traditionally been male-dominated, whereas female teachers are more commonly found in primary schools.

This trend may stem from long-standing gender roles, where women face barriers in advancing to higher levels of education and professional development (Ghazali, et al., 2022). According to UNESCO (2022), gender disparities in the education sector are partly due to limited access to professional training, workplace biases, and social expectations that often prioritize men in leadership positions. The gender distribution

findings from this study reveal a significant gender gap in the teaching workforce of Tabora Municipality, with male teachers comprising nearly 60% of the respondents. While this trend is common in many African countries, it is important to recognize the potential impact of gender representation on employee performance and student learning outcomes.

The findings from this study are consistent with other research conducted in Tanzania and Kenya, where male teachers tend to outnumber female teachers in secondary schools. Komba and Nkumbi (2008) found that recruitment policies, societal attitudes, and limited career advancement opportunities contribute to the underrepresentation of female teachers at higher education levels. However, a different trend is observed in some Western countries such as Sweden and Finland, where female teachers dominate the teaching profession, especially in primary and secondary education (Sánchez-Cruzado *et al.*, 2021). This contrast highlights the role of policy interventions and cultural differences in shaping gender representation in education.

4.3.2 Age of the Respondents

The age distribution of the respondents reveals that the majority, 67 participants (54.5%), fall within the 18-35 years age group, while 56 participants (45.5%) belong to the 46-60 years age group (Table 4.1). This means that more than half of the secondary school teachers in Tabora Municipality are relatively young, while a significant portion consists of older and more experienced educators. The age composition of the teaching workforce implied that; the predominance of younger

teachers (18-35 years) suggests that the secondary school teaching profession in Tabora Municipality has been attracting a relatively younger workforce. This could be due to government recruitment programs, efforts to address teacher shortages, or an increasing number of graduates entering the teaching profession. Younger teachers are often more adaptable to modern teaching methods, including the use of technology and innovative classroom strategies (Agyei, 2021). They are also more open to professional development opportunities and continuous learning, which could enhance their performance over time.

Table 4.1: Demographic Variables

Gender	Frequency	Percent
Male	73	59.3
Female	50	40.7
Total	123	100.0
Age		
18 -35 years	67	54.5
46-60 years	56	45.5
Marital Status	94	76.4
Married	29	23.6
Single		
Length of Service		
Below 5 years	29	23.6
6-10 years	44	35.8
Above 10 years	50	40.7
Level of Education		
Diploma	39	31.7
Degree	76	61.8
Master	8	6.5
Total	123	100.0

Source: Field Data (2025)

On the other hand, a significant proportion of teachers (45.5%) fall within the 46-60 age group, indicating the presence of highly experienced educators who have been in

the profession for an extended period. The Experienced teachers bring institutional knowledge, classroom management skills, and mentorship opportunities for younger colleagues. However, some studies suggest that older teachers may face challenges in adapting to modern educational technologies and new teaching methodologies (Sanchez-Cruzado et al., 2021). The age distribution data in this study aligns with findings done by Komba and Nkumbi, (2008) who indicated that a growing percentage of secondary school teachers were below 40 years, largely due to government recruitment policies aimed at addressing teacher shortages (Komba & Nkumbi, 2008).

4.3.3 Marital Status of the Respondents

The analysis of marital status among the respondents indicates that the majority, 94 participants (76.4%), were married, while 29 participants (23.6%) were single. This suggests that most secondary school teachers in Tabora Municipality were in stable family relationships, which may have implications for their work commitment, job satisfaction, and overall employee performance. The findings indicate that a significant proportion (76.4%) of teachers in Tabora Municipality were married, highlighting the importance of job stability and family security in the teaching profession. While married teachers may exhibit higher commitment and long-term career stability, single teachers represent a dynamic workforce with greater flexibility and potential for further education and professional development.

The findings suggests that married individuals tend to exhibited higher levels of job commitment due to family responsibilities and the need for stable employment

(Akhter *et al.*, 2016). In the context of teaching, married teachers have stronger community ties, which enhance their sense of responsibility toward students and their profession. Furthermore, studies indicate that married employees may demonstrate greater organizational loyalty compared to single employees, as they often seek long-term career stability to support their families (Hassan *et al.*, 2020).

4.3.4 Length of Services

The analysis of respondents' service length revealed that 29 teachers (23.6%) had been in service for less than 5 years, 44 teachers (35.8%) have 6-10 years of experience, while the majority, 50 teachers (40.7%), had been in service for more than 10 years. These findings indicate that the teaching workforce in Tabora Municipality was composed of a healthy mix of early-career, mid-career, and highly experienced teachers, with a significant proportion having long-term experience in the profession. The distribution of service length among teachers is critical in understanding employee performance, training needs, and retention strategies. The presence of a significant number of experienced teachers (40.7%) suggests that many educators in Tabora Municipality have accumulated valuable classroom management skills, subject mastery, and institutional knowledge, which can contribute to the overall quality of education. Research suggests that teachers with more than 10 years of experience tend to demonstrate stronger pedagogical skills, deeper subject knowledge, and greater adaptability to student needs (Aguinis, 2019).

On the other hand, the presence of early-career teachers (23.6%) was a positive indicator of workforce renewal. Young teachers often bring new teaching

approaches, enthusiasm, and a willingness to embrace technology, which can enhance student engagement and improve teaching outcomes (Sánchez-Cruzado et al., 2021). However, challenges such as lack of experience in managing large classrooms, handling student discipline, and limited exposure to diverse teaching methodologies may affect their initial performance. This calls for mentorship programs where experienced teachers guide newer educators in adjusting to the profession. Teachers with 6-10 years of service (35.8%) represent a critical mid-career group, balancing both experience and adaptability. At this stage, teachers often seek career growth opportunities, such as promotion to leadership roles, specialization in particular subjects, or engagement in educational research (Mupa & Chinooneka, 2015). Failure to provide such opportunities may result in job dissatisfaction and increased turnover rates, as mid-career employees often explore other professions or better-paying opportunities.

4.3.5 Educational level of the Respondents

The analysis of respondents' educational qualifications (Table 4.1) reveals that 39 teachers (31.7%) possessed a diploma, 76 teachers (61.8%) had a bachelor's degree, and only 8 teachers (6.5%) possessed a master's degree. These findings indicate that the majority of secondary school teachers in Tabora Municipality had at least a bachelor's degree, which aligns with the minimum qualifications required for teaching at the secondary level in Tanzania.

Educational qualifications play a crucial role in employee performance, instructional effectiveness, and student outcomes (Robain, 2025). The fact that 61.8% of the

teachers had a bachelor's degree was a positive indicator that most educators met professional teaching standards. A bachelor's degree typically provided in-depth subject knowledge, pedagogical training, and classroom management skills, which were essential for improving the quality of education and student performance (Aguinis, 2019). The 31.7% of diploma holders suggests that a significant proportion of teachers had entered the profession through alternative pathways or were recruited when diploma qualifications were still acceptable for secondary school teaching. Diploma holders had less theoretical knowledge and research exposure compared to degree holders, which could affect their ability to deliver advanced subject content. However, studies indicate that experience and in-service training can compensate for lower academic qualifications by improving practical teaching skills (Komba & Nkumbi, 2008).

The low percentage of master's degree holders (6.5%) suggests that very few teachers had pursued advanced education, which limited their opportunities for leadership roles, curriculum development, and research involvement. In many education systems, teachers with master's degrees often take on administrative positions, mentor junior teachers, and contribute to policy formulation (Mupa & Chinooneka, 2015). The low percentage in this study may indicate limited incentives, lack of funding for further studies, or limited career progression pathways for teachers in Tabora Municipality.

4.3.6 Rank of the Respondents

The analysis of respondents' rank (Table 4.2) revealed that 120 teachers (97.6%) were regular classroom teachers, while only 1 respondent (0.8%) had the position of

senior teacher, headmaster, or assistant headmaster. These findings indicate that the teaching workforce in Tabora Municipality was largely composed of classroom teachers, with very few individuals in leadership positions. The dominance of classroom teachers (97.6%) in the sample suggests that most respondents were primarily involved in lesson delivery, student engagement, and curriculum implementation rather than school administration or decision-making roles. While this is expected in a study focused on employee performance among teachers, the low representation of leadership positions (each at 0.8%) raised questions about administrative involvement in professional development, mentorship, and decision-making within schools.

The findings align with research conducted in Tanzania and Kenya, where teachers often experience slow career progression due to administrative bottlenecks and lack of structured promotion systems (Kipara & Rwabishugi, 2022). However, in developed countries such as Finland and Sweden, there was a more structured teacher career path, allowing educators to progress into senior roles while still engaging in classroom teaching (Sánchez-Cruzado et al., 2021).

4.3.7 Working Department of the Respondents

The analysis of respondents' department distribution (Table 4.2) shows that 65 teachers (52.8%) belonged to the education school, while 58 teachers (47.2%) were in secondary education. This nearly balanced distribution indicates that teachers in Tabora Municipality come from diverse educational backgrounds, contributing to a variety of teaching approaches, methodologies, and expertise levels in secondary

school education. The findings indicate that teachers in Tabora Municipality came from two distinct educational backgrounds: education school (52.8%) and secondary education (47.2%). While Education School teachers bring strong pedagogical expertise, Secondary Education teachers contribute deep subject knowledge, creating a diverse and balanced teaching workforce. According to Mugisha et al. (2023), poor performance of most secondary schools in Tanzania is common and the main cause was inadequate skills of teachers. In Tabora municipality teachers and other staff also faced the problem of poor skills possession.

Table 4.2: Teachers' Rank and Department

Title/Rank	Frequency	Percent
Teacher	120	97.6
Senior Teacher	1	.8
Headmaster	1	.8
Assistant Headmaster	1	.8
Department		
Education School	65	52.8
Secondary Education	58	47.2
Total	123	100.0

Source: Field Data (2025)

4.4 The Descriptive Analysis on the Influence of Training on Employee Performance in Tabora Municipality

The following sections present the descriptive analysis on the influence of training on employee performance in Tabora Municipality. The responses provided indicated how teachers in Tabora Municipality perceive the effectiveness of training needs assessment in their organizations. The responses were measured using a Likert scale, ranging from strongly disagree (1) to strongly agree (5). The findings provide

insights into how well training programs align with teachers' actual needs and whether the assessments effectively identify skill gaps.

4.4.1 Organization conducts Training Needs Assessment for Employees

The findings from Table 4.3 show that 66.7% of respondents (agree + strongly agree) believed that their organization conducts training needs assessments for employees. This suggests that schools in Tabora Municipality recognize the importance of identifying training gaps before implementing professional development programs. Training needs assessments were essential for ensuring that employees receive relevant and effective training that enhances their job performance.

However, 21.9% of respondents (strongly disagree and disagree) expressed skepticism about the effectiveness of these assessments, and 11.4% remained neutral. This indicates that while training needs assessments are conducted, they may not be applied consistently across all schools or departments. According to Mahmud et al. (2019), inconsistent training needs assessments can lead to misallocation of resources, where some teachers receive training that does not address their actual challenges. This highlights the need for more structured and transparent assessment methods that ensure every teacher's needs are taken into account.

Table 4.3: Training Needs Assessment Influence on Training Performance

Organization training needs assessment for employees	Frequency	Percent
Strongly Disagree	11	8.9
Disagree	16	13.0
Neutral	14	11.4
Agree	61	49.6
Strongly Agree	21	17.1
Total	123	100.0
Training needs align with job responsibilities		
Strongly Disagree	7	5.7
Disagree	18	14.6
Neutral	16	13.0
Agree	54	43.9
Strongly Agree	28	22.8
Total	123	100.0
Skill gaps are assessed through proper training needs assessment		
Strongly Disagree	6	4.9
Disagree	20	16.3
Neutral	15	12.2
Agree	64	52.0
Strongly Agree	18	14.6
Total	123	100.0

Source: Field Data (2025)

4.4.2 Training needs align with Job Responsibilities

A majority of respondents (66.7% agree and strongly agree) believed that the training needs identified align with their job responsibilities. This suggests that most training programs were designed with teachers' actual roles in mind, helping them enhance their classroom effectiveness. When training programs align with job responsibilities, employees are more likely to engage in learning and apply new skills effectively (Mabeya, 2024). Despite this positive trend, 20.3% of respondents disagreed, while 13% remained neutral, indicating that a significant portion of teachers feel that training programs did not always match their real job requirements. When training

content is misaligned with job roles, it reduces motivation and limits the impact of training on employee performance (Agyei, 2021). According to Kipara and Rwabishugi (2022), effective training programs should be based on an in-depth analysis of job tasks and responsibilities. Schools should regularly review training needs assessments to ensure that the skills being taught are practical, relevant, and applicable to daily teaching duties (Mahmud et al., 20219).

4.4.3 Skill gaps are assessed through proper Training Needs Assessment

The majority of respondents (66.6% agreed and strongly agreed) believed that skill gaps are effectively identified through training needs assessments (Table 4.3). This indicates that schools in Tabora Municipality were making efforts to identify weaknesses in teachers' knowledge and provide targeted training solutions. When training needs assessments accurately diagnose skill gaps for Tabora Municipality developed effective training programs that directly enhance employee performance.

However, 21.2% of respondents (strongly disagreed and disagreed) expressed concerns about the effectiveness of these assessments, while 12.2% remained neutral. This suggests that some teachers felt their specific training needs were overlooked, or that the assessment methods used did not fully capture all areas where improvement was needed. Research by Mupa and Chinooneka (2015) found that ineffective training assessments often result in irrelevant or outdated training programs, which fail to address real classroom challenges. To enhance the effectiveness of training needs assessments, schools should implement data-driven evaluation techniques, such as lesson observations, student feedback, and teacher self-assessments.

Based on these findings, it is clear that training needs assessments are being conducted, but there were gaps in consistency and alignment with actual job requirements. Schools in Tabora Municipality should focus on improving transparency in training assessments, ensuring alignment between training content and job roles, and using data-driven methods to identify skill gaps effectively. First, schools should ensure that all teachers are involved in the training needs assessment process. By incorporating teacher feedback, the assessments will better reflect real challenges faced in the classroom, leading to more effective training programs. Second, training should be directly linked to teachers' job responsibilities, ensuring that the skills being taught are practical and applicable.

Finally, structured evaluation techniques, such as performance reviews, student feedback, and lesson observations, should be used to measure training effectiveness and identify skill gaps accurately. The findings indicate that while training needs assessments are being conducted in schools within Tabora Municipality, there are inconsistencies in their application and effectiveness. A majority of teachers recognize that training needs assessments exist and play a role in identifying skill gaps.

However, a significant portion of respondents feel that these assessments are either ineffective or not fully aligned with their actual job responsibilities. This suggests a need for more structured, transparent, and data-driven approaches to assessing training needs. To improve the training needs assessment process, schools should ensure that training programs are directly aligned with real classroom challenges and

that teachers are actively involved in identifying their professional development needs. Using structured assessment methods such as lesson evaluations, student feedback, and performance reviews will help to accurately identify skill gaps and enhance the relevance of training programs.

Additionally, monitoring and evaluating training effectiveness over time will ensure that teachers acquire practical skills that improve their overall performance and student learning outcomes. By addressing these areas, schools can strengthen their training systems, boost employee competence, and enhance the quality of education in Tabora Municipality.

4.5 The Influence of trainer selection procedures on Employee Performance on Public Secondary School Teachers in Tabora Municipality

The following section discusses how each trainer selection indicator influenced the employee teacher performance in Tabora municipality.

4.5.1 Trainers' selection influence on Employee Performance

The responses provided reflect teachers' perceptions of trainer selection criteria and effectiveness in professional development programs. Trainer selection plays a crucial role in determining the quality of training sessions, as trainers must possess both subject expertise and strong teaching capabilities to effectively transfer knowledge. The findings reveal how teachers in Tabora Municipality evaluate the qualifications, experience, and relevance of trainers assigned to conduct training programs. The findings are displayed in Table 4.4.

4.5.2 Trainers are selected based on Qualifications and Experiences

The data shows that 72.4% of respondents (agreed and strongly agreed) believed that trainers were selected based on their qualifications and experience. This suggests that schools and educational institutions in Tabora Municipality emphasized the importance of hiring competent trainers with the right credentials and expertise. When trainers are well-qualified, they are more likely to deliver high-quality training that directly enhances employee skills and performance (Mabeyo, 2024).

However, 19.5% of respondents (strongly disagreed and disagreed) expressed doubts about the selection process, while 8.1% remained neutral. This indicates that some teachers feel trainer selection did not adhere to merit, potentially leading to inconsistent training quality.

Oyelami et al. (2019) suggested that in some education systems, trainers are chosen based on availability rather than expertise, which can reduce the impact of training programs. To improve this, educational institutions should adopt transparent and standardized trainer selection criteria to ensure that only highly qualified individuals are chosen to conduct teacher training programs (Mehale et al., 2021).

Table 4.4: Trainers' Selection Influence on Employee Performance

Trainers are selected on qualification and experience basis	Frequency	Percent
Strongly Disagree	8	6.5
Disagree	16	13.0
Neutral	10	8.1
Agree	58	47.2
Strongly Agree	31	25.2
Total	123	100.0
Trainers have sufficient experience in delivering effective training		
Strongly Disagree	7	5.7
Disagree	10	8.1
Neutral	15	12.2
Agree	60	48.8
Strongly Agree	31	25.2
Total	123	100.0
Trainer knowledge selection consideration in relation to employee		
Strongly Disagree	9	7.3
Disagree	14	11.4
Neutral	20	16.3
Agree	54	43.9
Strongly Agree	26	21.1
Total	123	100.0

Source: Field Data (2025)

4.5.3 Trainers have sufficient experience in delivering Effective Training

A strong majority of 74.0% of respondents (agreed and strongly agreed) believed that trainers had sufficient experience in delivering effective training (Table 4.4). This indicates that most teachers were satisfied with the level of expertise and experience those trainers bring to their sessions. Experienced trainers are better equipped to use interactive teaching methods, provide real-world examples, and address teachers' challenges effectively (Mehale et al., 2021). However, 13.8% of respondents (agreed and strongly agreed) felt that trainers lacked the necessary experience, while 12.2%

remained neutral. The findings suggests that although trainers were generally experienced, there were few where the less-qualified trainers were assigned to conduct professional development sessions. According to Aguinis (2019), effective trainers must not only have subject knowledge but also strong facilitation skills to ensure that training is engaging and impactful. Schools should ensure that trainers undergo periodic evaluations to assess their performance and receive feedback from teachers to improve future training sessions.

4.5.4 Trainer Knowledge Selection consideration in Relation to Employee Needs

The data reveals that 65.0% of respondents (agreed and strongly agreed) believed that trainer selection was done by considering employees' specific training needs. This indicates that training programs were somewhat aligned with the actual skills and knowledge gaps of teachers. When trainers are selected based on their relevance to employee needs, training becomes more practical, applicable, and effective (Mehale et al., 2021).

However, 18.7% of respondents (agreed and strongly agreed) felt that trainer selection did not always take employee needs into account, while 16.3% remained neutral. The results suggests that in some cases, trainers might be assigned without a proper assessment of whether their expertise aligns with teachers' actual requirements. Studies by Dei Mensah et al. (2024) indicated that misalignment between trainer knowledge and employee needs led to ineffective training outcomes, where teachers struggle to apply what they have learned in their work environment. To address this, schools should conduct thorough training needs assessments before

selecting trainers to ensure that each trainer possesses the specific skills and knowledge required to meet the needs of teachers.

The findings suggest that trainer selection in Tabora Municipality was largely based on qualifications and experience, with most respondents expressing satisfaction with the expertise of trainers. However, a notable percentage of teachers felt that the selection process lacked transparency and did not always align with their specific training needs. To address this, schools should adopt standardized trainer selection criteria, ensure alignment between trainer expertise and teacher requirements, and introduce regular evaluation mechanisms. By improving the trainer selection process, schools can enhance the effectiveness of training programs, equip teachers with the necessary skills, and ultimately improve student learning outcomes (Hassan et al., 2020).

4.6 The Influence of Training Environment on Employee Performance on Public Secondary School Teacher in Tabora Municipal

The responses reflect teachers' perceptions of the training environment in Tabora Municipality, focusing on learning conditions, distractions, and the adequacy of training facilities. A conducive training environment is crucial for effective learning, as it enhances knowledge retention, engagement, and application of skills. The findings provide insights into the strengths and areas that need improvement in teacher training programs. Table 4.5 shows the influence of training environment on the employee performance in Tabora Municipality.

Table 4.5: Training Environment Influence on Employee Performance

Training sessions are environment conducive to learning	Frequency	Percent
Strongly Disagree	6	4.9
Disagree	19	15.4
Neutral	11	8.9
Agree	64	52.0
Strongly Agree	23	18.7
Total	123	100.0
Training environment is free from distractions hindering learning		
Strongly Disagree		
Disagree	20	16.3
Neutral	13	10.6
Agree	58	47.2
Strongly Agree	26	21.1
Total	123	100.0
Training facilities provided by organization meet employee needs		
Strongly Disagree	10	8.1
Disagree	17	13.8
Neutral	19	15.4
Agree	56	45.5
Strongly Agree	21	17.1
Total	123	100.0

Source: Field Data (2025)

4.6.1 Training Sessions are conducted in a Conducive Learning Environment

The majority of respondents (70.7% Agreed and strongly agreed) believed that training sessions were conducted in an environment conducive to learning (Table 4.1). This suggests that most teachers felt comfortable with the physical and instructional setup of their training programs, allowing them to focus on acquiring new skills. A conducive learning environment typically includes well-arranged seating, proper ventilation, good lighting, minimal noise disturbances, and a structured training approach, all of which contribute to better knowledge retention and skill application. However, 20.3% of respondents (strongly disagreed and

disagreed) indicated that their training environment was not always conducive to learning, while 8.9% remained neutral, reflecting some level of dissatisfaction. This could be due to overcrowded training rooms, inadequate ventilation, poor seating arrangements, or unstructured training delivery.

According to Aguinis (2019), a non-conducive training environment leads to decreased motivation, lower engagement, and reduced information retention, ultimately affecting the overall effectiveness of training programs. To enhance the training environment, organizations should ensure that venues are well-equipped, spacious, and comfortable for all participants. Furthermore, trainers should adopt interactive teaching strategies, such as group discussions, case studies, and hands-on activities, to create a more engaging and inclusive learning experience.

4.6.2 Training Environment is free from distractions hindering Learning

A significant proportion of respondents (strongly disagreed and disagreed) believed that their training environment was free from distractions that hinder learning. The results suggest that training programs were generally well-organized, structured, and conducted in an atmosphere that allows for maximum concentration and participation. A distraction-free environment is critical in ensuring that trainees fully grasp concepts, actively engage in discussions, and retain knowledge for future application.

However, 16.3% of respondents disagreed, while 10.6% remained neutral, indicating that some training sessions might still be affected by distractions such as background

noise, interruptions, or scheduling conflicts. Studies by Mupa and Chinooneka (2015) asserted that disruptions during training whether from external noise, lack of proper time management, or overlapping activities reduce learning effectiveness and contribute to participant disengagement.

To further improve the training environment, organizers should carefully select quiet and well-isolated venues to prevent external disturbances (Iis et al., 2020). Moreover, structured time management should be enforced to ensure that training sessions begin and end as scheduled, with minimal interruptions (Gautam, 2016). Establishing clear guidelines on minimizing distractions, such as restricting unnecessary movement, limiting phone use during sessions, and ensuring focused participation, can also enhance the effectiveness of training programs (Mabeya, 2024).

4.6.3 Training facilities provided by the Organization meet Employee Needs

The responses indicate that 62.6% of teachers (strongly disagreed and disagreed) believed that the training facilities provided by their organization meet their professional development needs. The findings suggest that many teachers had access to essential training resources, including teaching materials, audiovisual aids, and instructional tools that support effective learning. Adequate training facilities, such as modern classrooms, digital projectors, and resource libraries, play a crucial role in enhancing learning experiences and improving the overall quality of training programs (Mabeya, 2024). However, 21.9% of respondents (strongly disagreed and disagreed) expressed dissatisfaction with the facilities provided, while 15.4% remained neutral, suggesting that some teachers felt that their training environment

lacked essential resources. In some cases, this limited access to digital learning tools, outdated training materials, or inadequate seating arrangements, all of which can negatively impact the effectiveness of training sessions.

According to Kipara and Rwabishugi (2022), inadequate training resources reduce the ability of participants to engage fully in training, limit knowledge transfer, and lower overall training effectiveness. To address this issue, organizations should prioritize investments in modern training infrastructure, including updated training materials, access to online resources, and improved digital teaching aids. Additionally, training facilitators should gather regular feedback from participants to assess whether the facilities meet their needs and identify areas for improvement. By ensuring that training environments are well-equipped, technologically up-to-date, and comfortable for learning, organizations can significantly improve the quality of teacher training programs (Gautam, 2016).

4.7 The influence of Training Evaluation on Employee Performance on Public Secondary School Teachers in Tabora Municipal

Training evaluation is an essential component of any professional development program as it enables organizations to measure the effectiveness of training sessions, identify areas for improvement, and ensure that training meets the intended objectives (Mehale et al., 2021). Without a proper evaluation process, training programs risk becoming ineffective, repetitive, or misaligned with employee needs (Urbancová et al., 2021). Effective training evaluation ensures that employees gain relevant skills, apply their learning in real work scenarios, and contribute to overall

organizational performance (Hussin et al., 2023). The responses from teachers in Tabora Municipality provide insights into how well training programs are evaluated, whether employee feedback is taken into account, and whether the evaluation process contributes to the improvement of future training initiatives. The following sections provide a detailed analysis of the responses, discussing both strengths and areas for improvement in the training evaluation process. Table 5.5 provided the findings from the descriptive analysis.

4.7.1 Organization evaluates the Effectiveness of Training Programs

The findings indicate that 65.0% of respondents (agreed and strongly agreed) believed that their organization conducted evaluations to assess the effectiveness of training programs. The results suggest that majority of teachers acknowledge the existence of evaluation mechanisms aimed at measuring the impact of training. Training evaluation is crucial as it helps organizations determine whether training objectives have been met, how well employees have absorbed new knowledge, and if they are able to apply the acquired skills in their roles (Mehale et al., 2021).

However, 21.1% of respondents (agreed and strongly agreed) expressed concerns about whether training evaluation was effectively implemented, while 13.8% remained neutral, indicating some uncertainty. The findings suggest that although training evaluations may be conducted, their implementation may not always be systematic or comprehensive. Some employees may feel that evaluations are merely procedural and did not necessarily lead to improvements in training quality. According to Aguinis (2019), ineffective training evaluation can result in poor

resource allocation, where organizations continue using training methods that may not effectively address employees' needs.

4.7.2 Training Evaluation considers Feedback from Employees

A strong 66.7% of respondents (agreed and strongly agreed) believed that employee feedback was taken into account during training evaluations. This suggests that in most cases, teachers had an opportunity to provide input about their training experiences, challenges faced during training, and recommendations for improvement. Employee feedback is a crucial aspect of training evaluation, as it helps organizations understand the strengths and weaknesses of training sessions from the perspective of those who participated (Karim et al., 2012). When employee input is actively considered, organizations can tailor future training programs to better address skill gaps, enhance engagement, and ensure greater relevance to job roles (Mabeya, 2024).

However, 20.4% of respondents (agreed and strongly agreed) felt that their feedback was not adequately considered, while 13.0% remained neutral, indicating that some teachers believed the evaluation process did not always incorporate their views effectively. Mupa and Chinooneka (2015) emphasized that training programs become less effective when employee feedback is ignored, as organizations may continue offering training that fails to meet the real needs of employees.

4.7.3 Training Evaluation helps identify Areas for Improvement

The majority of respondents (74.8% agreed and strongly agreed) believed that training evaluation effectively helped in identifying areas for improvement, making

this the most positively rated item in this section. The findings suggest that training evaluations did not simply serve as formalities but actively contributed to refining training programs. Identifying areas that require improvement is essential for ensuring that training remains dynamic, relevant, and responsive to changing job demands (Mehale et al., 2021).

However, 12.2% of respondents (agreed and strongly agreed) and 13.0% who remained neutral suggest that some employees did not see clear improvements resulting from training evaluations. This was due to a lack of follow-through in implementing evaluation findings, where feedback could be collected but not acted upon in meaningful ways. According to Kipara and Rwabishugi (2022), effective training evaluation should be followed by concrete actions, such as updating training materials, improving trainer selection, and addressing logistical challenges. If training evaluation is conducted without visible improvements, employees may lose trust in the process, reducing their motivation to participate in future evaluations (Urbancová et al., 2021).

4.8 Level of Employee Performance

The responses indicate the overall level of agreement among teachers in Tabora Municipality regarding various aspects of training, professional development, and workplace practices. The data shows that 111 out of 123 respondents (90.3%) either agreed or strongly agreed with the statements assessed, suggesting a high level of positive perception regarding the topics covered in the survey. A significant proportion of respondents strongly agreed (55.3%) with the survey statements, while

35.0% agreed, making up a total of 90.3% agreement. This indicates that most teachers were satisfied with the areas covered in the survey, such as training programs, evaluation methods, learning environments, and overall professional development initiatives. A high level of agreement suggests that training and development programs are positively received and that many teachers found them useful in enhancing their skills and overall performance. This strong agreement could be attributed to effective implementation of training programs, good training facilitation, and relevant content that aligns with job responsibilities.

Aguinis (2019) highlighted that when employees find training relevant and applicable, they are more likely to engage actively, retain knowledge, and apply the acquired skills in their daily work. The high level of agreement in this survey suggests that most respondents value the training opportunities they receive and recognize their importance in professional growth. Only 6 respondents (4.9%) disagreed, while another 6 respondents (4.9%) remained neutral. The low level of disagreement (4.9%) suggests that only a small fraction of teachers had concerns about the effectiveness of training programs or their relevance to job responsibilities. These respondents felt that training did not fully meet their needs, that training evaluation was not well conducted, or that training facilities were insufficient.

Similarly, 4.9% of respondents remained neutral, meaning that some teachers were either undecided or had mixed opinions about the training programs. Neutral responses might indicate that some respondents did not have strong views on the topic or had not experienced enough training to form a concrete opinion. Mupa and

Chinooneka (2015) suggested that employees who are neutral about training effectiveness may feel disconnected from professional development programs due to limited engagement, lack of follow-up, or insufficient participation in training initiatives.

Table 4.6: Level of Employee Performance

Level of agreement	Frequency	Percent
Disagree	6	4.9
Neutral	6	4.9
Agree	43	35.0
Strongly Agree	68	55.3
Total	123	100.0

Source: Field Data (2025)

4.9 Regression Analysis

The regression model examined the relationship between training-related factors and employee performance (Beulah et al., 2025). The predictors in the model included training evaluation, training needs assessment, training environment, and trainer quality, all of which were assessed to affirm their impact on employee performance in Tabora Municipality (Table 4.8a-4.8c). The results provide important insights into whether training initiatives play a significant role in shaping employee effectiveness, skill development, and overall workplace performance.

Model specification is crucial in determining the accuracy and reliability of a regression model. One of the key indicators of model specification is the R-Square value, which explains the proportion of variation in the dependent variable that is accounted for by the independent variables. In this case, the R-Square value of 0.601

suggests that 60.1% of the variations in employee performance were explained by the training variables included in the model. The remaining 39.9% of the variation was attributed to other external factors not captured within the model.

According to Robain (2025), a well-specified model should have an R-Square value that demonstrates a significant proportion of the dependent variable being explained by the independent variables. Thus, this model appears to be well specified as it shows that training has a substantial effect on employee performance. However, the unexplained variation indicates that other factors such as might also contribute to employee performance. The F-Test further confirmed the robustness of the model by testing whether the independent variables collectively had a significant impact on the dependent variable (Robain, 2025).

In this case, the F-statistic was relatively large and significant, suggesting that the independent variables as a whole significantly explained the variations in employee performance. The significance level of 0.000 indicated a very strong statistical significance, meaning that the likelihood of these results occurring by chance was extremely low. A significant F-statistic reinforced that the independent variables were relevant in predicting employee performance and that the model is not mis-specified. This strengthens the argument that training is a key determinant of employee performance, although other factors not included in the model also play a role. Therefore, both the R-Square value and the F-Test provide strong evidence that the model is well specified and effectively explains employee performance (Beulah et al., 2025).

Table 4.7a: The Regression Summary

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.658 ^a	.601	.562	.20115	2.203

a. Predictors: (Constant), Training evaluation, Training needs assessment Total

Training environment, Trainer selection

b. Dependent Variable: Employee Performance

Source: Field Data (2025)

Table 4.7b: ANOVA

Model ^a		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.937	4	.484	12.755	.000
	Residual	75.737	118	.642		
	Total	77.675	122			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Total Training evaluation, Training needs assessment,

Total Training environment, Total Trainer

Source: Field Data (2024)

Table 4.7c: Regression coefficient

Variables	B-values	Std. Error	Beta	t-values	p-values	Tolerance	VIF
(Constant)	4.427	.364		12.151	.000		
Training needs assessment	0.149	.107	0.174	1.397	.165	.532	1.880
Trainer selection	2.060	.124	1.064	16.613	.000	.473	2.116
Training environment	0.072	.105	.084	.686	.494	.551	1.816
Training evaluation	2.162	.126	1.073	17.159	.000	.458	2.185
					Mean	0.5035	2.000

Source: Field Data (2025)

The regression analysis results provide narratives into the factors influencing employee performance based on various training-related variables. The constant term of the model is 4.427, indicating that when all independent variables are held constant, employee performance remains at a baseline level of 4.427. Among the independent variables, trainer selection ($B = 2.060$, $p = 0.000$) and training evaluation ($B = 2.162$, $p = 0.000$) had a significant and positive impact on employee performance. The Beta values of 1.064 and 1.073, respectively, indicate that these two factors had the strongest influence on employee performance compared to other variables in the model. The highly significant p-values of 0.000 suggest that these variables are critical in explaining variations in employee performance. This means that selecting the right trainers and effectively evaluating training programs are essential for improving employees' skills, productivity, and overall performance.

On the other hand, training needs assessment ($B = 0.149$, $p = 0.165$) and training environment ($B = 0.072$, $p = 0.494$) also showed a positive relationship with employee performance, but their influence was statistically insignificant. The t-values of 1.397 for training needs assessment and 0.686 for training environment suggest that these factors do not have a strong explanatory power in predicting employee performance within the model. The p-values of 0.165 and 0.494, which are above the common significance threshold of 0.05, indicate that these variables may not have a direct or substantial impact on performance improvement. The tolerance values of 0.532 and 0.551 show no major multicollinearity concerns, further confirming the independence of these predictors. Despite their insignificant influence, their positive B-values suggest that these factors might still contribute to

performance enhancement in certain contexts, though their effects are not strong enough to be statistically validated.

The findings are in tandem with Hussin et al. (2023) who articulated that training needs assessment, assessment, training style of delivery and training evaluation had positive significant influence on organization productivity. Mahmud et al. (2019) in Bangladesh demonstrated that the training needs assessment influenced the employee performance. Moreover, Halawi and Haydar (2018) indicated that the training techniques depends on the effectiveness of the trainer in United Arab Emirates. Hassan et la. (2020) asserted that the trainer ability of using the digital modern raining technology is a panacea of improving the employee performance in Bangladesh.

Oyelami et al. (2019) revealed that the effectiveness of the facilitator determined the employee performance. In Nigeria, South-West region. Iis et al. (2022) indicated a positive and significant influence between work motivations, work environment. Alkaf et al (2024) showed that improve programs that could increase employee job satisfaction and soft skills training had positive impact on organization productivity. Urbancová et al. (2021) showed that evaluating the training promoted the employee performance. Karim et al. (2012) indicated that training evaluation enhanced the engagement for employees and provide the feedback to improve the future trainings. Urbancová et al. (2021) revealed that in Czech, the sector of the employees determined the training evaluation.

4.10 Testing of the Regression Assumptions

4.10.1 Testing of Multicollinearity

Multicollinearity occurs when independent variables in a regression model are highly correlated, which can distort the statistical significance of the predictors. To ensure that multicollinearity does not affect the model's reliability, Variance Inflation Factor (VIF) values should be less than 10, and tolerance levels should be greater than 0.1 (Larasati et al., 2025). In this study, the results from the regression analysis indicated that the mean tolerance value was 0.5035, while the mean VIF value was 2.000. Since all VIF values were significantly below 10, and tolerance values exceeded 0.1, the model does not exhibit signs of multicollinearity. Therefore, the independent variables used in the regression analysis were not highly correlated, confirming the stability and validity of the regression coefficients.

4.10.2 Presence of Autocorrelation

Autocorrelation refers to the correlation of error terms in a regression model, which can lead to biased standard errors and inefficient estimates. To confirm the absence of autocorrelation, the Durbin-Watson coefficient should range between 1.5 and 2.5 (Beulah et al., 2025). In this study, the regression model produced a Durbin-Watson value of 2.203, which falls within the acceptable range. This result indicates that there is no autocorrelation in the residuals, ensuring that the model's predictions remain statistically reliable. The absence of autocorrelation confirms that the errors are independently distributed, which is a fundamental assumption in regression analysis.

4.10.3 Normality Testing

Normality testing is essential in regression analysis to ensure that the data follows a normal distribution, which allows for accurate hypothesis testing and reliable predictions. Normality can be assessed using skewness and kurtosis values, where skewness should range between -1 and +1, and kurtosis should be between 2 and 4 (Demir et al., 2022). The statistical output in this study confirmed that both skewness and kurtosis values were within the recommended thresholds, suggesting that the residuals of the regression model were normally distributed. Since the data met the normality assumptions, the regression results can be considered valid and applicable to decision-making. The skewness and Kurtosis values are indicated in Table 4.9.

Table 4.8: The Skewness and Kurtosis values

Variable	N	Mean	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Training needs assessment	123	3.5718	.866	0.972	.218	3.553	.433
Trainer selection	123	3.7046	.725	0.845	.218	2.616	.433
Training environment	123	3.5908	.863	0.685	.218	2.037	.433
Training evaluation	123	3.6531	.729	0.825	.218	2.115	.433
Valid N (listwise)	123						

Source: Field Data (2025)

4.10.4 The Breusch-Pagan Test of Heteroscedasticity

Heteroscedasticity occurs when the variance of error terms is not constant across all levels of the independent variables, leading to inefficient regression estimates. The Breusch-Pagan test is commonly used to detect heteroscedasticity by comparing the computed chi-square value to a tabulated threshold. According to Zach (2020), the

test involves computing the product of R-Square and the sample size and ensuring that the value lies within the non-significance level of the chi-square table. In this study, the calculated chi-square value was $0.601 \times 123 = 75.03$, which falls within the non-significant level of 0.1, indicating that heteroscedasticity is not present in the model. The absence of heteroscedasticity confirms that the residuals have constant variance, ensuring the efficiency and reliability of the regression coefficients.

4.10.5 Outlier's Test by Mahalanobis Distance

Outliers can significantly impact regression results by distorting estimates and reducing model accuracy. The Mahalanobis Distance test is used to detect outliers by identifying extreme values that deviate significantly from the distribution of the dataset. According to Rafiq et al. (2023), an outlier is flagged if the Mahalanobis Distance value approaches 0.00. In this study, the SPSS analysis (Figure 4.1) showed that no values had a 0.00 figure, confirming that there were no extreme outliers in the dataset. This result ensures that the regression analysis was not influenced by unusual observations, further validating the accuracy and robustness of the model.

SPSS WORKBOOK [DataSet1] - IBM SPSS Statistics Data Editor

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1:

	rCondv	EmTrDis	TmFaEmp	EvEffTm	EvFedbck	Evidntfy	EmpPerf	TTrainngna	TTrainer	TTEnvironment	TEvaluation	MAH_1	pvalue
1	Isagree	Disagree	Neutral	Neutral	Strongly Di...	Neutral	Strongly A...	1.33	3.00	2.33	2.33	7.04212	.07
2	Agree	Agree	Neutral	Strongly A...	Strongly A...	Strongly A...	Strongly A...	4.00	5.00	3.67	5.00	5.77618	.12
3	Agree	Strongly Di...	Agree	Agree	Agree	Agree	Agree	4.00	2.67	3.00	4.00	5.50875	.14
4	Agree	Agree	Agree	Agree	Agree	Strongly A...	Strongly A...	4.67	3.33	4.00	4.33	4.34621	.23
5	Agree	Agree	Agree	Disagree	Disagree	Disagree	Agree	3.33	3.33	4.00	2.00	8.85687	.03
6	Agree	Agree	Agree	Strongly A...	Agree	Agree	Strongly A...	4.00	4.00	4.00	4.33	.67820	.88
7	Agree	Agree	Agree	Agree	Agree	Agree	Strongly A...	4.00	4.00	4.00	4.00	.27734	.96
8	Agree	Agree	Neutral	Agree	Agree	Strongly A...	Neutral	4.67	4.67	3.67	4.33	2.37516	.50
9	Agree	Disagree	Agree	Agree	Neutral	Agree	Strongly A...	4.00	3.67	3.33	3.67	.58937	.90
10	Agly A...	Agree	Agree	Agree	Agree	Agree	Strongly A...	5.00	4.67	4.33	4.00	3.12739	.37
11	Agree	Agree	Disagree	Agree	Disagree	Agree	Agree	3.33	4.67	3.33	3.33	4.21025	.24
12	Isagree	Agree	Disagree	Disagree	Disagree	Disagree	Agree	3.33	4.00	2.67	2.00	8.05596	.04
13	Agree	Agree	Agree	Agree	Agree	Agree	Agree	4.00	4.00	4.00	4.00	.27734	.96
14	Agree	Agree	Neutral	Agree	Agree	Strongly A...	Strongly A...	4.67	4.67	3.67	4.33	2.37516	.50
15	Isagree	Disagree	Strongly Di...	Agree	Agree	Agree	Disagree	4.00	3.67	1.67	4.00	9.78773	.02
16	Agree	Agree	Agree	Agree	Agree	Agree	Agree	1.00	4.00	4.00	4.00	4.47558	.24
17	Agree	Agree	Agree	Agree	Agree	Agree	Agree	4.00	4.00	4.00	4.00	.27734	.96
18	Agly A...	Strongly A...	Strongly A...	Strongly A...	Strongly A...	Agree	Strongly A...	4.00	4.33	5.00	4.67	2.66454	.45
19	Agree	Agree	Agree	Neutral	Agree	Agree	Strongly A...	4.00	4.00	4.00	3.67	.54221	.91
20	Agree	Agree	Agree	Agree	Agree	Agree	Strongly A...	4.33	4.00	4.00	4.00	.74483	.86
21	Agree	Agree	Disagree	Disagree	Disagree	Agree	Strongly A...	4.00	4.00	3.33	2.67	4.19166	.24
22	Agly A...	Strongly A...	Disagree	Strongly A...	Agree	Agree	Strongly A...	3.67	5.00	4.00	4.33	3.73662	.29
23	Agree	Agree	Strongly A...	Agree	Strongly A...	Strongly A...	Agree	4.67	5.00	4.33	4.67	2.50079	.48

Figure 4.1: The Mahalanobis Distance Testing for Outliers

Source: Field Data (2025)

CHAPTER FIVE

FINDINGS' SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter presents a comprehensive discussion of the study's key findings, drawing conclusions from the results and providing recommendations for policy, practice, theory, and further research. The study aimed to assess the influence of training on employee performance among secondary school teachers in Tabora Municipality. Specifically, it examined the roles of training needs assessment, trainer selection, training environment, and training evaluation in enhancing employee performance. The findings highlight both strengths and gaps in the current training processes, offering insights into how training programs can be improved to maximize their impact on employee performance and professional growth.

5.2 Summary of the Findings

The study findings are summarized based on the specific objectives.

5.2.1 Influence of Training Needs Assessment on Employee Performance

The majority of respondents acknowledged that training needs assessments were conducted. However, concerns were raised regarding their consistency and alignment with teachers' actual job responsibilities. Some teachers felt that training assessments did not adequately reflect the skills required to improve their classroom performance. The regression analysis indicated that the training needs assessment did not significantly contribute to the employee performance in Tabora municipality. Hence, more strategies are needed to enhance the significant contribution of the training

needs assessment on the employee performance of the secondary school teachers in the Tabora municipal council.

5.2.2 Influence of Trainer Selection on Employee Performance

Most respondents stated that trainers were selected based on qualifications and experience and this way they promoted the employee performance. Majority of teachers expressed concerns that trainers had sufficient teaching experience or subject-matter expertise, which promoted the effectiveness of the training programs. Hence, the trainers were having the relevant expertise to promote the training performance of the teachers in the Tabora municipality. The descriptive findings were confirmed by the findings from the multiple regression analysis which stipulated that the trainer selection positively and significantly promoted the employee performance of the secondary school teachers in the Tabora municipality.

5.2.3 Influence of Training Environment on Employee Performance

While most teachers found the training environment were fairly conducive, some teachers reported some distractions, overcrowding, and inadequate facilities hindered learning effectiveness. This made the training environment not contribute positively to the employee performance. The descriptive findings were certified by the regression analysis' findings that the training environment did not significantly enhance the secondary school teachers' performance, despite scoring the positive sign. The positive sign shows that there were efforts made to ensure that the conducive training environment. However, there was a still more work to be done to promote the positive contribution of the training environment on the secondary school teachers 'performance in Tabora municipality.

5.2.4 Influence of Training Evaluation on Employee Performance

The study found that training evaluations were conducted significantly. The evaluation consisted of the training needs assessment, training contents, the trainer capability and skills and the training environment. The teachers' recognized the municipal efforts that ensured that every training is evaluated so as to gather feedback that will improve the future trainings. Hence, the training evaluation was properly done and, in this way, it promoted the secondary school teachers' performance in the Tabora municipality. The findings descriptive findings were confirmed by the regression results that the training evaluation contributed positively and significantly to secondary school teachers' performance in the Tabora municipality.

5.3 Conclusion

Based on the findings, it is evident that training programs design and training need assessment were not effectively conducted. In this way the training needs assessment was unable to promote significantly to the employee performance for the secondary school teachers in Tabora municipality. The findings however, disclosed that the trainers' selection was properly done and, in this circumstance, it promoted the employee performance. The finding further ascertained that training environment had deficiency and, in that case, it did not significantly promote the employee performance. Nonetheless, the findings indicated that the training evaluation was properly done and, in this way, it promoted the employee performance of the secondary school teachers in the Tabora municipality. The findings disclosed that there were not effective training programs because of the inadequacy of the training

needs assessment. This made the training needs assessment to have small influence of the employee performance of the secondary school teachers in Tabora municipality.

However, the findings confirmed that the trainers were well selected by considering their expertise, skills and experiences. This was very essential in promoting the employee performance. The findings, moreover, disclosed that the training environments were not fully conducive by having adequacy spacing and training facilities and, in this way, failed to promote the employee performance. The findings however, confirmed that trainers were evaluated properly. The strategies of asking them to fill the training evaluation forms and follow-up on how they applied the training skills in their jobs were properly employed. These training evaluation strategies promoted the secondary school teachers' performance in the Tabora municipality.

5.4 Recommendations/Implications

The findings from the study led the researcher to recommend the following:

5.4.1 Practical Recommendations

Enhancing training needs assessment is crucial to ensuring that employees receive relevant and impactful training. Institutions should implement systematic training needs assessments that align with job requirements. By involving teachers in the assessment process and utilizing data-driven techniques, schools can accurately identify skill gaps and tailor training programs accordingly. Trainer selection should

be improved by establishing clear criteria that go beyond academic qualifications. Trainers must possess relevant industry expertise, practical teaching experience, and strong pedagogical skills to deliver high-quality training. Schools should conduct periodic evaluations to ensure that trainers meet these standards and contribute effectively to employee development.

Upgrading training environments is essential for fostering an effective learning atmosphere. Schools should invest in modern training facilities, reduce distractions, and improve classroom infrastructure. Providing adequate seating arrangements, access to digital learning tools, and integrating technology into training sessions can enhance knowledge retention and engagement. Strengthening training evaluation mechanisms will ensure continuous improvement in training programs. Institutions should adopt structured evaluation tools such as post-training surveys, feedback sessions, and performance assessments. The insights gained from these evaluations should be used to refine training approaches, address identified weaknesses, and enhance overall effectiveness.

5.4.2 Policy Recommendations

The standardization of training needs assessments should be mandated through government policies to ensure consistency and effectiveness. A national framework should be developed to guide all public institutions in conducting periodic, data-driven training needs assessments that align with job performance requirements. A trainer accreditation framework should be established to maintain high training standards across institutions. This system should ensure that only qualified trainers

are authorized to deliver professional development programs. Periodic evaluations and certification renewals should be incorporated into the accreditation process to uphold quality standards.

Investment in training infrastructure is necessary to improve learning environments in public secondary schools. The ministry of education should allocate sufficient resources to upgrade training facilities, provide modern teaching aids, and ensure access to digital learning tools. By enhancing infrastructure, institutions can create more effective and engaging training experiences for employees. Integration of employee feedback into training policies should be prioritized to enhance training relevance and effectiveness. Institutions should develop mechanisms that allow teachers to provide structured feedback on training programs. This feedback should be systematically analyzed and incorporated into policy adjustments to ensure that training remains aligned with employees' evolving needs and workplace demands.

5.4.3 Theoretical Implications/Contributions

The study's findings contribute to the social exchange theory by revealing the challenge that training needs assessment and training environment were not effectively implemented, leading to an insignificant impact on performance. This suggests that when organizations fail to accurately assess training needs or provide a conducive learning environment, employees may perceive a lack of organizational commitment to their professional growth, thereby weakening the social exchange process. These findings refine social exchange theory by emphasizing that for

training programs to generate positive reciprocal behaviors, all components-including needs assessment and training environment-must be properly executed.

Furthermore, the study reinforces the Social Exchange Theory by confirming that trainer selection and training evaluation play a critical role in enhancing employee performance. The positive and significant impact of these factors suggests that when organizations invest in selecting competent trainers and conducting effective training evaluations, employees recognize these efforts as organizational support and are likely to reciprocate with improved job performance. This aligns with SET's premise that employees are more engaged and productive when they perceive that their organization is investing in their growth and success. However, the study adds depth to SET by illustrating that while some aspects of training create strong social exchanges, others may fail to do so if not well implemented. These insights contribute to the ongoing discourse on SET by demonstrating that not all organizational interventions automatically result in positive employee reciprocity-only well-executed training initiatives foster meaningful social exchanges that lead to enhanced performance.

The study further extends the theoretical understanding of SET in the context of public-sector education, specifically among secondary school teachers in Tabora Municipality. The findings suggest that teacher performance is significantly influenced by the quality of training delivery rather than merely the existence of training programs. This insight refines SET by indicating that in contexts where financial incentives may be limited, the perceived quality and fairness of training

programs become crucial determinants of employee engagement and performance. Consequently, the study calls for a more nuanced application of SET in education and public service settings, emphasizing that reciprocal organizational support must be clearly visible and well-executed for employees to respond with enhanced commitment and performance.

5.5 The Study Limitations

One major limitation of this study is its exclusive reliance on quantitative regression analysis, which may have overlooked important qualitative insights. While regression models effectively measure the statistical significance and strength of relationships between training components and employee performance, they do not capture the perceptions, experiences, and contextual factors that influence training effectiveness. For instance, while the results indicated that training needs assessment and training environment did not significantly impact performance, qualitative data could have provided deeper insights into why these factors were ineffective. Teachers' subjective experiences, institutional challenges, and policy-related issues might have influenced the outcomes in ways that regression analysis could not detect. The absence of qualitative data limits the study's ability to explore how and why certain training aspects succeed or fail, reducing the depth of interpretation.

Future research should integrate interviews, focus group discussions, or case studies to complement the quantitative findings and offer a more comprehensive understanding of training effectiveness. Another limitation is the study's narrow focus on only four training-related variables-training needs assessment, trainer

selection, training environment, and training evaluation-while ignoring other critical factors that may influence teacher performance. Employee performance is a multifaceted outcome influenced by variables such as workload, school leadership, financial incentives, motivation, and policy support, none of which were included in the model. Additionally, the study was conducted solely in Tabora Municipality, making it difficult to generalize the findings to other regions with different economic, social, and educational conditions. The training challenges faced by teachers in Tabora might differ significantly from those in urban centers like Dar es Salaam or rural areas with fewer resources. By limiting the geographical scope, the study fails to account for regional disparities that might affect the relationship between training and performance. Future studies should expand the geographical coverage and include additional training-related and institutional variables to provide a more holistic analysis of training effectiveness.

5.6 Recommendations for Further Studies

The study recommends the followings for further studies:

Given the limitation of missing qualitative content, future studies should adopt a mixed-methods approach by integrating qualitative data collection techniques such as interviews, focus group discussions, and case studies. This will help capture deeper insights into teachers' perceptions, experiences, and challenges regarding training programs. While regression analysis establishes statistical relationships between variables, qualitative research can provide context by uncovering why certain training components, such as training needs assessment and training environment, were ineffective in improving employee performance. By incorporating qualitative

data, future research can explore teachers' personal feedback on training programs, identify institutional barriers to effective training implementation, and offer practical recommendations for improving training interventions. Such an approach will enrich the theoretical contribution of Social Exchange Theory (SET) by explaining how employees perceive and respond to organizational investments in training beyond just quantitative outcomes.

Furthermore, future research should expand the scope of training-related variables and geographical coverage to enhance the generalizability of the findings. While this study focused on four specific training components (training needs assessment, trainer selection, training environment, and training evaluation), future studies should incorporate other crucial factors such as teacher motivation, financial incentives, workload, school leadership, and policy support. Additionally, expanding the study to multiple municipalities or conducting a comparative analysis across different regions will provide a broader perspective on the effectiveness of training programs. This will help policymakers and educational institutions design more context-specific training interventions tailored to different teaching environments. By including a wider range of variables and multiple study locations, future research can offer a more holistic understanding of how training influences employee performance in diverse educational settings.

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APPENDICES

APPENDIX I: QUESTIONNAIRES

Dear employee, my name is ALI SULEIMAN NASSOR a master's student at the Open University of Tanzania. I 'm conducting a study entitled “**An assessment on the influence of training on employee's performance: a case of public secondary school teachers in Tabora municipality**”. You are chosen as one of the respondents. Kindly, provide true information to the best of your belief. Be assured that the information which you will provide was treated with the utmost confidentiality. Therefore, do not write your name on this questionnaire. The information collected was used only for the purposes intended for this study. Note that, for open- ended questions, you may write on the space at the back of the paper.

PART I

DEMOGRAPHIC INFORMATION (Please tick the appropriate option)

1. **Your gender:** Male (☐) Female (☐) Other (☐)
2. Your age: 18-35(☐) between 46-60 (☐)
3. **Marital Status:** Married (☐) Single (☐)
4. **Length of service:** Below 5 years (☐) 6-10 years (☐) Above 10 yearn (☐)
5. **Level of Education:** Secondary (☐) Tertiary (☐) University (☐)
6. **Title/Rank:**
7. **Department:**

PART II

Reach of the following aspects shown below rate your level of agreement using the following

Likert type scale provided: 1=strongly disagree, 2=disagree, 3=neither disagree nor agree, 4=agree, 5=strongly agree.

Objective 1: To assess the influence of training needs assessment on employee performance

	Level of agreement	1	2	3	4	5
No	Statement	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	Your organization regularly conducts the training needs assessment for employees.					
2	The training needs identified align with my job responsibilities.					
3	Skill gaps in my work are addressed through proper training needs assessment.					

Objective 2: To assess the influence of trainer selection procedures on employee performance

	Level of agreement	1	2	3	4	5
No	Statement	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	Trainers are selected based on their relevant qualifications and expertise.					
2	Trainers have sufficient experience in delivering effective training.					
3	The organization considers trainer knowledge in relation to employee needs during selection.					

Objective 3: To assess the influence of training environment on employee performance

	Level of agreement	1	2	3	4	5
No	Statement	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	Training sessions are conducted in an environment conducive to learning.					
2	The training environment is free from distractions that hinder learning.					
3	Training facilities provided by the organization meet employee needs.					

Objective 4: To assess the influence of training evaluation on employee performance

	Level of agreement	1	2	3	4	5
No	Statement	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	The organization regularly evaluates the effectiveness of its training programs.					
2	Feedback from employees is considered during training evaluations.					
3	Training evaluations help in identifying areas for improvement in future sessions.					
	Employee performance					
	Training needs assessment, trainer selection, training environment and training evaluation promote employment performance in my school					

APPENDIX II: LETTER FROM OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/ PG202287679

21st February 2025

Municipal Director,
Tabora Municipal Council,
P.O.Box 174,
TABORA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MR. NASSOR ALI SULEIMAN, REG NO: PG202287679

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 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 1st January 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 **Mr. Nassor Ali Suleiman, Reg.No: PG202287679**), pursuing **Master of Human Resource Management (MHRM)**. We here by grant this clearance to conduct a research titled **“An Assessment on the Influence of**

Training on Employee Performance: A Case of Secondary Schools Teachers in Tabora Municipality". He will collect his data at your area from 24th February 2025 to 30th March 2025.

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**

**Appendix III: LETTER FROM TABORA MUNICIPAL COUNCIL
DIRECTOR**



**THE UNITED REPUBLIC OF TANZANIA
PRESIDENTS' OFFICE
REGIONAL ADMINISTRATION AND LOCAL
GOVERNMENTS AUTHORITIES**



TABORA MUNICIPAL COUNCIL

In reply please quote:

Ref.No. TMC/U/266/ VOL XIII/16

DATE: 25. 02.2025

Vice Chancellor,
The Open University of Tanzania,
Kawawa Road,
S.L.P 23409,
DAR ES SALAAM.

RE: PERMIT TO COLLECT RESEARCH DATA.

Kindly refer to the caption subjected to your letter with Ref.No. OUT/PG202287679 of **21 February, 2025** that is concerned with notice. *

2. Tabora Municipal Council would like to inform you that your student **Mr. Nassor Ali Suleiman** pursuing **Master of Human Resource Management (MHRM)** has been permitted to collect Research Data in our Council about his/her Project research with the title **"An Assessment of the Influence of Training on Employee Performance"**. The programme will be conducted from 24th February, 2025 to 30th March, 2025.

3. However, Tabora Municipal Director Office reminds your student(s) to follow principles, rules and guidelines abiding project/research data collection from the permitted areas.

4. Yours Sincerely,


Peter A. Julius
**For: TABORA MUNICIPAL COUNCIL
DIRECTOR**

**MUNICIPAL DIRECTOR
P.O. Box 124
TABORA**

CC:

Mr. Nassor Ali Suleiman,
Student – For Identification