

**EFFECT OF TRAINING ON EMPLOYEE PERFORMANCE IN PUBLIC
SECTOR IN TANZANIA: A CASE OF KINONDONI REGIONAL POLICE
FORCE**

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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 recommend for acceptance by the Open University of Tanzania the research paper entitled: **“Effects of Training on Employee Performance in Public Sector in Tanzania: A Case of Kinondoni Regional Police Force”**, in partial fulfilment of the requirements for the Degree of Master of Arts in Governance and Leadership of the Open University of Tanzania.

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Signature

.....

Date

DEDICATION

My family's constant encouragement and tremendous sacrifices throughout the process are deeply appreciated, and this work has been dedicated to them.

ACKNOWLEDGEMENTS

To begin with, I want to convey my gratitude to the Mighty God for His grace, love, and mercy. Second, I recall consistently the words of encouragement from my classmates and, moreover, the timely support and guidance until I completed my thesis.

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ABSTRACT

This study examined the effect of training on employee performance in the public sector in Tanzania, focusing specifically on the Kinondoni Regional Police Force. The study was guided by three objectives; to assess the effects of off-the-job training, on-the-job training, and induction training on employee performance. Drawing upon Institutional Theory, the research employed a positivism philosophy and a quantitative approach, utilizing an explanatory research design. Descriptive statistics, correlation analysis, and multiple linear regression were used to analyze data obtained from 85 respondents via structured questionnaires. The study found that off-the-job training has a strong positive effect on employee performance. However, the effects of on-the-job training and induction training were found to be moderate. The study concluded that off-the-job training significantly enhances employee performance, while on-the-job and induction training have moderate effects. The research recommends tailored training programs, continuous evaluation, and feedback mechanisms to improve training program effectiveness. Creating a supportive environment for continuous learning and development, incorporating technology into training programs, and collaborating with external stakeholders can boost employee performance. The study advances knowledge on training and performance of employee and emphasizes the importance of training programs to improve organizational effectiveness.

Keywords: *Employees Training, Employees Performance, Training Methods, Demonstration, Coaching, Distance learning, Job rotation and Mentorship.*

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LIST OF ABBREVIATIONS

| | | |
|---------|---|--|
| HRM | - | Human Resource Management |
| NSSF | - | National Social Security Fund |
| OUT | - | Open University of Tanzania |
| T&D | - | Training and Development |
| TANESCO | - | Tanzania Electric Supply Company Limited |
| TPF | - | Tanzania Police Force |
| URT | - | United Republic of Tanzania |
| USA | - | United States of America |
| UWASA | - | Urban Water and Sanitation Authority |

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Chapter One: Introduction – Overview of the study on the Effect of Training on Employee Performance in the Public Sector in Tanzania: A Case of Kinondoni Regional Police Force presents the background and context of the research by highlighting the critical role that employee training plays in enhancing skills, knowledge, and overall performance within public institutions. It emphasizes that effective training programs are essential for improving the capacity and efficiency of police officers in delivering quality services to the community. The introduction outlines the challenges faced by the Tanzanian public sector, particularly the police force, including limited resources, skill gaps, and evolving demands for professionalism. By focusing on Kinondoni Regional Police Force, the study aims to investigate how structured training interventions impact employee productivity, motivation, and service delivery, thereby contributing to improved organizational performance and public trust. The overview also sets the foundation for identifying gaps in current training practices and justifies the need for this research to inform policy and management decisions within the Tanzanian public sector.

1.2 Background of the Study

Numerous elements influence employee performance that managers must recognize and always strive to enhance. To optimize employee performance, it is essential to furnish them with the necessary instruments for success (Kaman, 2022). Globally, organizations leverage training to enhance workforce capabilities, foster innovation

and maintain competitiveness (Garavan et al., 2021). Training is recognized worldwide as a critical tool for enhancing employee performance and organizational success. In various sectors, including public service, effective training programs equip employees with the necessary knowledge, skills and attitudes to adapt to dynamic job demands and deliver high-quality outcomes (Noe, 2020). Training is a perpetual process designed to enhance employee performance by improving attitudes and behaviors in the workplace (Habeeb & Babatunde, 2023). Training equips individuals to fulfill their existing roles and meet performance standards by focusing on the precise skills necessary to align with the organization's objectives. Staff training seeks to enhance an employee's performance, abilities, knowledge, and attitudes in their current roles (Juneja, 2019).

In law enforcement, where challenges such as technological advancements, evolving societal expectations and complex security threats are prevalent, training becomes even more significant. Well-structured training programs not only improve operational efficiency but also build public trust in the institution's ability to ensure safety and security (Alshahrani et al., 2021). Moreover, global trends indicate a growing emphasis on the integration of technology in training programs, such as virtual simulations and e-learning platforms, which have revolutionized the delivery of training content. These innovations enable organizations to offer scalable, accessible and interactive training solutions that cater to diverse needs (Smith & Watson, 2022). For instance, law enforcement agencies in developed nations such as the United States and the United Kingdom have adopted cutting-edge tools like virtual reality simulations to prepare officers for real-world scenarios (ibid). This

approach not only enhances learning outcomes but also reduces costs and logistical challenges associated with traditional training methods (Johnson et al., 2020). Furthermore, international organizations like the United Nations emphasize the importance of continuous capacity-building initiatives in public administration, underscoring training as a cornerstone for achieving global sustainable development goals (Kaman, 2022).

Across Africa, training in the public sector has gained increasing attention as governments seek to enhance the performance of their civil servants amidst economic, social and security challenges. In many African countries, the public sector faces issues such as resource constraints, inadequate infrastructure and systemic inefficiencies that hinder the implementation of effective training programs (Maguire, 2021). For example, studies from countries like Uganda, Kenya and Nigeria have highlighted the role of targeted training programs in improving employee productivity, service delivery and organizational performance (Nganga & Nassiuma, 2022; Adebayo, 2021). However, barriers such as poor funding, lack of expertise and misaligned training objectives continue to limit their impact (Hassan & Musoke, 2020).

The importance of training in addressing critical issues such as corruption, inefficiency and low motivation within public institutions cannot be overstated. In countries like Rwanda and Ghana, targeted training programs have been credited with fostering ethical leadership and improving public service delivery (Kamanzi et al., 2021). Similarly, initiatives such as the African Union's public sector reform

agenda advocate for capacity-building measures to modernize governance structures and enhance service delivery. Within African police forces, training has become an indispensable tool for addressing crime, promoting community policing and equipping officers with the skills needed to handle complex security challenges (Amos & Natamba, 2021).

Additionally, technology-driven training methods, such as the use of mobile learning platforms, are gradually being introduced in African countries to overcome geographical and financial constraints (Adetunji & Onwuegbuzie, 2022). These platforms enable governments to provide consistent and high-quality training to employees across dispersed regions. Despite these advances, the effectiveness of such programs often depends on the availability of adequate resources, political commitment and alignment with local contexts (Eze et al., 2020).

Numerous firms in Tanzania have been investing in training and development to enhance the productivity of their staff and their institutions. Ngassa (2020) contends that training significantly influences employee retention, engagement, and performance. Training in the public sector, especially in law enforcement, continues to be a priority in the pursuit of enhanced service delivery and public safety. Despite various initiatives to enhance training, the sector continues to grapple with challenges such as inadequate planning, limited resources and inconsistent evaluation processes (Komba, 2021). Crime prevention is a primary responsibility of police officers, although the constitution stipulates that maintaining peace and security is a collective duty. Crime prevention is described as the anticipating of actions,

identification and assessment of crime risk situations, and the start of measures to eliminate or mitigate that risk. The predominant crime prevention strategy employed by the police force in Tanzania is patrol and beat policing. The procedure for implementing beat policing as a preventive measure is regulated by the police force's general order (Kaman, 2022).

The Kinondoni Regional Police Force, as a key player in maintaining public safety, has faced scrutiny over its effectiveness in combating crime and addressing community needs. While training programs have been implemented to prepare officers for diverse roles and promote ethical leadership, these efforts often lack alignment with strategic objectives and fail to address critical skill gaps (Petro, 2022). To address these concerns, this study focuses on the effects of three specific types of training; off-the-job training, on-the-job training and induction training on employee performance within the Kinondoni Regional Police Force. Off-the-job training involves formal learning experiences outside the workplace, such as workshops and seminars, while on-the-job training emphasizes experiential learning within the work environment (Hidayat & Abdul, 2022). Induction training, on the other hand, introduces new employees to organizational culture, policies and expectations (Mohammed, 2022). In this study those three specific types of training were considered as independent variable, while the Employee Performance was considered as Dependent variable.

By examining these training methods, using the Institutional Theory, the study aims to provide insights into how they influence productivity, efficiency and job

satisfaction among police officers. Furthermore, the findings inform policy recommendations for improving training programs not only within the Tanzanian police force but also across other public sector organizations in the country.

1.3 Statement of the Problem

The performance of public sector employees particularly within the Tanzanian police force is crucial for maintaining public safety, trust and effective service delivery. Despite the implementation of various training programs, such as induction, on-the-job and off-the-job training, there remains a persistent disconnect between these initiatives and tangible improvements in employee performance. This is due to growing concern that key performance indicators such as the ability to respond effectively to incidents, maintain ethical and professional standards and deliver satisfactory public services are not being consistently achieved within the police force. While the trainings tend to address these issues, the gap arises from several underlying factors, including insufficient evaluation of training effectiveness, limited participation among officers and a lack of alignment between training content and the practical challenges faced in modern policing (Nkondola, 2019; Komba, 2019).

For instance, only 1 in 14 police officers reportedly undergo regular training, leaving the majority without the skills required to adapt to evolving demands such as managing crimes or ensuring ethical service delivery (Komba, 2019). Furthermore, inadequate evaluation of training outcomes prevents the identification of persistent knowledge and skill gaps, limiting the effectiveness (Hidayat & Abdul, 2022). These shortcomings not only affect individual officer performance but also undermine the

ability of the Police Force to build public trust and deliver high-quality services. Despite the crucial role that training plays in enhancing employee performance in organizations, the quality and effectiveness of training programs within the Police Force remain uncertain. This raises concerns about whether the current training programs are adequately preparing employees for their roles. The study thus seeks to investigate the effects of these training methods on employee performance.

1.4 Objectives of the Research

1.4.1 General Objective

To examine the training effects on the performance of employees in the Tanzanian police force, focusing on the Kinondoni district.

1.4.2 Specific Objectives

- i. To assess the effects of induction training on employee's performance at Tanzania police force.
- ii. To assess the effects off-the job training on employee's performance at Tanzania police force.
- iii. To examine the effects of on-the-job training on employee's performance at Tanzania police force.

1.4.3 Hypothesis of the Study

- i. **H₁:** Induction training has a positive effect on employee performance in the Tanzanian police force.
- ii. **H₂:** Off-the-job training significantly enhances employee performance in the Tanzanian police force.

- iii. **H₃:** On-the-job training has a significant positive effect on employee performance in the Tanzanian police force.

1.5 Significance of the Study

The research is projected to be highly important since it can assist both employers and workers in public sectors organize training courses to gain expertise, abilities, and mindsets for on-the-job training of appropriate individuals in their companies in order to improve organizational performance effectively and efficiently. Moreover, the study will help scholars conduct further research by serving as an extra reference, fostering creativity and innovation. It will enhance the knowledge of policy makers, enabling them to make informed judgments regarding staff training management, ultimately improving performance. Furthermore, it will assist the researcher in meeting the criteria for obtaining a Master's degree in good governance and leadership from Open University of Tanzania.

1.6 Scope of the Study

This study examines the impact of training on employee performance in the public sector, focusing specifically on the Kinondoni Regional Police Force in Tanzania. The research explores three training methods: on-the-job training, induction training, and off-the-job training, with the aim of analyzing how these approaches influence the performance of police force employees. The study covers the period from 2023 to 2024, during which data collection, analysis and reporting were conducted to provide evaluation of training practices and their outcomes. The study involved 85

participants from the Kinondoni Regional Police Force, selected through random sampling techniques. It uses primary data collected through structured questionnaire.

To evaluate the data, the study employs descriptive statistics, multiple linear regression and correlation analysis. These methods provided insights into the relationship between different training approaches and employee performance. The findings aimed to contribute to improving training effectiveness, ensuring that public sector organizations in Tanzania, including the police force, can enhance employee performance and overall organizational efficiency.

1.7 Organization of the Study

This study report has six chapters. Chapter one presents the study, emphasizing the rationale for the research, the primary issue it tackles, and the distinct research objectives and inquiries. It underscores the importance of the study and delineates its scope, establishing the basis for comprehending the necessity of training to improve employee performance within the Kinondoni Regional Police Force.

Chapter Two examines the current literature about employee training and its effects on organizational performance. The document encompasses a theoretical overview centered on Institutional Theory and analyzes actual data pertaining to various training modalities. This chapter delineates deficiencies in current research and sets the conceptual framework that underpins the study's emphasis on induction training, on-the-job training, and off-the-job training.

Chapter Three delineates the research technique, encompassing the study paradigm, design, and approach. The text delineates the methodologies for data collecting, including questionnaires and in-depth interviews, and outlines the analytical approaches utilized, such as descriptive statistics, correlation, and regression analyses. This chapter guarantees clarity regarding the study methodology employed.

Chapter Four delineates the findings and analysis of the acquired data. It analyzed the impact of induction training, off-the-job training, and on-the-job training on employee performance. Descriptive statistics, reliability assessments, and regression analyses are employed to analyze the data, with the findings examined in connection to the research objectives.

Chapter Five thoroughly examines the findings, correlating them with the theoretical and empirical literature covered in Chapter Two. This chapter analyzes the implications of the data and examines their contribution to comprehending the role of training in improving employee performance within the police force. Chapter Six closes the report by encapsulating the principal findings and deriving conclusions in accordance with the research objectives. It offers pragmatic ideas for enhancing training programs and identifies topics for further research to rectify shortcomings uncovered throughout the study.

1.8 Chapter Summary

This chapter established the foundation for the study by presenting the research challenge, objectives, and significance. It underscored the essential function of

training in improving employee performance, especially within the Tanzania Police Force, where performance issues have endured. The research questions were designed to explore the effects of different training modalities induction training, on-the-job training, and off-the-job training on employee performance. The chapter also delineated the scope of the study and its limitations, providing a clear direction for the research. By establishing the context and relevance of the study, this chapter set the stage for the theoretical and empirical exploration of training and performance relationships.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The conceptual framework, research gaps, theoretical and empirical literature reviews, and definitions of important concepts are all covered in this chapter. In order to acquaint the researcher with pertinent facts regarding staff training and organizational performance, as well as to add to their expertise, this chapter reviews and summarizes other writers' arguments and findings.

2.2 Definition of Key Terms

2.2.1 Employees Training

Training is defined as the acquisition of knowledge, skills, and attitudes essential for properly executing duties that correspond with an organization's aims and objectives (Ngirwa, 2006). It includes several actions designed to enhance employees' skills, ensuring their ability to meet present and future employment requirements efficiently (ibid). Cole (2015) elaborates on training as a systematic and structured learning process. This process focuses on equipping individuals with specific skills tailored to their roles, thereby improving their overall efficiency and productivity. Training, according to Cole (2015), goes beyond knowledge transfer, emphasizing the development of practical competencies that employees can apply directly to their job responsibilities. In this study, training refers to a series of structured programs implemented within the Tanzanian Police Force. These programs aim to enhance police officers' operational and strategic capabilities by equipping them with essential skills, knowledge, and attitudes necessary for effective performance.

2.2.2 Employees Performance

Delow (2013) defines employee performance as the ability of an individual to effectively carry out their work tasks and responsibilities and successfully accomplish the objectives set for a particular assignment. Armstrong and Taylor (2023) provide a broader perspective, describing employee performance as the outcome of various factors, including motivation, competency, and workplace support systems. They argue that high-performing employees not only meet productivity standards but also contribute to innovation, customer satisfaction, and the organization's overall success.

In this study, employee performance refers specifically to the effectiveness of police officers in the Kinondoni Regional Police Force in carrying out their assigned duties. It encompasses measurable outcomes such as crime resolution rates, adherence to professional standards, and operational efficiency. This study investigates how training programs impact these aspects of performance, emphasizing the link between improved skills and enhanced service delivery in law enforcement.

2.2.3 On the Job Training

According to Laing (2009), on-the-job training is a method used to improve the skills, knowledge, capacities, and overall performance of employees. On-the-job training is a personalized educational session aimed at equipping an employee with enhanced abilities, resources and tools and to execute a job more effectively. Greer (2023) states that in on-the-job training, novice or inexperienced individuals acquire skills by seeing peers or managers executing tasks and attempting to replicate their actions.

These solutions are economical and minimally disruptive, while staff remain engaged in their work. This study defines on-the-job training as practical, hands-on training sessions conducted in the workplace to improve the skills and abilities of police officers. This training emphasizes practical scenarios and duties, enabling officers to directly apply their knowledge to field operations and enhance their efficacy in upholding law and order.

2.2.4 Off the Job Training

Off-the-job training, as articulated by Basariya and Sree (2019), denotes formal training sessions conducted outside the workplace, typically in a classroom or simulation setting. This approach enables employees to concentrate solely on learning, free from the distractions of their routine job responsibilities. It frequently encompasses workshops, seminars, and role-playing exercises, with the objective of developing both technical proficiency and broader competencies such as leadership and communication.

Geer (2023) states that off-the-job training methods occur outside the work setting, provide study materials, emphasize learning over performance, and allow for freedom of speech. Several significant aspects. This study defines off-the-job training as organized activities implemented outside the workplace aimed at improving the comprehensive skillsets and competences of police officers. The emphasis is on cultivating strategic thinking and specific expertise that officers can apply in their duties, so enhancing their performance in both routine and complicated scenarios.

2.2.5 Induction Training

Kessels (2010) defines induction as a crucial process that supports new employees in developing professional skills to adapt to their new job environment. This definition is backed by Langdon et al. (2014). The researchers also observed that a thorough and efficient induction program can help new employees assimilate into a new job environment culturally and establish a favorable atmosphere of collegial support for them. The retention, attrition, quality of new personnel, and the success of the business can be significantly bolstered by following the research of Corbell et al (2010), Wechsler et al (2010) and Long et al (2012).

Induction refers to the initial orientation lecture and workshop provided to new workers to assist them throughout the early stages of their employment (Wechsler et al, 2010). Induction is a detailed, long-term procedure aimed at familiarizing new employees with an organization's norms and goals, encompassing both their role as an employee and as a member of the organization. Induction is a powerful organizational tool that provides new workers with an overview of job abilities to support their ongoing professional growth.

In this study, induction training is referred to as the foundational training provided to new recruits in the Tanzanian Police Force. It aims to prepare officers for their roles by introducing them to organizational norms, expectations, and operational procedures. The study explores how such training influences new officers' ability to integrate effectively into their teams and perform their duties efficiently.

2.3 Theoretical Literature Review

2.3.1 The Institutional Theory

Meyer & Rowan (1977) formulated the Institutional Theory which is a conceptual framework in organizational management that originated in the United States during the 1970s. The concept emphasizes that contemporary organizations depend significantly on their external surroundings (Edward, 2007; Goddard et al., 2015). Before the 1970s, the concept developed from theoretical ideas that suggest human behavior is greatly influenced by institutional context, individuals are habitual creatures, groups are influenced by customer preferences, and society is structured around culture that impacts its stability and evolution. (Meyer, 2007); (Maguire & Hardy, 2006).

The Institutional Theory suggests that organizational forces restrict management and leadership in areas such as staff training, organizational practices, cost-saving measures, responsibility, and values associated with service delivery (Ngirwa, 2006). The Institutional Theory states that bureaucrats may lack the political and organizational power to alter training practices in governmental institutions, unlike in economic theory where laws and regulations often determine human resource methods.

The strength of Institutional Theory is its ability to account for the complex relationship between an organization and its external environment. It recognizes that organizations are not isolated entities but are part of a broader socio-political context that dictates certain actions and policies (Lewis et al., 2019). For example, in the

public sector, training programs may be influenced by governmental policies, budget constraints, and societal expectations around public safety. This makes Institutional Theory particularly useful in explaining why certain training programs exist even if they are not the most effective for improving performance (Peters, 2022).

Institutional Theory's weaknesses include overemphasizing external forces, such as regulations, while underplaying internal dynamics like leadership style, employee motivation, and organizational innovation (Lok, 2019). It also assumes organizations are passive responders to external pressures. This study addressed these weaknesses by focusing on specific measurable outcomes within the quantitative framework. Although it exclusively used Institutional Theory, it examined how external institutional pressures influenced training outcomes while acknowledging the possible role of internal dynamics, even if not directly explored.

The institutional variables stated above are the only ones that influence companies to provide workers with training and impact performance and transformation. Purpose of the theory is to assist the study in improving institutional police particularly to management performance. And this theory will help the researcher to answer the objective properly during the presentation of finding in the aspect of management skills. Present the strengths and weaknesses of this study in relation to your study.

2.4 Empirical Review

2.4.1 The Effects of Induction Training on Employee's Performance

Mohammed (2022) conducted a study examining the influence of induction training on employee performance at the Nigeria Deposit Insurance Corporation (NDIC),

filling a critical gap in the comprehension of training's function in performance enhancement. The study utilized a sample of 166 employees selected from a population of 301 workers by simple random selection to guarantee representativeness. The study employed structural equation modeling using SmartPls2 for data processing, facilitating a comprehensive assessment of the interactions among variables. The results indicated that induction training, in conjunction with other training modalities like on-the-job training and delivery methods, positively and significantly influenced employee performance. A notable strength of the study was its methodological rigor, including the use of advanced statistical tools and a systematic approach to analyzing how various training methods influence performance outcomes.

Furthermore, the study's emphasis on the frequency and methods of training delivery highlighted critical factors in enhancing employee productivity. However, its limitations include a narrow focus on a single organization, reducing the generalizability of its findings to other industries or sectors. Additionally, while it demonstrated the overall impact of training on performance, the study lacked an in-depth analysis of the specific components or content of the training programs, leaving questions about what aspects were most effective. It also did not address the long-term sustainability of performance improvements following training interventions. This gap provides an opportunity for further research to explore how induction training impacts performance in different sectors, such as the Tanzanian police force, where specific metrics like operational efficiency, crime resolution rates, and public trust are critical indicators of success.

Belete (2015) conducted a study on staff orientation at the All-Africa Leprosy, Tuberculosis, Rehabilitation, and Training Center (ALERT) in Ethiopia to evaluate the efficacy of employee induction techniques and their influence on individual employees and the organization overall. The research utilized a descriptive approach, collecting data from 228 participants, which included 213 subordinates and 15 individuals in managerial and other roles, using questionnaires and interviews. The findings highlighted the critical role of well-structured induction programs in reducing errors, improving work quality, and increasing employee satisfaction.

Conversely, poorly implemented induction programs were found to increase the risk of errors, compromise service quality, and hinder employees' ability to integrate with coworkers and adapt to their work environment. Delayed initiation processes were noted to negatively affect both employee and organizational performance. The study emphasized the need for tailored induction procedures to address the unique needs of various groups, such as recent graduates, individuals with disabilities, those transitioning from previous jobs, and minority groups. While the research provided valuable insights into the importance of induction programs, its descriptive nature limited its ability to establish causal relationships. Moreover, its focus on a single institution restricts the generalizability of the findings. These insights are particularly relevant to this study, which explores the effects of induction training within the Tanzanian police force, providing an opportunity to investigate its impact on key performance metrics such as operational efficiency and crime resolution rates.

Petro (2022) conducted a quantitative case study examining the influence of training programs on employee performance in the mobile telecommunications sector of

Tanzania, specifically targeting Airtel Tanzania. The research investigated the impact of on-the-job, off-the-job, and induction training on employee performance. Data were obtained via surveys administered to a stratified random sample of 326 employees, guaranteeing representation across diverse job levels. Descriptive statistics and Pearson correlation coefficients were utilized for data analysis, demonstrating statistically significant positive relationships among all three training modalities and employee performance. The link with off-the-job training, although favorable, demonstrated modest strength relative to on-the-job and induction training.

The findings emphasized the necessity of implementing a broad and holistic strategy for employee training, advocating for annual training programs that incorporate several approaches to improve overall employee performance. The study's strengths lie in its robust sampling technique and statistical rigor; yet, its concentration on a particular firm within the telecoms sector constrains the generalizability of its conclusions. These insights pertain to the current research, as they underscore the diverse effects of training modalities and establish a foundation for investigating analogous impacts within the Tanzanian police force, especially concerning operational efficiency, skill enhancement, and organizational performance.

Mchete (2019) performed a study to assess the impact of induction training on staff performance at the Open University of Tanzania (OUT), a public institution. The study sought to investigate how the induction training offered to new workers enhances their theoretical knowledge through practical skills and social integration within the company. Qualitative data were gathered through interviews with OUT

management and employees using an explanatory case study design. The results indicated that the majority of respondents, comprising 80% of subordinate personnel, reported significant satisfaction with the induction training program. The study indicated that the training significantly improved employees' knowledge by combining theoretical and practical understanding, while facilitating integration through socialization. Some respondents expressed misunderstanding regarding the induction training policy, highlighting a want for further clarification.

Recommendations included securing strong support from top management, allocating adequate budgets, ensuring sufficient time for training, conducting continuous follow-ups to gather feedback, and fostering trainee engagement during sessions. While the study highlighted the benefits of induction training, its focus on qualitative data from a single institution limits broader applicability. These insights are relevant to the current study by emphasizing the role of structured and well-supported induction programs in improving employee integration and performance, offering parallels for investigating similar outcomes within the Tanzanian police force.

Augustino (2019) analyzed the principal problems in administering training programs, utilizing TANESCO as a case study. The research employed a descriptive approach, utilizing purposive and simple random selection to select a sample of 100 individuals. The data collection comprised surveys and interviews, with quantitative data examined via the Statistical Package for the Social Sciences (SPSS) employing descriptive statistics, including frequencies and percentages, while qualitative data

underwent content analysis. The findings emphasized that a principal obstacle to properly managing training programs is the lack of adequate training needs assessments prior to implementation. This neglect frequently results in misaligned training programs that fail to address the genuine skill deficiencies or needs of employees. The study emphasizes the necessity of recognizing certain training requirements and customizing programs accordingly to guarantee their efficacy. The research offers significant insights into the difficulties of training program management; yet, its dependence on descriptive analysis and a singular organization restricts its generalizability. These findings are pertinent to the current study as they underscore the imperative of tailoring training programs, encompassing induction, on-the-job, and off-the-job training, to the specific requirements of employees in the Tanzanian police force to optimize performance enhancements.

Marijani et al. (2023) performed a study in Tanzania to assess the influence of field-based practical training on job performance, utilizing feedback from students and work supervisors. The research utilized a mixed-methods approach, collecting data via semi-structured surveys from 1,617 undergraduate, diploma, and certificate students across seven colleges at The University of Dodoma, in addition to conducting 67 interviews with directors from 56 host institutions. The results indicated a substantial link between educational achievement and the proficient application of information in the workplace ($p < .001$), with students engaged in advanced degrees surpassing those at diploma and certificate levels. Supervisors said that 51% of students were adept at applying classroom knowledge in practical environments, whereas 71% exhibited the capacity to gain new skills during their

professional experiences. The research also identified obstacles encountered by both host institutions and higher education establishments in executing field-based practical training, including resource limitations and coordination deficiencies. Recommendations included improving the structure and delivery of practical training programs to ensure a more seamless transition between theoretical learning and practical application. This study is particularly relevant to the current research as it highlights the importance of aligning training programs, such as on-the-job and off-the-job training, with real-world skill application, offering valuable insights for optimizing training practices in the Tanzanian police force.

Macha (2015) conducted a study on the impact of induction programs on employee performance at Morogoro Municipal Council, Tanzania, focusing on tactics employed by local government authorities (LGAs) to implement induction programs, methods utilized for these programs, and the quality of services provided by inducted versus non-inducted personnel. The study adopted a cross-sectional research approach with a sample size of 180 respondents. Data were collected through surveys, interviews, and documentary reviews, and analyzed using SPSS version 17. The findings indicated that induction programs are critical for improving council performance, particularly within the Health Department, which had a higher proportion of inducted staff compared to other departments. Orientation was identified as the primary method for conducting induction programs.

The study further revealed that inducted personnel aligned their service delivery more effectively with organizational goals and objectives compared to non-inducted

staff. However, the study noted that while most respondents were familiar with the council's rules and regulations, only a small number were aware of its mission and vision, suggesting gaps in the depth of induction programs. The study concluded that induction programs are often conducted when employees are newly hired or when new services are introduced, using cost-effective methods. Recommendations included raising awareness of organizational culture, mission, and vision among new employees to enhance accountability and alignment with organizational objectives. These findings are relevant to the current research as they underscore the importance of induction programs in fostering employee alignment with organizational goals, a factor that will be explored in the context of the Tanzanian police force.

2.4.2 The Effects Off-Job Training on Employees' Performance

The study conducted by Lwin (2019) at Myanmar Golden 11 Investment International Co., Ltd. examined the impact of training programs on employee competency and subsequent job performance, specifically comparing on-the-job and off-the-job training techniques. Data were acquired using a survey methodology from a random sample of 216 employees from a total population of 460. The findings demonstrated that both on-the-job and off-the-job training favorably impacted employee competency, with on-the-job training proving marginally more successful.

The study revealed a substantial association between employee competency and job performance, underscoring the importance of training in enhancing workplace outcomes. Off-the-job training was specifically recognized for its capacity to improve four essential elements of employee competency: attitude, knowledge,

creativity, and total skill set. The findings highlight the necessity of a balanced and complete training strategy that integrates both on-the-job and off-the-job methods to optimize employee competency and performance. This study provides a valuable perspective for the current research by demonstrating the broad benefits of off-the-job training while also acknowledging its limitations in comparison to on-the-job methods.

However, Lwin (2019) focus on a private sector organization with a limited sample size and context restricts its applicability to the public sector, such as the Tanzanian police force. In relation to this study, Lwin's findings emphasize the need to explore how off-the-job training impacts specific performance metrics in a law enforcement context, where competency dimensions such as decision-making and public engagement are crucial.

Hidayat and Abdul (2022) conducted a quantitative, descriptive study to investigate the influence of several job training variables on employee performance. The research employed a questionnaire-based data collection method to evaluate the independent impacts of training-related aspects, such as instructors, trainees, materials, methods, objectives, and the training environment. Data analysis through multiple linear regression revealed that most variables training instructors, materials, methods, objectives, and the environment had statistically significant positive effects on employee performance. However, the trainee variable did not show a significant impact. Additionally, a complementary Test F analysis confirmed that, collectively, all the training variables had a significant and positive influence on employee

performance. These findings highlight the importance of designing comprehensive training programs that address multiple dimensions of training to optimize performance outcomes. While the study effectively demonstrated the collective impact of diverse training elements, its focus on generic job training variables may not fully capture the nuanced needs of specific sectors, such as law enforcement. In relation to the current study, the findings reinforce the importance of examining training components holistically, providing a foundation for exploring how different training modalities, such as off-the-job and on-the-job training, influence key performance metrics within the Tanzanian police force. Additionally, the lack of significant impact from the trainee variable in their study suggests a need to further investigate trainee engagement and its role in enhancing training effectiveness.

Arta et al. (2022) did a study examining the impact of on-the-job and off-the-job training approaches on employee competence in an oleochemical company. The study employed a quantitative associative technique to evaluate the synergistic effect of several training modalities on improving employee competencies. The results indicated that both on-the-job and off-the-job training substantially enhanced employee proficiency. The study's R-square value of 0.805 demonstrated that 80.50% of the variance in employee competency was due to these two training techniques, while the remaining 19.50% was affected by other external factors. This study emphasizes the essential function of utilizing a blended training methodology to optimize competency enhancement among employees. Nonetheless, its concentration on a singular industry and restricted examination of external factors affecting competence constrains the generalizability of its findings across many organizational

contexts, including public sector institutions. In relation to the current study, Arta et al.'s findings underscore the importance of combining different training modalities to enhance competencies, offering valuable insights into evaluating similar methods within the Tanzanian police force, particularly in relation to their impact on operational efficiency and service delivery.

Tashobya et al. (2022) investigated the impact of employee satisfaction training at Mbarara University of Science and Technology (MUST) in Western Uganda, employing a mixed methods approach with a cross-sectional design. The research encompassed both academic and non-academic personnel, with a sample size of 230 individuals selected via simple random selection, as specified by the Krejcie and Morgan sampling distribution table. Data were collected by self-administered questionnaires and interview guides, and analyzed utilizing SPSS version 20. The findings indicated a notable, though restricted, association between training techniques and work satisfaction, with correlation coefficients of $r = .381$ ($p < .01$) for on-the-job training and $r = .308$ ($p < .01$) for off-the-job training. The findings highlight the significance of training programs in augmenting employee satisfaction, indicating that training directly enhances morale and job fulfillment in public enterprises.

The weak connections suggest that additional factors may significantly influence job satisfaction. This study offers significant insights into the correlation between training and job satisfaction; yet, its limited geographical and organizational scope constrains its generalizability. For the current study, the findings highlight the need to

explore similar relationships in a different context, such as the Tanzanian police force, while also assessing how training impacts not only satisfaction but also operational efficiency, crime resolution, and public trust. These insights will help refine the understanding of training's broader role in organizational performance.

Petro (2022) executed a quantitative case study to investigate the influence of training programs on employee performance within Tanzania's mobile telecommunications industry, specifically focusing on Airtel Tanzania. The study examined the impact of on-the-job, off-the-job, and induction training on employee performance. Data were evaluated using descriptive statistics and Pearson correlation coefficients from questionnaires issued to a stratified random sample of 326 regular employees. The results indicated that on-the-job training had a statistically significant positive association with employee performance, but off-the-job and induction training demonstrated positive but low relationships. These findings emphasize the need of varied training methods in improving staff skills.

Petro recommended the adoption of comprehensive annual training programs incorporating multiple training methods to sustain competitiveness within the telecommunications industry. While the study effectively demonstrated the impact of training on performance in the private sector, its focus on a single organization limits the applicability of the findings to other industries or sectors. For the current study, Petro's insights into the varying strengths of training modalities are particularly relevant, providing a foundation for exploring their impact on key performance metrics within the Tanzanian police force, such as operational efficiency and service delivery.

2.4.3 The Effects of On-The-Job Training on Employee's Performance

Haryono et al. (2020) investigated the impact of training, job promotion, and work motivation on employee performance in a study at the South Lampung Regency National Education Office, which included 215 participants. The researchers utilized a quantitative survey design and applied structural equation modeling (SEM) with Amos 24 software for data analysis. The results demonstrated that both training and job advancement significantly enhanced employee motivation and job performance. Nevertheless, work motivation was not determined to significantly influence the association between these characteristics and job performance. Significantly, job promotion exerted a more pronounced direct influence on enhancing employee performance than training.

The study concluded that a combined approach of providing regular training opportunities and offering job promotions might be more effective in enhancing employee performance, as it simultaneously boosts work motivation and performance outcomes. While this research highlights the importance of integrating training and promotion strategies, its focus on an educational office limits the generalizability of its findings to other sectors such as law enforcement. In relation to the current study, these insights underscore the potential value of combining on-the-job training with other motivational strategies, such as recognition or career advancement opportunities, to enhance employee performance in the Tanzanian police force. Moreover, the study's reliance on SEM offers a methodological benchmark for examining the interplay between training, motivation, and performance within the context of public sector organizations.

The research conducted by Kanapathipillai and Azam (2020) examined the impact of staff training programs on job performance and job satisfaction among telecommunication companies in Malaysia. The study aimed to examine the influence of training on employment performance and job satisfaction, essential factors for the development and growth of telecommunications companies, especially considering challenges posed by the Covid-19 pandemic. The study demonstrates a statistically significant positive link between training and both job performance and job satisfaction; however, its concentration on the communications sector and issues such as the Covid-19 outbreak restricts its applicability to the public sector. This paper addresses distinct issues faced by the Tanzania Police Force in the public sector, where structural and operational elements vary considerably.

Furthermore, Kanapathipillai and Azam's study included a larger sample size (316 respondents) and explored job satisfaction alongside performance, providing a more comprehensive perspective. However, its findings may lack applicability in public institutions like the Tanzanian Police Force, which faces distinct challenges not emphasized in the Malaysian context. The study underscores the importance of continuous training for adapting to economic pressures and maintaining competitiveness, themes that align with the current study's emphasis on enhancing performance through targeted training programs.

Selvi and Maheswari (2019) researched how employee performance is affected by on-the-job and off-the-job training to improve productivity in organizations. The study emphasizes that highly trained and motivated employees are crucial assets for

any company, noting that organizations that invest in regular training programs see a 20-30% improvement in overall employee productivity. The research highlights the importance of investing resources in training to ensure employees are equipped to handle the challenges of a competitive business environment. It suggests that training can improve communication skills by up to 25%, strengthen interpersonal relationships, and reduce absenteeism by approximately 15%, leading to enhanced organizational reputation and profitability.

The paper recommends a focused approach on the value of on-the-job training to improve employee performance. It notes that such training can enhance interpersonal relationships, employee motivation, and efficiency in using new technologies and innovative strategies. While emphasizing these benefits, the study also highlights the need for further exploration of training's impact on other performance factors such as response time, decision-making abilities, and trust within teams, particularly in dynamic industries. The study concludes with a recommendation for further research in the pharmaceutical industry, suggesting that on-the-job training can be particularly beneficial in this sector.

The research conducted by Kanapathipillai and Azam (2020) examined the impact of staff training programs on job performance and job satisfaction among telecommunication companies in Malaysia. The study aimed to examine the influence of training on employment performance and job satisfaction, essential factors for the development and growth of telecommunications companies, especially considering challenges posed by the Covid-19 pandemic. The study demonstrates a

statistically significant positive link between training and both job performance and job satisfaction; however, its concentration on the communications sector and issues such as the Covid-19 outbreak restricts its applicability to the public sector. This paper addresses distinct issues faced by the Tanzania Police Force in the public sector, where structural and operational elements vary considerably. This approach could enrich the current study by providing insights into whether competency plays a similar role in the public sector context of the Tanzanian Police Force. However, a limitation of Varia (2023) study is its small sample size of 40 employees, which may limit the generalizability of its findings compared to the current study's larger sample size of 85 respondents. Additionally, Varia (2023) study focuses on the water utility industry, where the operational demands and training needs differ significantly from the public sector context of law enforcement.

Kalli et al., (2023) conducted a study to assess the influence of training and development on employee performance, with a specific focus on a review viewpoint. Training is acknowledged as a valuable method to improve individual skills, knowledge, and abilities, helping personnel grasp many facets of a business. Training and development, when integrated with other strategies, have a direct impact on the quality of human resource results, ultimately resulting in enhanced company performance. Training is necessary when there is a discrepancy between the expected and current performance of employees. Senior management frequently utilizes on-the-job training to close this gap. Training is a structured program intended to improve the factors that influence an individual's job performance. Training sessions can alleviate employee irritation and anxiety caused by severe workloads, allowing

them to manage their duties more efficiently. Contemporary firms are placing greater emphasis on Human Resource Development (HRD) and utilizing on-the-job training to enhance employee happiness.

Senior management must comprehend both the apparent and concealed demands of their personnel. Training often falls into three categories: on-the-job training, off-the-job training, and apprenticeship training. Kalli et al. (2023) provide a broad understanding of training, notably including apprenticeship training, which is not addressed in the current study. This broader scope offers additional insights into alternative strategies. The study also highlights psychological benefits, such as reducing stress and improving satisfaction, complementing the current study's focus on performance. Nonetheless, its dependence on a review-based methodology constrains its relevance to particular sectors, such as the Tanzanian Police Force, in contrast to the present study, which employs primary data to directly assess the influence of training on employee performance. Both results underscore the need of systematic training in improving performance and organizational efficacy. This study aims to examine the impact of training and development on employee performance, highlighting their importance in enhancing organizational efficiency and employee satisfaction.

Amos and Natamba (2015) investigated the effect of training and development on job performance within Uganda's banking sector, focusing on Equity Bank, Barclays Bank Uganda, and Centenary Bank. The study seeks to examine the relationship among defining training needs, training methodologies, monitoring, evaluating

training, and job performance. A correlational study design was employed, encompassing managers, department heads, and employees. Data was collected through surveys and subsequently analyzed using descriptive statistics, correlation analysis, and logistic regression. The study demonstrated a significant association among aspects such as the identification of training needs, training objectives, training resources, both on-the-job and off-the-job training methodologies, skill utilization, and knowledge application in relation to work performance. The research indicated that establishing training objectives, recognizing training deficiencies, and implementing skills significantly enhance work performance in the Ugandan banking sector. To enhance work performance, it was recommended to streamline the needs assessment process, explicitly define training objectives, and establish a stringent monitoring and evaluation system for trainees.

The study by Kyampeire (2019) investigated the relationship between on-the-job training and employee performance at Ruharo Mission Hospital in Mbarara. The research aimed to ascertain the relationship between on-the-job training, off-the-job training, cross-cultural training, and employee performance. The research utilized a case study strategy that combined qualitative and quantitative methods. Sixty-six respondents were selected utilizing purposive and simple random sampling techniques. Data were obtained from primary and secondary sources and examined using frequencies, percentages, and statistical relationships, including correlations. The research identified a substantial correlation between on-the-job training and employee performance, as well as between off-the-job training and employee performance. The research identified a positive association between cross-cultural

training and employee performance, however it lacked statistical significance. The research indicated that both on-the-job and off-the-job training substantially affected employee performance, although cross-cultural training had a comparatively minor effect. The research indicates that Ruharo Mission Hospital ought to prioritize off-the-job training rather than on-the-job training, since it demonstrates a more significant correlation with employee performance. The hospital must not formulate rules, processes, and decisions in isolation from training programs, as both on-the-job and off-the-job training are essential for enhancing staff performance.

2.5 Research Gap

Research shows that training has a substantial influence on employees' performance within a business. Training enhances individuals' capabilities for effective job performance, prepares them for future roles, and assists in addressing underperformance (Lwin, 2019; Hidayat and Abdul, 2022). Most studies conducted in Tanzania focused on public sectors other than peace and security agencies such as the police, as indicated by the literature. Augustino (2019) studied the primary obstacles in managing training programs effectively using TANESCO as a case study, while Marijani et al. (2022) examined the influence of field-based practical training on job performance in Tanzania.

However, a literature gap exists due to the limited focus on peace and security agencies in Tanzania, particularly the police force, regarding training's impact on employee performance. Existing studies lack direct application to law enforcement contexts, where operational demands and training needs differ significantly. The

current study aims to address this gap by employing a mixed-methods approach to investigate the influence of training on employees' performance specifically within the Tanzanian police force in Kinondoni, aiming to provide insights applicable to security agencies.

2.6 Conceptual Framework

Adam and Kamuzora (2008) and Ndunguru (2007) assert that a conceptual framework aims to emphasize the importance and specific focus of the investigation. The term refers to a compilation of study concepts, variables, and their logical connections sometimes shown by diagrams, charts, graphs, pictograms, flow diagrams, organograms, or mathematical equations. Figure 2.1 depicts the link between the study variables in a metaphorical manner.

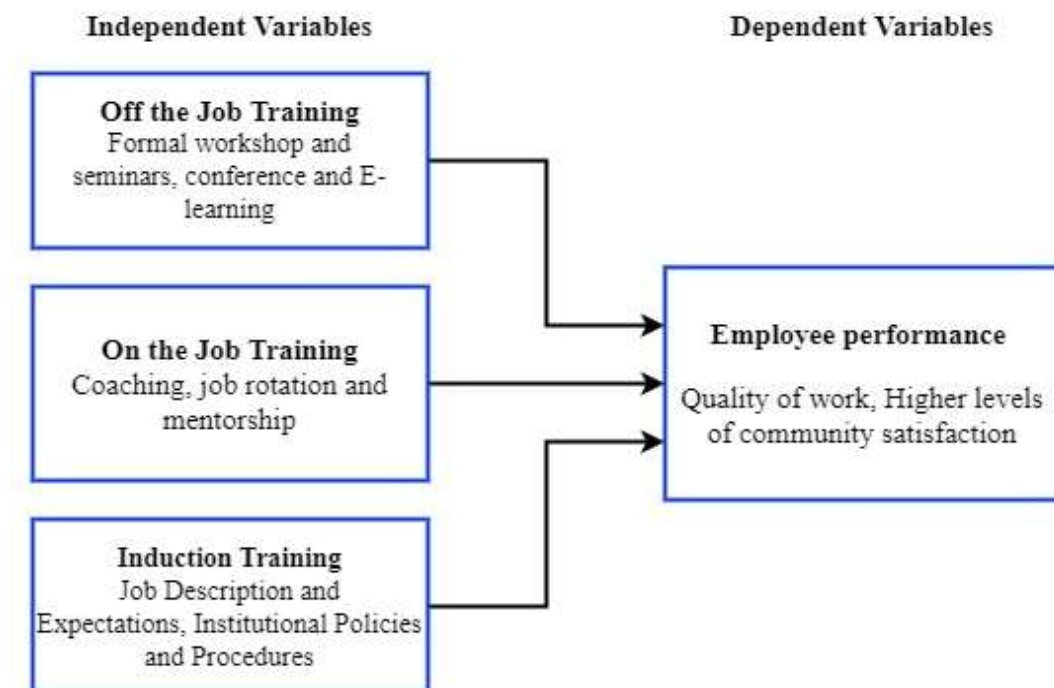


Figure 2.1: Conceptual Framework

Source: Researcher (2023)

The conceptual framework outlines the relationships between the dependent variable (employee performance) and the independent variables (forms of training) within the Tanzanian police force. It indicates that various training modalities, specifically on-the-job, off-the-job, and induction training, exert differing effects on employee performance.

2.6.1 Induction Training

Induction training is important for introducing new personnel to the organization and its culture. It contributes to cost-effective material utilization and ensures that the type of induction taken is applicable to the job, thereby improving employees' skills and knowledge relevant to their roles. This type of training is also expected to positively influence employees' attitudes and capabilities, leading to improved performance.

***H₁:** Induction training has a positive effect on employee performance in the Tanzanian police force.*

2.6.2 On-Job Training

This type of training directly enhances employees' working skills, productivity, and contributes to wage increments. Additionally, a positive impact on customer satisfaction is anticipated. The framework implies that on-job training is crucial for improving employees' immediate job-related skills and performance, leading to higher productivity and customer satisfaction.

***H₂:** On-the-job training has a significant positive effect on employee performance in the Tanzanian police force.*

2.6.3 Off-Job Training

It is believed that off-the-job training improves employee performance by enhancing their skill set, knowledge, and attitude changes, leading to increased productivity and interaction at work. It is also expected to contribute to employee retention and have a positive effect on customer satisfaction. This suggests that off-job training plays a role in developing employees' broader skills and competencies, which can positively impact their overall performance and job satisfaction.

H₃: Off-the-job training significantly enhances employee performance in the Tanzanian police force.

2.7 Chapter Summary

This chapter offered a comprehensive analysis of the current literature about training and its impact on employee performance, emphasizing induction, on-the-job, and off-the-job training methods. It analyzed theories such as human capital theory, which underscores the significance of investing in employee abilities, and experiential learning theory, which accentuates the value of practical experience in improving competence. The literature study emphasized the significance of various training modalities in enhancing productivity, flexibility, and job satisfaction. Identified deficiencies in previous studies, especially within law enforcement contexts, necessitated this investigation. The chapter offered a conceptual framework to direct the research, connecting training modalities with employee performance indicators.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology of study refers to the systematic methods used to tackle a research problem. The term refers to the scientific examination of research methodologies (Saris and Gallhofer, 2014). Research methodology includes research methods and the underlying rationale that directs their use. The following section provides an overview of the study's design, sample design, study area, data collection methods, data analysis method, and significant decisions that were undertaken.

3.2 Research Philosophy

A research philosophy is a conviction regarding the methods of collecting, analyzing, and utilizing data pertaining to a topic. Epistemology, which pertains to what is known to be true, contrasts with doxology, which relates to what is believed to be true, and includes the diverse philosophies of research methodology (Kumar, 2019). This study employed a positivist research philosophy due of its quantitative nature. This study was confined to objective data collection and interpretation; hence, the findings were quantified and analyzed. Positivism asserts that reality is steady and can be objectively viewed and described without influencing the phenomenon under investigation (Levin, 1988). The positivist paradigm is a research philosophy that prioritizes objectivity, empirical evidence, and measurable data to reveal universal truths or laws. Grounded in the scientific sciences, it posits that reality is objective, quantifiable, and autonomous from human perspectives. (Kumar, 2019)

3.3 Research Approach

The study used a quantitative approach. The choice of a quantitative approach for this study was based on several factors. Firstly, it allows for the use of computational, statistical, and mathematical tools to analyze data, which is well-suited for quantifying the impact of training on employee performance (Saris and Gallhofer, 2014). Secondly, a quantitative approach enables the researcher to derive results that can be generalized to a larger population, which is important for drawing meaningful conclusions about the Tanzanian police force as a whole (Cresswell, 2014). Additionally, the specific objectives of the study, which likely include measuring the effects of different types of training on various aspects of employee performance, align well with the analytical capabilities of a quantitative approach (Kothari, 2019). Overall, the quantitative approach was chosen because it offers a rigorous and systematic way to analyze the data collected and to address the research questions effectively.

3.4 Research Design

Study design is the systematic organization of conditions for data collection and analysis, intended to align with the study objectives. It comprises the blueprint for data collection, measurement, and analysis (Kothari, 2014). An explanatory research strategy was utilized as it enables the researcher to elucidate the study's aspects in detail, facilitating a more efficient comprehension of the problem by examining the what, why, and how (Taboola, 2018). Explanatory study design also enabled a researcher to examine phenomena within their real-life context.

3.4.1 Study Area

The study was carried out in the Kinondoni district, where police units were assessed. Kinondoni is a district in Dar es Salaam, Tanzania, one of five districts that include Temeke, Kigamboni, Ubungo, and Ilala (the central area of Dar es Salaam). The Indian Ocean lies to the east, but the Pwani Region of Tanzania is positioned to the north and west. Kinondoni encompasses an area of 537 square kilometers. The Kinondoni district was selected owing to the prevalence of wrongdoing among police officials, including corruption and a rise in social crimes, despite the numerous police posts established at the ward level within the district.

3.4.2 Targeted Population

Population is a collective collection of individuals, institutions, items, etc., sharing common features that are of interest to a researcher (Majid, 2018). A population refers to the complete set of individuals from whose inferences are to be drawn (Bhandari, 2021). This study focused on all police officers situated in Kinondoni District. Researcher conducted a pilot study during the formulation of Target population, and according to the field data the Kinondoni district police offices have approximated number of 600 police officers.

Table 3.1: Targeted Population of Police Officers in Kinondoni District

| Rank Category | Description | Estimated Number of Officers | Percentage |
|----------------------|---|-------------------------------------|-------------------|
| Senior Officers | Commanders, Superintendents and Commissioners | 50 | 8.3% |
| Mid-level Officers | Inspectors and Sub-Inspectors | 200 | 33.4% |
| Junior Officers | Constables and Sergeants | 350 | 58.3% |
| Total | Approximately Total number of police officers in the Kinondoni District | 600 | 100% |

Source: Field Data, 2023

3.4.3 Sampling Techniques

The study utilized simple random sampling and selective sampling to choose participants from the research region. Police staff from the Kinondoni district police force department were selected using simple random sampling. This sampling procedure ensures that every member of the population has an equal probability of being chosen (Kothari, 2014; Cohen et al. 2020).

3.4.4 Size of Sample

The sample size refers to a subset of elements selected from the whole population (Schindler & Cooper, 2011). The sample size in this research was determined using a set of mathematical formulae created by Taro Yamane in 1964.

$N = 600$

$$n = \frac{600}{1 + 600(0.1^2)}$$

$$n = \frac{600}{7}$$

$$n = 85.7$$

Therefore, the size of sample is **85** respondents

Table 3.2: Size of Sample

| Rank Category | Estimated Number of Officers | Percentage |
|----------------------|-------------------------------------|-------------------|
| Senior Officers | 10 | 11.8% |
| Mid-level Officers | 20 | 23.5% |
| Junior Officers | 55 | 64.7% |
| Total | 85 | 100% |

Source: Researcher (2024)

3.5 Data Collection

Kothari (2009) defines data collection as the systematic process of acquiring and measuring information on specific variables, facilitating the answering of pertinent questions and the evaluation of outcomes. The data collection process entails acquiring information from many sources to address the study problem, assess the results, and scrutinize the hypothesis. Creswell, 2012. Data collection methods can be classified into secondary methods and primary approaches. This study utilized exclusively primary data sources.

3.5.1 Primary Data

In order to obtain primary data, structured questionnaire was used. Creswell (2012) provides the definition of a questionnaire as a research tool comprising a sequence of inquiries and prompts that are intended to gather data from a designated area under survey. Or A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent (Saris & Gallhofer, 2014). Utilizing a questionnaire enables the investigator to collect precise data for their research and acquire distinctive perspectives that might not be accessible via alternative methods (Saris et al., 2014). Police office staff were given a set of closed and open questions to answer in this study.

3.6 Data Analysis

Data analysis involves calculating specific metrics and identifying patterns of correlations within data sets (Kothari, 2019). The data was analyzed using descriptive statistics in the Statistical Package for the Social Sciences (SPSS). Descriptive statistics is utilized to summarize data in a manner that allows a researcher to meaningfully explain a distribution of measurements or values using a few key indices or statistics. The data was displayed in table and chart format using frequencies and percentages. Additionally, the relationship between several elements was investigated in this study through the utilization of correlation analysis. The magnitude and orientation of the associations among the variables were assessed through the utilization of correlation coefficients. This method enables a precise evaluation of the strength and direction of the connection between variables, offering insightful information about how interdependent the variables are within the dataset. Also, the study employed a multiple linear regression model to assess the impact of the independent variables on the dependent variables.

To determine the relative significance of each of the explanatory variables, a multiple regression model was applied as follow.

$$EP = \beta_0 + \beta_1 \text{ On-JT} + \beta_2 \text{ Off-JT} + \beta_3 \text{ IT} + \epsilon$$

Where;

On-JT = On-The Job Training

Off-JT = Off-The Job Training

IT = Induction Training

EP = Employee' Performance

β_0 = Co-efficient (Intercept) of the model

$\beta_1 - \beta_3$ = Beta Co-efficient of Determinants

ϵ = Stochastic Error Term

3.7 Regression Assumption

Before applying regression model for data analysis, the study ensured validity by conducting of statistical test.

3.7.1 Linearity Test

The linearity test was performed to assess whether a linear relationship existed between the variables. Pearson Product Moment Correlation (PPMC) Coefficient was used to evaluate the linear relationship between each independent and dependent variable. This method is widely used to measure the strength and direction of linear associations in quantitative studies (Hair et al., 2020).

3.7.2 Normality Test

The normality of the variables was assessed to ensure they followed a normal distribution, as depicted in Figure 1. According to contemporary standards, the total probability under the normal distribution curve must equal one (Theron et al., 2020). Metrics such as skewness and kurtosis were employed to evaluate normality. Kurtosis, which measures the sharpness of a distribution's peak, was examined alongside the Kolmogorov-Smirnov test to confirm normality. These statistical methods remain essential for verifying assumptions in regression models (Theron et al., 2020).

3.7.3 Multicollinearity Test

The multicollinearity test aimed to detect significant correlations between independent variables that could compromise the analysis. Multicollinearity is a common issue in regression studies and is assessed using tolerance values and the Variance Inflation Factor (VIF) (William et al., 2021). A tolerance value below 0.01 or a VIF greater than 10 indicates severe multicollinearity. Tolerance measures the proportion of variability in an independent variable not explained by other predictors, while VIF is its reciprocal (Leech et al., 2020).

3.7.4 Homoscedasticity

This test was conducted to identify heteroscedasticity, a condition where the variance of residuals changes across levels of an independent variable. Heteroscedasticity violates the assumption of homoscedasticity, leading to inefficiencies in regression analysis or ANOVA. While ordinary least squares estimators remain unbiased, they may underestimate true variances and covariance under heteroscedasticity (Kothari & Garg, 2021). Correcting for heteroscedasticity ensures more reliable results when comparing differences within subpopulations.

3.7.5 Autocorrelation Test

The autocorrelation test examined whether variables exhibited dependency over time. Autocorrelation evaluates the relationship between a variable's current value and its past values, often seen in time-series data due to carryover effects or inertia (Hair et al., 2021). Autocorrelation can reduce the effective sample size and obscure significant relationships, complicating statistical analyses. Modern approaches

emphasize addressing autocorrelation to improve the validity of regression and covariance tests in time-series studies (Hair et al., 2021).

3.8 Hypothesis Testing

If the p-value is below 0.05, the hypothesis is supported; if the p-value above 0.05, the hypothesis is rejected. This methodology was employed to forecast the dependent variable by examining the independent factors and evaluating their statistically significant influence on the dependent variable. A p-value under 0.05 signifies that the observed effect is statistically significant.

3.9 Data Validity and Reliability

3.9.1 Data Validity

The validity was assured through member checking of transcripts, triangulation of data collection method (structured questionnaire). Additionally, careful selection of the sample from the target population and consideration of ethical issues by the researcher enhanced validity.

3.9.2 Data Reliability

The degree to which the research instrument or processes consistently yield the same information given variations in time and responder is referred to as the study's reliability (Bryman, 2012). In achieving reliability of the study findings, the researcher conducted pilot study on the research instruments to similar respondents and modifies them accordingly. Using Cronbach's Alpha, the relationship between the study's variables was established in order to assess the instrument's reliability.

The reliability scores for the variables ranged from 0.79 to 0.88, as presented in Table 3.3, indicating a good level of reliability. Each variable exceeded the recommended Cronbach Alpha value threshold of 0.7, as suggested by Fraenkel and Wallen (2006), confirming their suitability for further analysis. These results demonstrate sufficient internal consistency across all the variables, providing a strong foundation for progressing with the study.

Table 3.3: Data Reliability Analysis

| Variable | | Number of Items | Cronbach's Alpha (α) | Interpretation |
|----------------------------------|----------------------|-----------------|-------------------------------|-----------------|
| Independent Variables | On-the-Job Training | 15 | 0.82 | Reliable |
| | Off-the-Job Training | 15 | 0.85 | Reliable |
| | Induction Training | 15 | 0.79 | Reliable |
| Dependent Variable | Employee Performance | 15 | 0.88 | Reliable |
| Overall Reliability Score | | 15 | 0.83 | Reliable |

Source: Researcher (2024)

3.10 Ethical Consideration

The person conducting this study possesses knowledge regarding human rights, governmental policies, and the roles individuals play. The researcher made sure to take all of these factors into account both during the study and when drafting the report. The permissions and academic clearances from the Open University of Tanzania and Kinondoni district office are required. Respondents' consent was obtained through effective language and communication skills, encouraging people to provide information willingly and freely. The participants were informed about the project and guaranteed that the information they submitted would only be used for research purposes and kept confidential.

3.11 Chapter Summary

This chapter detailed the research methodology adopted to explore the effects of training on employee performance. A quantitative research design was employed, focusing on structured questionnaires to gather data from employees in the Kinondoni Regional Police Force. The chapter described the sampling methods, which ensured a representative sample, and the statistical tools used to analyze the data, including descriptive, correlation, and regression analyses. Ethical considerations, such as maintaining respondent confidentiality and obtaining informed consent, were thoroughly addressed. The methodological rigor ensured that the study was well-positioned to meet its objectives and produce reliable findings, forming the basis for the analysis and discussion presented in subsequent chapters.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents and analyzes the data about the impact of training on the performance of public sector employees in Tanzania, specifically focusing on the Kinondoni regional police force. The following three particular aims were pursued: (i) to analyze the impact of induction training on employee performance within the Tanzania Police Force. (ii) to evaluate the impact of off-job training on employee performance within the Tanzania Police Force and (iii) to investigate the effects of on-the-job training on employee performance within the Tanzania Police Force.

4.2 Demographic Characteristics of Respondents

The demographic characteristics of respondents imply that the findings of the study on the impact of training on employee performance in the Kinondoni Regional Police Force will predominantly reflect the perspectives of experienced and mid-career officers, as 43.5% have over 15 years of service and the majority are aged 31–50 (70.6%). The significant representation of diploma and bachelor's degree holders (76.5%) suggests that training programs should focus on advanced and specialized skill development to match the educational background of the workforce. Additionally, the notable gender representation (58.8% male and 41.2% female) highlights the need for gender-sensitive training approaches to ensure inclusivity.

Table 4.1: Demographic Characteristics

| S/N | | Frequency | % | Mean | Std. Dev. |
|----------|------------------------------------|-----------|------|-------------|-------------|
| 1 | Gender | | | 1.41 | .495 |
| | Male | 50 | 58.8 | | |
| | Female | 35 | 41.2 | | |
| | | | | | |
| 2 | Age | | | 2.46 | .920 |
| | 20 – 30 | 12 | 14.1 | | |
| | 31 – 40 | 35 | 41.2 | | |
| | 41- 50 | 25 | 29.4 | | |
| | 51 and above | 13 | 15.3 | | |
| | | | | | |
| 3 | Education Level | | | 3.29 | .961 |
| | Ordinary level | 5 | 5.9 | | |
| | Certificate | 10 | 11.8 | | |
| | Diploma | 30 | 35.3 | | |
| | Bachelor's degree | 35 | 41.2 | | |
| | Master's degree and above | 5 | 5.9 | | |
| | | | | | |
| 4 | Experience the Organization | | | 2.80 | .842 |
| | Less than 3 years | 5 | 5.9 | | |
| | 4 to 10 years | 25 | 29.4 | | |
| | More than 15 years | 37 | 43.5 | | |
| | 16-20 | 18 | 21.2 | | |
| | 20 and above | 19 | 10.3 | | |

Source: Field Data, 2023

4.3 Results of Descriptive Statistics

Three variables were examined independently. The analysis involved examining the descriptive statistics such as minimum, maximum, mean, and standard deviations. The independent factors examined were Induction Training, Off-Job Training and On-Job Training, while the dependent variable was Employee Performance.

4.3.1 Results of Descriptive Statistics Regarding the Impact of Induction Training on Tanzania Police Force Employees' Performance

Data presented in Table 4.2 uses descriptive statistics to analyze employee perceptions regarding the effectiveness of induction training programs within the

Tanzanian Police Force. The findings for “orientation,” which introduces new employees to the organization and their colleagues, yielded the highest mean score of 4.48 (SD = 0.717). This reflects a strong consensus among respondents that orientation training is an essential and effective component of the onboarding process. Similarly, "cost-effective material utilization" scored a mean of 4.14 (SD = 0.861), indicating that employees generally agreed induction training fosters responsible and efficient use of resources. The type of induction training provided was perceived as applicable to job requirements, with a mean score of 4.14 (SD = 0.990), further reinforcing the importance of the program's relevance to practical job tasks. In addition, the contribution of induction training to improving skills, knowledge, attitudes, and new capabilities was positively rated with a mean score of 4.11 (SD = 0.988), suggesting a significant impact on employee development and preparedness.

Interestingly, when evaluating whether induction training clarifies the organization's goals and objectives for employees, the mean score dropped significantly to 2.64 (SD = 1.479). This indicates that many respondents perceived a lack of focus on goal and objective clarification in the training programs. Furthermore, the role of induction training in reducing stress and confusion among new employees was rated with a mean score of 3.10 (SD = 1.458), suggesting moderate effectiveness in easing the transition for new staff.

Regarding adaptation to the organizational culture, induction training was rated more favorably with a mean score of 3.88 (SD = 1.438). However, its contribution to

providing clear guidance on roles and responsibilities had a lower mean score of 3.24 (SD = 1.410), suggesting room for improvement in equipping employees with explicit direction.

Table 4.2: Effects of Induction Training on Employees' Performance at Tanzania Police Force.

| STATEMENT | Min. | Max. | Mean | Std. Dev |
|---|------|------|------|----------|
| 1. Orientation introduces the employee to the organization and its staff. | 2 | 5 | 4.48 | .717 |
| 2. Induction training contributes to cost-effective material utilization. | 2 | 5 | 4.14 | .861 |
| 3. The type of induction training provided is applicable to the job. | 2 | 5 | 4.14 | .990 |
| 4. Job induction improves skills, knowledge, attitudes and new capabilities. | 1 | 5 | 4.11 | .988 |
| 5. Induction training clarifies the organization's goals and objectives for employees. | 1 | 5 | 2.64 | 1.479 |
| 6. Induction training helps reduce stress and confusion for new employees. | 1 | 5 | 3.10 | 1.458 |
| 7. Induction training encourages employees to quickly adapt to the organizational culture. | 1 | 5 | 3.88 | 1.438 |
| 8. Induction training provides employees with clear guidance on roles and responsibilities. | 1 | 5 | 3.24 | 1.410 |

N = 85

Source: Data from Field, 2024

4.3.2 Descriptive Statistics Results for the Effects of Off-job Training on Employees' Performance at Tanzania Police Force

Descriptive statistics were analyzed to assess the impact of off-the-job training on employee performance within the Tanzania Police Force (Table 4.3). The findings reveal that off-the-job training enhances employee performance at work, with the highest mean score of 4.18 (SD = 1.093), indicating strong agreement among

respondents. Similarly, it was perceived to improve employee interaction and teamwork, with a mean score of 3.73 (SD = 1.238), highlighting its positive impact on workplace engagement. However, the effect of off-the-job training on employee retention received the lowest mean score of 2.26 (SD = 1.283), suggesting minimal perceived contribution to retaining employees. The results further indicate that off-the-job training positively influences customer satisfaction (mean = 3.53, SD = 1.359), allows employees to learn without work-related distractions (mean = 3.49, SD = 1.246), and provides access to updated knowledge and techniques (mean = 3.46, SD = 1.447).

Additionally, respondents agreed that this form of training enhances leadership and managerial skills (mean = 3.41, SD = 1.388) and helps employees develop new perspectives on work processes (mean = 3.56, SD = 1.321). The findings suggest that off-the-job training is perceived as beneficial for improving performance, teamwork, customer satisfaction, and skill development, providing employees with the opportunity to learn without workplace distractions. However, its limited impact on employee retention signals an area for improvement. Enhancing retention strategies alongside training programs could amplify the overall effectiveness of off-the-job training initiatives.

Table 4.3: Effect of Off-the-Job Training on Tanzania Police Force Employees' Performance

| | STATEMENT | Min. | Max. | Mean | Std. Dev |
|---------------|---|-------------|-------------|-------------|-----------------|
| 1. | Off-the-job training enhances employee performance at work. | 1 | 5 | 4.18 | 1.093 |
| 2. | Off-the-job training increases employee interaction and teamwork. | 1 | 5 | 3.73 | 1.238 |
| 3. | Off-the-job training contributes to employee retention. | 1 | 5 | 2.26 | 1.283 |
| 4. | Off-the-job training has a positive effect on customer satisfaction. | 1 | 5 | 3.53 | 1.359 |
| 5. | Off-the-job training allows employees to learn without work-related distractions. | 1 | 5 | 3.49 | 1.246 |
| 6. | Off-the-job training provides access to updated knowledge and techniques. | 1 | 5 | 3.46 | 1.447 |
| 7. | Off-the-job training enhances employees' leadership and managerial skills. | 1 | 5 | 3.41 | 1.388 |
| 8. | Off-the-job training enables employees to develop new perspectives on work processes. | 1 | 5 | 3.56 | 1.321 |
| N = 85 | | | | | |

Source: Data from Field, 2024

4.3.3 Descriptive Statistics Results for the Effects of On-job Training on Employees' Performance at Tanzania Police Force

Descriptive statistics were analyzed to evaluate the impact of on-the-job training on the performance of employees in the Tanzania Police Force (Table 4.4). The findings indicate that on-the-job training enhances employees' working skills, with a mean score of 3.85 (SD = 1.139), reflecting a generally positive perception among respondents. Similarly, it was perceived to increase employee productivity, with a mean score of 3.71 (SD = 1.100), highlighting its positive impact on work output. On-the-job training was also credited with improving customer satisfaction, achieving a mean score of 3.76 (SD = 1.098). Practical problem-solving skills, as

facilitated by this type of training, received the highest mean score of 3.98 (SD = 1.325), indicating its effectiveness in equipping employees to handle workplace challenges. Conversely, the lowest mean score was recorded for the impact of on-the-job training on wage increments, at 1.92 (SD = 1.197), suggesting minimal perceived influence on employees' earnings.

Furthermore, while moderately rated, the role of on-the-job training in enhancing team collaboration and communication skills (mean = 2.90, SD = 1.214) and reducing errors during task execution (mean = 3.54, SD = 1.139) highlights areas for potential improvement. The results suggest that on-the-job training is effective in improving practical skills, productivity, and customer satisfaction, making it a valuable tool for enhancing employee performance. However, its limited influence on wage increments and moderate impact on teamwork and error reduction point to opportunities for refining on-the-job training programs to maximize their benefits and address employee concerns comprehensively.

Table 4.4: Effect of On-the-Job Training on Tanzania Police Force Employees' Performance.

| | STATEMENT | Min. | Max. | Mean | Std. Dev |
|----|---|------|------|------|----------|
| 1. | On-the-job training enhances employee working skills. | 1 | 5 | 3.85 | 1.139 |
| 2. | On-the-job training increases employee productivity at work. | 1 | 5 | 3.71 | 1.100 |
| 3. | On-the-job training contributes to wage increment for the employee. | 1 | 5 | 1.92 | 1.197 |
| 4. | On-the-job training has a positive effect on customer satisfaction. | 1 | 5 | 3.76 | 1.098 |
| 5. | On-the-job training helps employees adapt quickly to their work environment. | 1 | 5 | 3.61 | 1.291 |
| 6. | On-the-job training reduces errors during task execution. | 1 | 5 | 3.54 | 1.139 |
| 7. | On-the-job training improves team collaboration and communication skills. | 1 | 5 | 2.90 | 1.214 |
| 8. | On-the-job training ensures employees are equipped with practical problem-solving skills. | 1 | 5 | 3.98 | 1.325 |

N = 85

Source: Data from Field, 2024

4.3.4 Descriptive Statistics Results for Employee' Performance

The survey results highlight employees' positive perceptions of training and its impact on their performance (Table 4.5). Respondents strongly agreed that training enhances productivity, reflected by a mean score of 4.22 (SD = 0.746), indicating that employees believe training boosts their efficiency and task effectiveness. Similarly, the perceived impact of training on improving the quality of products or services was notable, with a mean score of 4.26 (SD = 0.710), emphasizing its role in enhancing work standards. Employees also reported that training positively influences work output quantity, with a mean score of 4.15 (SD = 0.664), suggesting a perceived increase in their capacity to generate higher volumes of work. Training's

role in enhancing the use of tools and machines and improving operational safety was rated favorably, with a mean score of 4.25 (SD = 0.634).

Moreover, eliminating obsolescence in skills and knowledge received a mean score of 4.32 (SD = 0.582), demonstrating the perceived importance of keeping employees' skills updated. Problem-solving and decision-making abilities were rated the highest, with a mean score of 4.47 (SD = 0.573), reflecting a strong acknowledgment of training's role in fostering critical skills. Confidence and motivation to perform tasks effectively also scored highly, with a mean of 4.63 (SD = 0.564), highlighting the motivational benefits of training. Time management and task prioritization, while rated slightly lower, still received a strong mean score of 4.21 (SD = 0.721).

The findings underscore the critical role of training in improving employee performance across various dimensions, including productivity, quality, safety, and decision-making. The high ratings suggest that employees value training programs as essential for skill development and maintaining confidence in their roles. Organizations that prioritize comprehensive training initiatives are likely to achieve enhanced employee performance, better work outcomes, and increased motivation, making training a strategic investment in organizational success.

Table 4.5: Results of Descriptive Statistics Regarding Employee Performance

| STATEMENT | | Min | Max | Mean | Std. Dev |
|-----------|--|-----|-----|------|----------|
| 1. | Training helps me to increase productivity. | 3 | 5 | 4.22 | .746 |
| 2. | The training helps to enhance the high quality of products/services. | 3 | 5 | 4.26 | .710 |
| 3. | The training provided by my organization helped me improve work output quantity. | 3 | 5 | 4.15 | .664 |
| 4. | Training helps to enhance the use of tools and machines, improving operational safety. | 3 | 5 | 4.25 | .634 |
| 5. | The training provided eliminates obsolescence in skills and knowledge. | 3 | 5 | 4.32 | .582 |
| 6. | Training enhances problem-solving and decision-making abilities. | 3 | 5 | 4.47 | .573 |
| 7. | Training contributes to better time management and task prioritization. | 1 | 5 | 4.21 | .721 |
| 8. | Training increases my confidence and motivation to perform tasks effectively. | 3 | 5 | 4.63 | .564 |

N = 85

Source: Data from Field, 2024

4.4 Results of Descriptive Statistics, Reliability and Correlation Analysis for Variables

Table 4.6 presents the descriptive statistics, reliability and correlation analysis results for the relationships between different training modalities and employee performance (EP) within the Tanzania Police Force. Among the training types, off-the-job training (Off-JT) had the highest mean score of 3.4145 (SD = 0.60340), indicating a moderately favorable perception. On-the-job training (On-JT) followed closely with a mean score of 3.3088 (SD = 0.63930), while induction training (IT) had the lowest mean score of 3.1410 (SD = 0.79454). Employee performance (EP) was rated highly, with a mean score of 4.2400 (SD = 0.29729), reflecting positive employee perceptions of their overall performance.

Correlation analysis reveals significant relationships between training modalities and employee performance. On-the-job training exhibited a positive and statistically significant correlation with EP ($r = 0.244^*$, $p < 0.05$), suggesting its effectiveness in improving workplace performance. Off-the-job training also showed a positive and significant correlation with EP ($r = 0.285^{**}$, $p < 0.01$), indicating its impact on enhancing performance through structured, off-site learning opportunities. Induction training, while having the lowest mean score, demonstrated a statistically significant positive correlation with EP ($r = 0.312^{**}$, $p < 0.01$), underscoring its foundational role in employee onboarding and initial performance readiness.

These findings highlight the complementary roles of different training types in enhancing employee performance. Off-the-job training shows strong potential for skill enhancement, on-the-job training contributes to practical application and productivity, and induction training establishes essential groundwork for new employees. To maximize overall performance, the Tanzania Police Force should implement a balanced and integrated training strategy that leverages the strengths of all three modalities.

Table 4.6: Results of Variable Descriptive Statistics, Reliability, and Correlation Examination

| | | MEAN | STD.DEV | | | | |
|--------|---------------------|--------|---------|----------|--------|---------|----------|
| On-JT | Pearson Correlation | 3.3088 | .63930 | 1 | | | |
| Off-JT | Pearson Correlation | 3.4145 | .60340 | .285** | 1 | | |
| IT | Pearson Correlation | 3.1410 | .79454 | .013** | .015* | 1 | |
| EP | Pearson Correlation | 4.2400 | .29729 | 0.244* | -0.064 | 0.312** | 1 |

*p < 0.05 (two – tailed), **p < 0.01 (two – tailed) ***p < 0.001 (two – tailed)

NOTES: On-JT = On-The Job Training, Off-JT = Off-The Job Training, IT = Induction Training, EP = Employee' Performance

Source: Data analysis, 2024

4.5 Regression Assumptions Regarding Outliers, Normality, Linearity and Homoscedasticity

The analysis indicates that the residuals are normally distributed. This is evident in Figure 4.1, where the histogram displays a bell-shaped curve, a characteristic of a normal distribution. Additionally, the mean is close to 0 and the standard deviation is close to 1, further supporting normality. Furthermore, Figures 4.2 and 4.3 visually confirm the absence of outliers. In Figure 4.2, the residuals are plotted along a diagonal line, suggesting a linear relationship between the predicted and actual values. This also implies a lack of outliers that would deviate significantly from this line. Figure 4.1 strengthens this conclusion by showing that all residual values fall within the range of -3 to 3. This adheres to the criteria set by Tabachnick and Fidell (2007), who define values exceeding +/- 3 standard deviations from the mean as outliers. Finally, the diagonal dots in Figure 4.3, which might represent additional

tests for outliers, show a downward trend along the diagonal line. This again reinforces the absence of outliers and suggests a strong linear relationship. In summary, the analysis provides compelling evidence that the residuals are normally distributed and there are no outliers present in the data. In Figure 4.3, residual dots are evenly scattered around zero, indicating homoscedasticity (equal variance). Therefore, there is no justification to assume heteroscedasticity in the data.

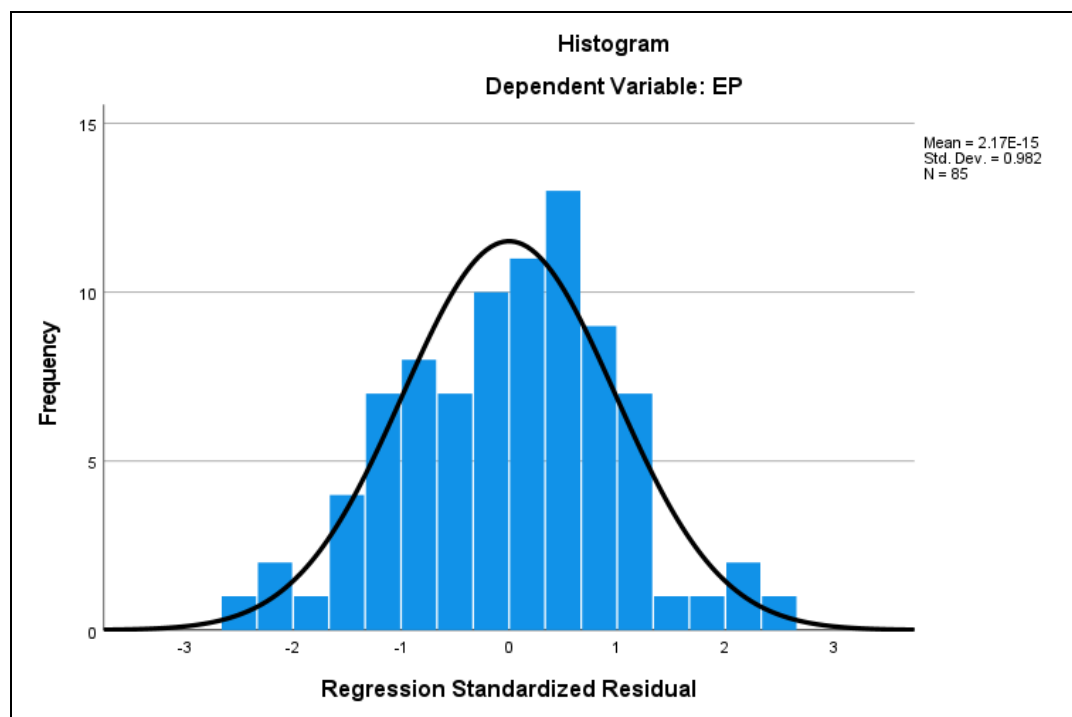


Figure 4.1: Histogram

Source: Analysis of Data (2024)

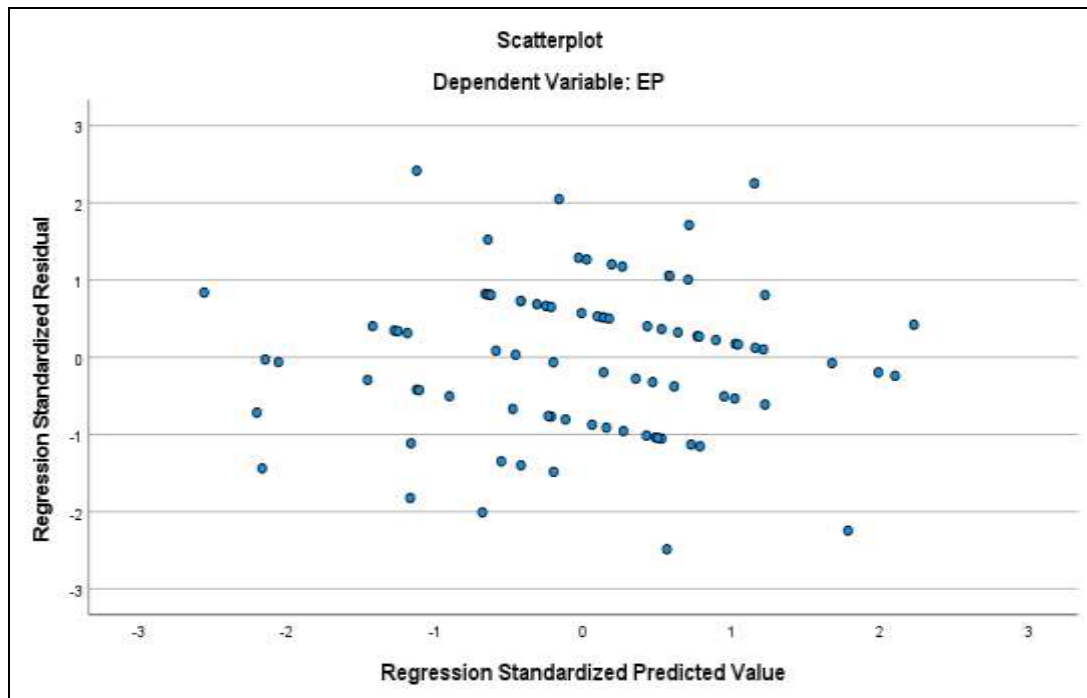


Figure 4.2: Standardized Residual Scatter Diagram for Variables

Source: Analysis of Data (2024)

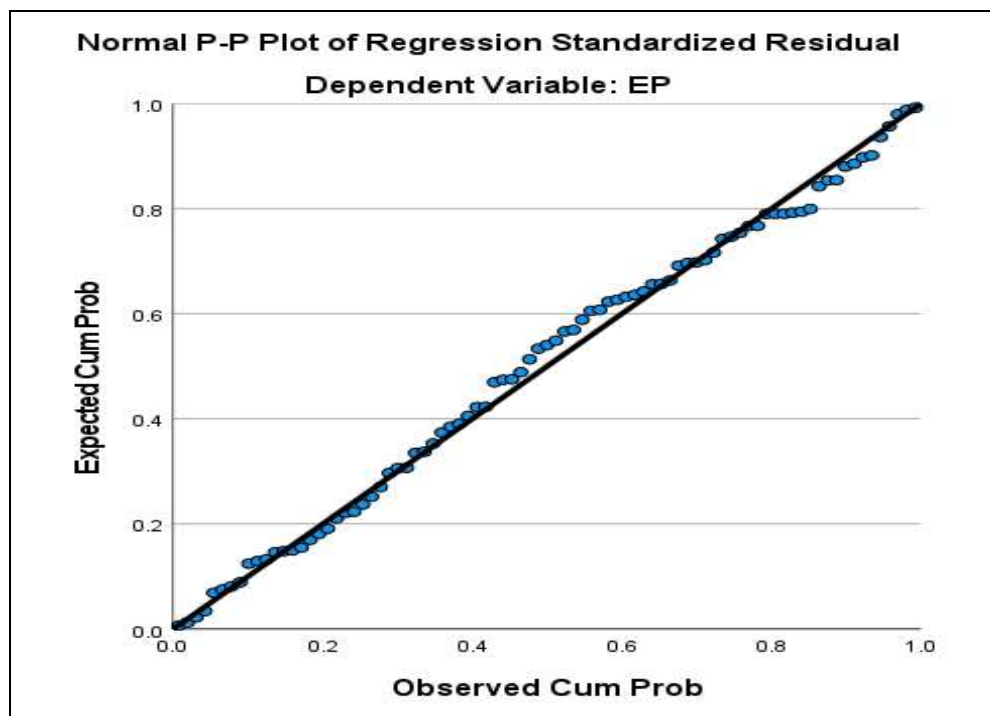


Figure 4.3: Standardized Residual Variables P-Plots in the Normal Form

Source: Analysis of Data (2024)

4.6 Regression Analysis with Multiple Variables

The regression analysis highlights the relationship between on-the-job training (On-JT), off-the-job training (Off-JT), induction training (IT), and employee performance (EP) within the Tanzania Police Force. The model summary shows a strong correlation ($R = 0.865$), indicating a robust relationship between the predictors and employee performance. The R Square value of 0.748 signifies that 74.8% of the variation in employee performance can be explained by the combined effect of On-JT, Off-JT, and IT. The adjusted R Square (0.726) further confirms the model's strength and reliability, accounting for the predictors and sample size. The standard error of the estimate (0.445) indicates a high level of precision in predicting employee performance based on the training modalities.

Table 4.7: Summary of the Model

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--|-------------------|----------|-------------------|----------------------------|
| 1 | .865 ^a | .748 | .726 | .445 |
| a. Predictors: (Constant), On-JT, Off-JT, IT | | | | |
| b. Dependent Variable: EP | | | | |

* $p < 0.05$ (two – tailed), ** $p < 0.01$ (two – tailed) *** $p < 0.001$ (two – tailed)

NOTES: On-JT = On-The Job Training, Off-JT = Off-The Job Training, IT = Induction Training, EP = Employee' Performance

Source: Data analysis, 2024

4.7 ANOVA Analysis Results

The ANOVA analysis in Table 4.8 indicate that the regression model is significant, $F(3, 81) = 4.127$, $p = 0.009$, suggesting that the predictors (On-JT, Off-JT, IT) collectively have a significant effect on employee performance (EP). The sum of

squares for the regression is 0.984, with 3 degrees of freedom, and a mean square of 0.328. This indicates that the regression model explains a significant amount of variance in employee performance compared to the residual variance.

Table 4.8: ANOVA analysis

| | Model | Sum of Squares | df | Mean Square | F | Sig. |
|--|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | .984 | 3 | .328 | 4.127 | .009 ^b |
| | Residual | 64.440 | 81 | .080 | | |
| | Total | 18.424 | 84 | | | |
| a. Dependent Variable: EP | | | | | | |
| b. Predictors: (Constant), On-JT, Off-JT, IT | | | | | | |

*p < 0.05 (two – tailed), **p < 0.01 (two – tailed) ***p < 0.001 (two – tailed)

NOTES: On-JT = On-The Job Training, Off-JT = Off-The Job Training, IT = Induction Training, EP = Employee' Performance

Source: Data analysis, 2024

4.8 Regression Model Results

The regression model results reveal the individual contributions of on-the-job training (On-JT), off-the-job training (Off-JT), and induction training (IT) to employee performance (EP). The constant term ($B = 3.049$, $p < 0.001$) indicates the baseline employee performance when all predictors are excluded. Among the predictors, Off-JT has the highest standardized beta coefficient ($\beta = 0.256$, $p < 0.001$), indicating its strong positive impact on employee performance. IT also significantly contributes to performance ($\beta = 0.282$, $p = 0.012$), highlighting its importance in establishing foundational skills and knowledge. On-JT has a smaller but significant effect ($\beta = 0.071$, $p = 0.015$), suggesting that while beneficial, its impact is less pronounced compared to the other modalities.

Collinearity statistics show acceptable tolerance values (≥ 0.885) and variance inflation factors ($VIF \leq 1.130$), confirming no multicollinearity issues among the predictors. These results underscore the importance of a balanced training approach, with particular emphasis on off-the-job and induction training, to optimize employee performance.

Table 4.9: Regression Model Results

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---------------------------|------------|-----------------------------|------------|---------------------------|-------|-------|-------------------------|-------|
| | | B | Std. Error | Beta (β) | | | Tolerance | VIF |
| 1 | (Constant) | 3.049 | .338 | | 6.953 | <.001 | | |
| | On-JT | .075 | .061 | .071 | 1.243 | .015 | .919 | 1.089 |
| | Off-JT | .326 | .073 | .256 | 4.472 | .000 | .919 | 1.089 |
| | IT | .200 | .078 | .282 | 2.566 | .012 | .885 | 1.130 |
| a. Dependent Variable: EP | | | | | | | | |

*p < 0.05 (two – tailed), **p < 0.01 (two – tailed) ***p < 0.001 (two – tailed)

NOTES: On-JT = On-The Job Training, Off-JT = Off-The Job Training, IT = Induction Training, EP = Employee' Performance

Source: Data analysis, 2024

4.9 Discussion of Findings

4.9.1 Induction Training on Performance of Employee in Tanzania Police Force

Objective of this study investigated the impact of induction training on employee performance within the Tanzanian Police Force. Findings shown in Table 4.1 provided valuable insights into how induction training is perceived and its effectiveness in improving employee performance. The results revealed a generally positive perception among respondents regarding the impact of induction training on

employee performance. The majority of respondents agreed or strongly agreed that the type of induction they received was applicable for the job and helped them improve their skills, knowledge, attitude change, and new capability. Additionally, there was a consensus that induction training contributes to cost-effective material utilization. These findings suggest that induction training is widely seen as beneficial and effective in enhancing employee performance within the Tanzanian Police Force.

However, it is important to note that there were some respondents who expressed neutral or negative views on certain aspects of induction training. This indicates that there may be areas for improvement in how induction training is designed and delivered to ensure maximum effectiveness. Overall, the findings underscore the importance of Induction training aims to provide employees with the essential skills and knowledge required to effectively carry out their job responsibilities. They also highlight the need for continuous improvement in induction training programs to align them with the evolving needs of employees and the organization.

The current research aligns with Mchete & Shayo's (2020) findings on the importance of induction training for new employee performance. Their work highlights that effective induction programs equip new hires with crucial knowledge about their work environment, leading to improved performance. This is further supported by Mchete (2019) study at the Open University of Tanzania, where a majority of participants expressed satisfaction with the provided orientation training. However, Mchete & Shayo (2020) also emphasize the need for strong institutional support for successful induction programs. This includes dedicated leadership

involvement, realistic budgeting, ongoing feedback mechanisms, and sufficient time allocation to comprehensively cover all essential aspects. Implementing these recommendations can ensure that induction training programs effectively contribute to employee performance within organizations like universities. The study found that the induction training provided by the institute improves both Practical as well as theoretical expertise and promotes social integration. Some respondents were familiar with the induction training policy, while others, including certain department leaders, were not. The study determined that induction training is extremely advantageous for the University as it instructs new employees on the essential aspects of their new work environment.

Mohammed (2022) investigated the relationship between training practices and employee performance at the Nigeria Deposit Insurance Corporation (NDIC). The study revealed that a comprehensive training program, encompassing induction training, on-the-job training, and a well-structured delivery system, has a demonstrably positive effect on employee performance. This finding underscores the importance of a systematic approach to employee training program design and implementation. In other words, the research highlights that the effectiveness of training programs extends beyond simply providing instruction; the manner in which training is delivered also plays a significant role in maximizing employee performance.

Natarajan and Nagar (2011) studied how induction age, training time, and job performance impact organizational commitment and work satisfaction. Employees

that joined the organization at an early age and had extensive training tended to have higher levels of commitment to the business, on average. Permanent employees exhibited higher levels of commitment and job satisfaction compared to contract employees. Nassazi (2013) has a different view that the case companies consist of organizational structures with various departments and position settings which need different levels of training to improve employee performance.

4.9.2 Off-job Training on Performance Employee at Tanzania Police Force

An analysis of field data presented in Table 4.2, which examined the impact of off-the-job training on employee performance within the Tanzanian Police Force, revealed a generally positive outlook among respondents. This suggests that officers perceive off-the-job training as beneficial for improving their work performance. Employees largely believe that off-job training is beneficial for improving their performance. However, there is a minority dissent, suggesting that some employees do not perceive off-job training as effective in enhancing their performance.

Additionally, some respondents expressed a neutral stance, indicating a lack of strong opinion regarding the effectiveness of off-job training. Overall, while off-job training is generally perceived positively, there is room for improvement and further investigation into factors influencing the effectiveness of off-job training programs. Addressing concerns and enhancing the perceived value of off-job training could lead to more widespread acceptance and effectiveness of such programs in enhancing employee performance. The findings are similar to those of Ngari (2015), the study found that off-the-job training transfers knowledge to the actual job, increases

employee interaction, contributes to employee retention, boosts morale, and has a positive impact on customer satisfaction. 87.7 percent said off-the-job training improved employee performance, while 61.5 percent said it increased employee loyalty. As a result, it was concluded that off-the-job training improves employee performance and increases loyalty to the organization. According to the study, 50.8 percent of employees have not participated in career development training because it is primarily self-sponsored. Career development training increased employees' responsibilities and working skills, influenced performance, and improved customer satisfaction.

Smith's (2022) research supports prior studies' assertions regarding the significance of off-the-job training as a complement to on-the-job learning. Initially undervaluing off-the-job training, young individuals grew to appreciate its benefits more throughout the year. Additional discoveries regarding off-the-job training included: the effectiveness of in-person training compared to other methods of delivery; the significance of the relationship between young individuals and their off-the-job trainers; the unspoken agreement outlining the expectations of both parties in the training agreement; the differing viewpoints of the parties involved; and the discontent of trainees due to the absence of intellectual stimulation in their competency-based curriculum.

The survey conducted by Juita in 2023 the research findings concluded that both on-the-job and off-the-job training affect competency at the Mojokerto Water Supply Company. Off-site training and proficiency, in contrast to on-site training, influence

employee performance. Indirect influence from both on-the-job training and off-the-job training, focusing on competency.

The study findings by Oladipo and Adebayo (2021) using Liker-Scale surveys indicated a significant distance between the standard deviation and the mean, suggesting minimal error near the mean. More than 70% of participants thought that training and development, both on and off the work, enhanced the performance of the manufacturing companies being studied. The regression results are statistically significant at a p-value of 0.000, with an R-Square value of 0.78 suggesting that 78% of the variance in the dependent variable can be explained by the independent variables. Manufacturing industries should prioritize enrolling their personnel in both on-the-job and off-the-job training by intentional necessity and administrative efforts.

Motlokoa et al., (2018) observed that training improve employees' performance but to some participant it was argued that training had no positive impact on the employees' performance in the banking sector. Nassazi (2013) also had a different view that training could be partly explained by the nature of the business being more customer oriented for example calls for a need to take on facilitation methods that seem more customer focused.

4.9.3 On-the-job Training on Performance of Employee at Tanzania Police Force

An investigation into the influence of on-the-job training on employee performance within the Tanzanian Police Force yielded valuable insights, as presented in Table 4.3.

The data revealed generally favorable perceptions regarding the effectiveness of on-the-job training programs. A significant portion of respondents indicated that such training enhances their work skills, demonstrably increases productivity, and is associated with higher wages.

Furthermore, a consensus emerged regarding the positive impact of on-the-job training on customer satisfaction. These findings collectively suggest that on-the-job training is widely viewed as a valuable tool for enhancing employee performance within the Tanzanian Police Force. However, it is important to acknowledge that the data also indicated a presence of neutral or negative views on certain aspects of on-the-job training. This suggests potential areas for improvement in the design and implementation of these programs to ensure they deliver maximum effectiveness. In conclusion, the study underscores the critical role of on-the-job training in fostering employee performance, while simultaneously emphasizing the need for continuous improvement and adaptation of training programs to meet the evolving needs of both employees and the organization as a whole.

The findings are similar to those of Ngari (2015), according to the study, the majority of employees received on-the-job training in the form of job rotation, coaching, or mentoring. On-the-job training was found to improve performance by increasing skill levels and productivity, as well as positively affecting customer satisfaction. 76.9 percent of respondents believe that on-the-job training influences employee performance. On-the-job training has been shown to have an impact on judicial performance.

Bafaneli and Satibi (2015) analyzed the influence of on-the-job training on employee performance at Riley's Hotel by utilizing primary data. The hotel has introduced on-the-job training, and most employees have benefited from it. Employees have faith in the training, and it has been shown to enhance employee performance.

Tashobya et al. (2021) The study results show a moderate positive and substantial correlation between on-the-job training/off-the-job training with job satisfaction. On-the-job training had a 14% impact on job satisfaction, whereas off-the-job training accounted for 9% of the difference in job satisfaction. The study suggests that HR practitioners and policy makers should implement training sessions for supervisors on conducting performance appraisals to enhance their skills in identifying employee training needs. Multiple studies underscore the positive impact of on-the-job training on employee performance.

Lin and Hsu (2017) demonstrated that such training not only enhances work achievements, but also positively influences workplace conduct and even employee personality traits. Their research further suggests that individual employee backgrounds play a role in the extent to which they benefit from on-the-job training programs.

Tukunimulongo (2016) corroborates these findings, revealing that training programs with a strong on-the-job component are demonstrably more effective than those lacking a hands-on approach. This study identified a significant direct correlation between the training content directly related to employees' job duties and their

overall performance. Collectively, these findings suggest that organizations should prioritize the development and implementation of robust on-the-job training programs. Such programs have the potential to lead to demonstrably increased employee efficiency, performance, and ultimately, job satisfaction, potentially culminating in a more profitable organization.

Lyimo (2017) posits that employees contend the nature of work and promotional opportunities within the organization significantly impact their performance levels. Additionally, experience is deemed a valuable asset that enhances employee performance, with a direct correlation between years of experience and performance levels. The work environment is a crucial factor influencing performance, and the nature of the remuneration package both financial and non-financial affects employee performance. Job security influences performance when employees are assured of their employment stability; support from colleagues; age and health status; and expectations for retirement and other perks all affect performance.

Tahir, Yousafzai, Jan, and Hashim (2014) assert that to enhance performance, organizations should implement a variety of mixed and diverse training and development approaches, as well as design strategies related to these processes. Formulated strategies that consider alterations in the business environment, technological advancements, alignment with organizational objectives, training requirements and solutions, frequency and intensity of training, cost-benefit analysis, and time constraints to ensure high-quality and pertinent training and development programs. This indicates that while on-the-job training is laudable, it is essential to explicitly explain the strategy to be applied to an employee prior to the training.

4.10 Chapter Summary

This chapter presented the study's findings, analyzing the effects of induction, on-the-job, and off-the-job training on employee performance. Induction training was found to provide critical orientation and foundational knowledge, while on-the-job training enhanced practical skills and workplace adaptability. Off-the-job training emerged as the most impactful, significantly contributing to problem-solving and productivity by offering structured learning environments away from the workplace. Statistical tests, including correlation and regression analyses, confirmed the significance of these training modalities in improving employee performance. Areas for improvement were also identified, such as incorporating objective performance measures like trust, response time, and operational accuracy into training programs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMANDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions and recommendations. The summary section covers the brief summarization of the study from the conceptualization to the presentation of the findings. The conclusion is the sum up that introduces the researcher's perception of the study findings while, Recommendations offer insights from the researcher's viewpoint on how to enhance the impact of training on the performance of employees in Tanzania. Furthermore, the chapter discusses potential areas for future research.

5.2 Summary of Findings

The study investigated the effects of induction training, on-the-job training, and off-the-job training on employee performance within the Kinondoni Regional Police Force. The findings indicate that all three training modalities positively influence employee performance, albeit to varying degrees. Induction training was found to provide essential orientation and foundational knowledge for new employees, ensuring they understand organizational values, goals, and expectations.

On-the-job training demonstrated its utility in improving practical skills, adaptability, and task-specific competencies through hands-on learning experiences in the workplace. Off-the-job training emerged as the most impactful modality, significantly contributing to employee productivity, problem-solving abilities, and professional growth by offering structured learning away from workplace

distractions. Overall, the study findings highlighted the complementary nature of these training types and their collective importance in enhancing employee efficiency, motivation and performance.

5.3 Implications of the Study

The findings of this study carry significant implications for the industry, policy and academic fields, pointing toward the need for targeted actions and further exploration in employee training and development. For organizations, the research emphasizes the critical role of adopting a well-rounded training strategy that combines induction, on-the-job, and off-the-job training modalities to enhance employee performance effectively. Organizations in both public and private sectors are encouraged to allocate adequate resources to these training programs, ensuring they are well-structured, regularly updated, and tailored to meet the evolving needs of employees and the organization. For policy, the study underscores the necessity of developing standardized national training frameworks supported by increased government investment.

Policymakers can leverage these findings to advocate for institutionalized training programs in public institutions, such as the police force, ensuring that they prioritize skill development, operational efficiency, and employee satisfaction. Academically, the research enriches existing literature by providing empirical evidence on the efficacy of various training modalities. It highlights opportunities for further exploration into the long-term impacts of training, the integration of emerging technologies in training programs, and sector-specific training needs. Academic

institutions can use these findings to refine curricula for training professionals and encourage further studies that bridge gaps in understanding the broader impact of training on organizational and employee outcomes.

5.4 Conclusions

The study concluded that all three training modalities positively affect employee performance, with varying degrees of influence. Induction training plays a critical role in orienting employees, helping them align with organizational culture and expectations. On-the-job training enhances task-specific skills and facilitates learning through practical experience, making it an essential component for immediate workplace effectiveness. Off-the-job training, however, demonstrated the most substantial impact by providing opportunities for employees to gain new knowledge, develop problem-solving skills, and improve their overall productivity. These findings confirm the necessity of a holistic training strategy that leverages the strengths of all three modalities to enhance employee performance and organizational outcomes.

5.5 Recommendations

Based on research findings, multiple suggestions can be provided to improve the effectiveness of Tanzanian police training programs. To begin, it is critical to create tailored training programs that address police officers' specific needs and roles. This customization can ensure that the training is relevant and directly applicable to their daily tasks, thereby increasing the impact on employee performance. Second, regular evaluations of training programs should be carried out to assess their effectiveness

and identify areas for improvement. Furthermore, establishing feedback mechanisms to solicit input from employees can offer valuable perspectives on the efficiency of the training and areas for improvement.

Furthermore, creating a supportive environment that encourages continuous learning and development is critical. This may include providing access to resources and opportunities for additional education and training. Using technology, such as online learning platforms and virtual simulations, can improve training accessibility and engagement. Collaborating with external stakeholders, such as academic institutions and industry experts, can help to ensure that training programs are based on best practices and current research.

Furthermore, incorporating training programs into a larger career development framework that outlines clear paths for advancement can encourage employees to participate in training and recognize its long-term benefits. By implementing these recommendations, the Tanzanian police force can increase effectiveness of its training programs and improve performance of employee, resulting to more efficient and effective organization.

5.6 Limitations of the Study

The study is subject to several limitations. Geographically, the focus on the Kinondoni district limits the generalizability of the findings to other regions or sectors within Tanzania, as different areas may have unique training needs and operational challenges. Methodologically, the reliance on self-reported questionnaire

data introduces the potential for response bias, where employee perceptions may not fully align with actual performance outcomes. Furthermore, the cross-sectional design of the study prevents the assessment of long-term effects of training programs, leaving gaps in understanding the sustained impacts on employee performance over time.

Another limitation lies in the lack of objective performance metrics, such as response time, operational accuracy, efficiency, and trust within teams or between employees and the organization. Trust is a critical factor that influences teamwork, leadership effectiveness, and overall performance, yet it was not explicitly measured in this study. Future research should address these limitations by expanding the geographical scope to include diverse regions and employing longitudinal designs to track the sustained effects of training programs. Additionally, incorporating objective performance indicators like trust, response time, accuracy, and decision-making capabilities would provide a more comprehensive and reliable understanding of the impact of training on employee performance. These adjustments would enhance the robustness, applicability, and credibility of the findings.

5.7 Areas for Future Research

This study identifies various potential areas for future research. Future research could examine how training program content affects employee performance. This could include evaluating how well training modules and materials improve skills and knowledge. Future research could track employee performance metrics over time to see if training programs have long-term benefits.

Another possibility is a comparative study of on-the-job training and off-the-job programs' effects on performance of employee. This could reveal the benefits of each training method. Researchers could also examine how classroom-based vs. online training affects employee performance to find the best training methods. Future research could examine how leadership support and organizational culture affect training program effectiveness.

This may illuminate how companies can create supportive training environments. By measuring employee participation and involvement in training activities, researchers could examine how employee engagement affects performance. More research could determine the cost-effectiveness of training programs on performance of the employee. This may help organizations allocate training resources more wisely. Researchers can better understand the relationship between employee performance and training programs so that to find ways to improve organizational training programs by studying these areas.

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APPENDICES

Appendix I: Questionnaires

RE: REQUEST FOR FILLING RESEARCH QUESTIONNAIRE

Dear sir/Madam,

Greetings

I am **Silvery Christopher Jonas**, a Candidate working towards a master's degree in Leadership and Governance at the Open University of Tanzania (OUT). The purpose of this questionnaire is to collect data for a research report on the *"Effect of Training on Employee Performance in Public Sector in Tanzania: A Case Study of Kinondoni District Police Force."* Please answer the following questionnaires to the best of your knowledge to assist me in doing successful research on the subject topic. Your cooperation is greatly appreciated. Kindly answer the following questions candidly and openly to fulfill the study's objective.

I wish to thank you in advance for your assistance.

SECTION A: QUESTIONNAIRE FOR MANAGERS/ZAWA OFFICIALS

Please put a tick and fill in blanks in appropriate place for you.

1. Gender

a) Male ()

b) Female ()

2. Age

- a) 18-25 years ()
- b) 25-35 years ()
- c) 35-45 years ()
- d) 45 and above ()

3. What is your highest level of educational attainment?

- a) Certificate ()
- b) Diploma ()
- c) Bachelor Degree ()
- d) Master's Degree ()
- e) Others (please Specify)

For how long have you been working in police force?

- a) 0 - 3 years ()
- b) 4 - 10 years ()
- c) 10 - 15 years ()
- d) More than 15 years ()

5. How often do you undergo training?

- e) Quarterly ()
- f) Every six months ()
- g) Once a year ()
- h) Every two years ()
- i) No specific schedule ()

SECTION B: Training Types

1. On-the-Job Training (On-JT)

The table below shows the responses in a Likert scale. Indicate the extent to which you agree with the following statements:

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

| s/n | Statement | Response |
|-----|---|----------|
| 1 | On-the-job training enhances employee working skills. | |
| 2 | On-the-job training increases employee productivity at work. | |
| 3 | On-the-job training contributes to wage increment for the employee. | |
| 4 | On-the-job training has a positive effect on customer satisfaction. | |
| 5 | On-the-job training helps employees adapt quickly to their work environment. | |
| 6 | On-the-job training reduces errors during task execution. | |
| 7 | On-the-job training improves team collaboration and communication skills. | |
| 8 | On-the-job training ensures employees are equipped with practical problem-solving skills. | |

2. Off-the-Job Training (Off-JT)

The table below shows the responses in a Likert scale. Indicate the extent to which you agree with the following statements:

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

| s/n | Statement | Response |
|-----|---|----------|
| 1 | Off-the-job training enhances employee performance at work. | |
| 2 | Off-the-job training increases employee interaction and teamwork. | |
| 3 | Off-the-job training contributes to employee retention. | |
| 4 | Off-the-job training has a positive effect on customer satisfaction. | |
| 5 | Off-the-job training allows employees to learn without work-related distractions. | |
| 6 | Off-the-job training provides access to updated knowledge and techniques. | |

| | | |
|---|---|--|
| 7 | Off-the-job training enhances employees' leadership and managerial skills. | |
| 8 | Off-the-job training enables employees to develop new perspectives on work processes. | |

3. Induction Training (IT)

The table below shows the responses in a Likert scale. Indicate the extent to which you agree with the following statements:

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

| s/n | Statement | Response |
|-----|--|----------|
| 1 | Orientation introduces the employee to the organization and its staff. | |
| 2 | Induction training contributes to cost-effective material utilization. | |
| 3 | The type of induction training provided is applicable to the job. | |
| 4 | Job induction improves skills, knowledge, attitudes and new capabilities. | |
| 5 | Induction training clarifies the organization's goals and objectives for employees. | |
| 6 | Induction training helps reduce stress and confusion for new employees. | |
| 7 | Induction training encourages employees to quickly adapt to the organizational culture. | |
| 8 | Induction training provides employees with clear guidance on roles and responsibilities. | |

SECTION C: Employee Performance (EP)

The table below shows the responses in a Likert scale. Indicate the extent to which you agree with the following statements:

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

| s/n | Statement | Response |
|-----|--|----------|
| 1 | Training helps me to increase productivity. | |
| 2 | The training helps to enhance the high quality of products/services. | |

| | | |
|---|--|--|
| 3 | The training provided by my organization helped me improve work output quantity. | |
| 4 | Training helps to enhance the use of tools and machines, improving operational safety. | |
| 5 | The training provided eliminates obsolescence in skills and knowledge. | |
| 6 | Training enhances problem-solving and decision-making abilities. | |
| 7 | Training contributes to better time management and task prioritization. | |
| 8 | Training increases my confidence and motivation to perform tasks effectively. | |

Research clearance letter



Ref. No OUT/PG202086085

27th September, 2023

Kinondoni Regional Police,
P.O.Box 9140,
DAR ES SALAAM.

Dear Regional Police,

RE: RESEARCH CLEARANCE FOR MR. SILVERY CHRISTOPHER JONAS, REG NO: PG202086085

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. Silvery Christopher Jonas, Reg. No: PG202086085**, pursuing **Master of Arts in Governance and Leadership (MAGL)**. We here by grant this clearance to conduct a research titled **"Impact of Training on Employee Performance in Public Sector in Tanzania: A Case of**

Kinondoni Regional Police Force". He will collect his data at your office from 29th September to 30th October 2023.

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. Magreth S. Bushesha

For: **VICE CHANCELLOR**

04



JAMHURI YA MUUNGANO WA TANZANIA
WIZARA YA MAMBO YA NDANI YA NCHI
JESHI LA POLISI TANZANIA



Simu: "MKUUPOLISI"
SimuNambari: 026232358
Fax.Na. 02623L23586

Unapojibu ufadhali taja

Ofisi ya
Mkuu wa Jeshi la Polisi,
Makao Makuu ya Polisi,
4 Mtaa wa Posta,
S.I.P. 961,
40483 DODOMA.

16/10/2023

Kumb: GA.PF/24288/26

KAMANDA WA POLISI,
POLISI MKOA WA KINONDONI,
DAR ES SALAAM.

082

YAH: MAOMBI KUKUSANYA TAARIFA KWA AJILI YA UTAFTITI (DATA
COLLECTION) KUMH: P.F.24288 A/INSP.SILVERY C. JONAS

Rejea somo tajwa hapo juu.

2. Ofisi ya Mkuu wa Jeshi la Polisi imepokea barua binafsi ya mkaguzi msaidizi tajwa isiyo na kumb. Na. ya tarehe 02/10/2023 kuhusu mada tajwa hapo juu.
3. Mkuu wa Jeshi la Polisi anakuaiza unjulishie mkaguzi huyo kuwa ombi lake limekubaliwa la kukusanya taarifa katika ofisi yako kwa ajili ya kufanya utafiti.

Nawasilisha.

203
Polyca p L. Urio - ACP
Kny: MKUUV/A JESHI LA POLISI
Kny: MKUUV/A JESHI LA POLISI

Rec: 20/10/2023 1400HR CPL KARIM