

**THE CONTRIBUTION OF TRAINING AND DEVELOPMENT POLICY ON
EMPLOYEE PERFORMANCE: A CASE OF TANZANIA PUBLIC SERVICE
COLLEGE**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he/she has read and here by recommends for acceptance by The Open University of Tanzania a dissertation entitled, **The Contribution of Training and Development Policy on Employee Performance: A case of Tanzania Public Service College**. In partial fulfillment of the requirements for the award of Degree of Masters in Human Resources Management (MHRM).

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DECLARATION

I **Mhija Ng'wanakilala**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Master's Degree in Human Resource Management (**MHRM**).

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my beloved husband and children for their undying support and immense sacrifices made to ensure that I completed this entire course. I hope this will inspire them to learn and acquire knowledge for their future.

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First and foremost, I want to express my gratitude to God Almighty for providing me with the courage, guidance, and protection I required over the duration of my studies, as well as for His love, mercy, and grace provided throughout the dissertation writing process.

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ABSTRACT

The study focused on examining the contribution of training and development policy on employee performance at the Tanzania Public Service College. The study was guided by three specific objectives which were, to assess the effects of training methods on employee performance, to examine the effects of training and development programmes on employee performance and to establish the effects of training resources on employee performance. The study adopted a cross-sectional research design and a sample size of 80 employees. Structured questionnaire was used to solicit primary data and the collected data were analyzed descriptively and with regression analysis. The findings indicate that there is a positive relationship between training and development programs with employee performance. Training and development contributed to employee performance; therefore there are other factors that need to be studied more which contributes to employee performance. The study recommends that performance appraisal should be conducted periodically. Other incentives such as salaries and scholarships should be looked forward as important motivational factors which combined with training and development may bring high performance.

Keywords: *Training and development policy, employee performance, training programs ,training resources and methods.*

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LIST OF ABBREVIATIONS

BRICs	Brazil, Russia, India, and China
CRDB	Cooperative and Rural Development Bank
CVI	Content Validity Index
ILO	International Labour Organization
LGA	Local Government Authority
OECD	Organization for Economic Cooperation and Development
PLS-SEM	Partial Least Squares Structural Equation Modeling
SPSS	Statistical Package for the Social Sciences
T&D	Training and Development
TNA	Training Needs Assessment
TPSC	Tanzania Public Service College
UK	United Kingdom
URT	United Republic of Tanzania
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Chapter overview

This chapter presents the background of the study, statement of the problem, the objective of the study, research questions, significance of the study, and scope of the study as well as organization of the study.

1.2 Background of the Study

Globally, training and development programs ought to be part and parcel of an organization's strategic plan. It is an indispensable strategic tool for enhancing employees and organizational performance (Kashif & Tahir, 2020). Companies that aim for competitive advantage have realized the importance of training and improving staff performance (Safitri & Lathifah, 2019). The rapid global and technological development has led organizations in both developing and developed countries to face new changes and challenges (Ruttledge & Cathcart, 2019); the advancement in technology has influenced the demand for advanced capabilities and competencies to do specific tasks, thus all organizations throughout the world have been embracing training and development as one of the strategies to cope with the changes (Akpaniteaku, 2019).

Human resource training policies are recognized as essential aspects of effective human resource management. At the global level, the International Labour Organization (ILO) promotes training policies in the Human Resource Development Recommendation, 2004 (No. 195), emphasizing countries to formulate human resource training policies (Chrysostome, Munthali, & Ado, 2019). Developed

countries emphasize the importance of human resource training policies for highly skilled employees. For instance, OECD countries such as Australia, Sweden, Germany, Norway, and the USA emphasize different types of human resource training, such as induction and in-service training, for the acquisition of necessary competencies (OECD, 2019). For instance, Norway has a policy that requires new public employees to be placed under initial training for 10 to 15 days. In a similar vein, Sweden requires new employees in central government departments to enroll in initial training for 7 to 10 days (OECD, 2019).

A systematic review by Sima *et al.* (2020) has revealed that the current industrial revolution of information technology and automation has facilitated the development of new training programs that match current automation skills among manufacturing industries in the UK and Germany. The emerging economies such as the Asian Tiger Cubs (Indonesia, Malaysia, the Philippines, and Thailand) and the BRICS (Brazil, Russia, India, China, and South Africa) have a high population and middle and upper middle incomes with potential investment in multinational corporations (Garavan, McCarthy, & Carbery, 2020). However, such countries are still dominated by low-skilled labor due to the scarcity of human resource professionals, leading to an emphasis on trial-and-error management of employees (Budhwar & Mellahi, 2019). This is attributed to a lack of skills to offer credible human resource training programs and the high costs of running training. Some countries in the emerging economies, such as India, Malaysia, and Costa Rica, have established public-private partnerships to offer training to improve human resource skills (Alwadaei, 2020).

In Africa, there is always a problem for every organization to manage its expanding and ambitious plans with staff that may not be well equipped (Rosemarie & Wacheke, 2019). Training is therefore imperative. Various organizations in African countries incorporate training policies in human resource management (Sheeba & Christopher, 2020). For instance, in Nigeria, organizations offer training to impart essential skills to employees (Adeyi *et al.*, 2019). Other countries, such as Uganda, have developed comprehensive human resource policies, which also include a training policy for parliament employees (Uganda Parliamentary Commission, 2019). In Ethiopia, private banks are guided by human resource training policies for both new and experienced employees (Yimam, 2022).

In the context of Tanzania, training policy is an integrated aspect of human resource management. The National Employment Policy of 2008 emphasizes the need for a well-trained workforce to enable the country to reach the national development goal of achieving productivity for all in 2025 (URT, 2018). Statistics indicate that most organizations do not have training policies that provide for the needs and priorities of training in Tanzania. One out of three corporations has a comprehensive training policy within the organization (Nzuki & Siwandeti, 2019). Specifically, most organizations lack a description of the processes, procedures, and standards required for designing training provision (Nzowa, 2020).

Moreover, these organizations lack various formal means of training and various delivery modes of training. Furthermore, these organizations lack training assessment and evaluation policies, which are integral to measuring employee performance after training (Shaib & Bulengela, 2024). As a result, the lack of training policies has led

to the deterioration of employee performance in the organization (Masanja, 2019). Based on the references and statistics that indicate an underlying problem with training policies in relation to employee performance, this study intends to examine the contribution of training and development policies to employees' performance in Tanzania.

1.3 Statement of the Problem

It is the professional view of each organization that training employees while they are on the job is the most important skill and development method for achieving its goals (Nassary, 2020). It has been demonstrated that on-the-job training provides employees with the abilities they need to carry out their jobs and adds value to the organization (Mwakasangula, 2023). In Tanzania, the 2017 National Employment Policy (draft) highlights the vital role that human capability plays in promoting employment generally, increasing productivity, and reducing poverty. Usually, strong education and training systems produce this competence (Shaib & Bulengela, 2024). In a similar vein, Tanzania National Development Vision 2025 envisions Tanzania as a society that values education and learning. The development of skills must come first in order for a country to remain competitive (*Ibid.*).

However, in spite of these efforts, the majority of Tanzanian public institutions' education and training programs have failed to provide the skills that the labor market demands from their workforces (Nassary, 2020). Therefore, there is a growing mismatch between the skills needed in the labor market and those that the education system provides. This decreases the labor force's employability in both

paid and unpaid work, and it also limits employees' performance at Tanzanian public institutions, including the Tanzania Public Service College (Nzowa, 2020). Imran and Tanveer (2018) emphasize that research shows that workforce training is a must for all organizations, regardless of their size, scope, or geographical location. This is mostly because customers have higher expectations and there is a greater need for innovation (Nzowa, 2020). Furthermore, the industrial revolution and globalization have sparked a competitive war among corporate players (Shaib & Bulengela, 2024).

However, in the Tanzanian context, most of the studies have focused on local government authorities and not higher learning institutions. For instance, in the study by Shaib and Bulengela (2024), *Does Staff Training Influence Employees' Performance? Some Reflections from Kigamboni Municipal Council, Dar es Salaam, Tanzania*; Mwakasangula (2023), *the Influence of Training and Development Strategy on the Performance of Tanzania's Local Government Authorities*; and Nassary (2020), investigated the effects of training on employees' performance in public institutions using the case of Arusha municipality. In the Tanzania Public Service College there is a training and development policy, but it is not well known by all the employees in terms of the provisions and how the policy is administered is vague. Thus, the researcher currently intends to examine the contribution of TPSC training and development policy to employee performance in Tanzania using the Tanzania Public Service College (TPSC).

1.4 Objectives of the study

1.4.1 Main objective

The general objective of the study is to examine the contribution of training and development policy on employees' performance at the Tanzania Public Service College.

1.4.2 Specific objectives

- i. To assess the effects of training methods on employee performance at the Tanzania Public Service College.
- ii. To examine the effects of training and development programmes on employee performance at the Tanzania Public Service College.
- iii. To establish the effects of training resources on employee performance at the Tanzania Public Service College.

1.5 Research Questions

- i. To what extent does training methods affect employee performance at the Tanzania Public Service College?
- ii. To what extent does training and development programmes affect employee performance at the Tanzania Public Service College?
- iii. To what extent does training resources influence employee performance at the Tanzania Public Service College?

1.6 Significance of the Study

The findings from this study have important theoretical, empirical, and practical

significance. From a theoretical standpoint, the results align with and lend support to reinforcement theory. The findings confirm the value of providing positive reinforcement through effective Training Resources, which can lead to the development of desired employee behaviors and competencies. The results also align with theories on adult learning and motivation, emphasizing the importance of offering a diverse range of training methods to cater to the varied learning preferences and developmental needs of employees. Additionally, the findings are consistent with the principles of human capital theory, which highlight the value of investing in employee development to enhance organizational performance and competitiveness.

Empirically, the study provides valuable evidence on the perceived effectiveness of different training approaches, such as seminars, classroom lectures, job rotation, coaching, and mentorship, in improving employee performance. The low standard deviations indicate a high level of agreement among respondents, strengthening the reliability and validity of the findings. Moreover, the results corroborate and extend the findings of previous studies, further reinforcing the benefits of adopting multi-faceted training strategies.

From a practical perspective, the findings suggest that the organization has successfully implemented a comprehensive and strategic training program that is closely aligned with the needs and expectations of its workforce. These insights can guide other organizations in designing and delivering effective training programs that leverage a diverse range of methods to enhance employee performance and

organizational competitiveness. The results also underscore the importance of fostering a positive organizational culture and providing appropriate resources and support to facilitate effective employee training and development. Furthermore, the findings can inform talent management practices, such as recruitment, performance management, and succession planning, to ensure the organization has a highly skilled and engaged workforce, which is critical for maintaining a competitive edge in today's rapidly changing business environment.

1.7 Scope of the study

This study aimed to investigate the contribution of training and development policy on employee performance in Tanzania: the case of Tanzania Public Service College (TPSC). In this study, respondents were categorized into three broad categories such as management, teaching and non-teaching staff from Singida Campus. In addition, the study employed only primary data in which survey questionnaire was used as the data collection tool.

1.8 Organization of the Study

The study is organized into five chapters. Chapter One presents the background information, statement of the problem, the study objectives, research questions, significance of the study, and the scope of the study. Chapter Two covers a review of relevant literature with a focus on the definitions of key terms, theoretical and empirical reviews, research gap, and the conceptual framework. Chapter Three captures the research philosophy, research design, study population, sampling design, sample size, data collection methods, and data analysis techniques. Chapter Four

covers the presentation and discussion of the study findings. In Chapter Five, the study is briefly summarized along with the study's conclusion and recommendations based on its findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter overview

The chapter provides a detailed review of various studies done by various academicians in relation to the contribution of training and progress policies on staff ability in Tanzania. The chapter directly examines the theoretical and empirical studies to know the observed and still looked on. In this regard, the research study identifies the research gap in this area. The conceptual framework of the study has been presented and elaborated respectively.

2.2 Definition of key terms

2.2.1 Employee Training

In the personnel management process, there are two major types of training; on-the-job training and off-the-job training as identified by Alo, (2009). In any organization, on-the-job training is largely handled by colleagues, supervisors, managers, mentors to help employees adjust to their work and to equip them with appropriate job-related skills. Armstrong (2020) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. The study defines employee training as the way on how the organization enhances its employees with technical and administrative skills in order to equip them with essential knowledge that is needed in the organization's development.

2.2.2 Training and Development

According to Obisi (2006) training and development are two terms used interchangeably. However, training is for a specific job purpose while development goes beyond specifics. The study defines training and development as to include all programmes which aim to improve employees' career path, leadership development and build skills and knowledge within the organization.

2.2.3 Development Policy

A development policy is a set of guidelines or strategic frameworks established by an organization, government, or institution to guide actions and decisions aimed at fostering growth and progress (Armstrong 2020). It outlines objectives, priorities, and actions to achieve sustainable development in specific areas such as education, economy, healthcare, or organizational growth.

2.2.4 Employee Performance

Employee performance refers to how effectively and efficiently an employee fulfills their job responsibilities and contributes to organizational goals. It is often assessed through measurable outcomes such as productivity, quality of work, adherence to deadlines, and overall impact on the organization.

2.2.5 Training Methods

Training methods are the techniques and approaches used to impart knowledge, develop skills, and enhance competencies among learners or employees (Armstrong, 2020). Examples include on-the-job training, classroom instruction, e-learning, simulations, mentoring, and workshops.

2.2.6 Training Programs

A training program is a structured series of learning activities designed to develop specific skills, knowledge, or competencies for individuals or groups (Obisi 2006). These programs aim to address gaps in performance, prepare for new roles, or align employee capabilities with organizational needs.

2.2.7 Training Resources

Training resources are the materials, tools, and facilities used to support the training process (Obisi 2006). These may include course manuals, e-learning platforms, training software, equipment, trainers, and physical or virtual spaces for conducting training sessions.

2.3 Theoretical review

2.3.1 Employee Performance

Employee performance is the level of success of employees in carrying out their duties and responsibilities. Employee performance is generally influenced by two factors, namely internal and external factors (Ismail, 2018). The study defines employee performance as to how an employee fulfills their assigned duties and reaches the organization's goals. In general, the way an employee conducts his/her duties in relation to the needs and goals of the organization.

2.3.2 Reinforcement Theory

Reinforcement theory was developed by Burrhus Frederic Skinner (1974). The theory is also referred to as Behaviorism or Operant Conditioning, and is still universally taught in psychology today. The focus of the theory is that an

individual's behavior is a function of its consequences (Management Study Guide, 2013). However, Skinner took a different direction by relating his thoughts on adjusting motivation through numerous stimuli; industries such as business, government, education, prisons, and mental institutions to achieve a wider perception of human behavior. Determining why an individual behaves the way he does, Skinner saw no role for individual's intentions or goals in it (Banaji, 2011). Skinner believed that external behavior and its environment are of importance. Skinner's major contribution to psychological science was the concept of reinforcement, formalized in his principles of operant conditioning.

Skinner's principles of behavior modification informed that behavior is determined by its consequences. It has been agreed upon by management practitioners that applied psychology techniques can be used to resolve numerous issues in the organizations. Skinner (1973) underscored the significance of recognizing the desired consequence, which will stimulate the desired behavioral response. The principles of behavior modification in proffering solution to management issues such as absenteeism and tardiness have been proved by the studies of applied reinforcement theory; they can also help in enhancing productivity of employees (Raj *et al.*, 2006 and Agashi, 2017).

The applicability of reinforcement theory in the organization reflects in the studies like Kadlub (2009). A typical example can be found in the case of Snow fly. Snow fly is a new establishment that schematizes, employs and manages workforce incentive programs. Reinforcement theory which consists of four themes; instant

recognition, appropriate incentive rewards, accountability, and positive reinforcement was adopted by the organization to enhance motivation of the workers (Kadlub, 2009). However, punishment, otherwise known as applied reinforcement theory of positive punishment (Hockenbury and Hockenbury, 2010) has been used more than other types of reinforcement (Waird, 1972). However, constant use of punishment to enhance performance makes it become a reward (Waird,1972). Reward entails a fact that an employee is not punished for not involving in undesired behavior but the behavior that is being reinforced is diminishing undesired behavior instead of truly making effort to upturn desirable behavior. Positive reinforcement relates to enhancing desirable behavior, performance in the organization.

Reinforcement Theory focuses on external conditions and situations. Thus, this is much easier for motivating a worker in the workplace by external factors like giving promotions or increasing the wages. This way, they always should be ready for tests and they should work properly with the highest potential (Redmond, 2010).

All behaviors are not the same in the same situations or different situations so it's very hard to apply reinforcement to a situation. So using the same reinforcement in the same situation for different people cannot be effective. It's unethical if one gives gifts and reward for changing behavior. This goes also for those who are trying to control a person or a group of people by imposing reward (Redmond, 2010). The variables that will relate to this study is that of the positive and negative reinforcement and punishment that leads to desired behaviors which enables the organization to have positive outcomes that is productivity, competitive advantage, improved skills and overall profit to the organization.

2.4 Empirical review

2.4.1 The effects of training methods on employee performance

Sannagy, & Hassan (2023) examine how training and development impact employee performance in Malaysia's medium-sized manufacturing enterprises (MMEs). A comprehensive questionnaire is used to collect the data from 280 employees of MMEs. This study conducted a cross-sectional survey, and the data were analyzed using SmartPLS 3.3.9 for multivariate statistical analysis. The partial least square structural equation modeling (PLS-SEM) method determines the relationship between exogenous and endogenous variables. The development of an integrated research framework was accomplished. According to the study's findings, training and development affect employee performance.

Imram (2019) examined the Impact of Training & Development on Employees' Performance in the Pakistan banking industry. The findings noted that most of the employees agreed to the itemized statements by making it clear that training and development had a positive impact on their Job knowledge, work quality & quantity, functional skills, and their motivation & loyalty and these are all linked to their performance either strongly or moderately but in a supporting direction.

Agbo (2020) investigated the impact of induction on employee performance at Abia State Polytechnic in Nigeria. The study applied quantitative research approach which involved random sampling, questionnaires in data collection and Pearson correlation in data analysis. The study found that induction programmes have a significant role in improvement of employee performance. Other studies have assessed the effect of

job rotation on employee performance. Eltahir (2018) found that job rotation method of training has significant contribution in improvement of employee performance at Omdurman Ahlia University in Sudan.

Yimam (2022) assessed and investigated the impact of training on employees' performance in Bahir Dar University, Ethiopia. The study employed a quantitative approach and cross-sectional survey was used to collect data from a sample population of administrative employees of the technology focused academic institution. 316 questionnaires were distributed and collected for the study. Data were analyzed using both descriptive and inferential statistics. The results pointed out that training design, training needs assessment, training delivery style and training evaluation have significant positive effects on employees' performance.

Pazi (2020) investigated the effect of training and development on employees' performance at CRDB Bank main branch. Data was collected using both questionnaires and interview guide. The collected data was analyzed using SPSS software package for quantitative data. The study revealed that there was a positive relationship between training activities and employees' performance at CRDB bank. The relationship was moderate and statistically significant. However training and development contributed to employees' performance by 23%. There are other factors that need to be studied further which contribute to employees' performance by 87%. The recommendation is that performance appraisal should be conducted periodically.

Nnko (2022) examined the effects of human resource training on employee performance at AICC. The study was based on a population of 180 employees of

AICC. Data were collected by using structured questionnaires and analyzed by using descriptive statistics and regression analysis. This study found that training methods have significant effects on employee performance ($t= 6.937, p= .000 \leq .05$). Also, the study found that human resource training policy has significant effect on employee performance ($t= 13.665, p= .000 \leq .05$).

Another study by Mwakasangula (2023) on the effect of the Training and Development (T&D) strategy on the performance of Tanzania's Local Government Authorities (LGAs). The study was carried out in ten (10) LGAs found in three regions and used a survey design to collect data from a sample of 59 respondents through questionnaires and interviews. The results showed that training and development strategy had a significant influence on LGA performance, with 25.3% of performance being attributed to T&D while 74.7% was attributed to other factors. The study concludes that T&D plays a significant role in improving performance in Tanzania's LGAs and that appropriate training programs informed by Training Needs Assessment (TNA) are crucial for workforce commitment and performance.

2.4.2 The effects of training and development programmes on employee performance

Bassam, (2021) did study on impact of training and development programs on employee performance in Malaysia. Training is becoming one of the most important functions that has real impact on an organization's performance. The aim of this study is to discuss the training method to maximize the performance of employees. The main findings of this research is that there are several training methods which

are used to enhance employee performance. Based on the significant result, several new methods are suggested for better employee training. The main contribution of the proposed solution is in creating new methods which provide employees with practical training to enhance employee performance and save on organizational cost.

In Tanzania Sanga, (2024) examined the effect of training and development on the employees performance. The research methodology and technique used to collect data are interview and questionnaire. The collected data were analyzed by using statistical tools SPSS Software for its interpretation and discussion of research questions at TTCL in Sumbawanga. Inferential statistical were used for the data analysis like Pearson correlation coefficient(r) and linear regression were used to determine if there is relationship existed between independent variable (on job, off job and job rotation) and dependent variable (employees' performance). The study findings on job training seen by respondents to be critical to learn important tasks at short time, reduce supervision time; build team spirit among the staff. The study findings off Job training has an impact on motivating employees work hard and increase confidence level and the study findings Job rotation indicated that to promote responsibility and duties, improve performance and share working experience among employees.

2.4.3 The effects of training resources on employee performance

Kingdom of Saudi Arabia in Elnaga, and Imran, (2023) conducted study on The effects of training resources on employee performance. The research approach adopted for the study conforms to qualitative research, as it reviews the literature and

multiple case studies on the importance of training in enhancing the performance of the workforce. Further the study revealed employee is a blood stream of any business. The accomplishment or disaster of the firm depends on its employee performance. Hence, top management realized the importance of investing in training and development for the sake of improving employee performance. This conceptual paper aimed at studying the effect of training on employee performance and to provide suggestion as to how firm can improve its employee performance through effective training programs.

In Tanzania Nnko, (2020) did study assessed the effects of human resource training on employee performance at AICC. The study adopted quantitative research approach which involved descriptive correlation research design. The study was based on the population of 170 employees of AICC. The study targeted a sample size of 119 respondents, however only 109 respondents participated in this study. Data were collected by using structured questionnaires. Data were analyzed by using descriptive statistics and regression analysis. The first research objective of this study was to assess effects of training methods on employee performance at AICC. This study has found that training methods have significant effect on employee performance ($t= 6.937, p= .000 \leq .05$). The second research objective was to assess effects of training policy on employee performance at AICC. This study found that human resource training policy has significant effect on employee performance ($t= 13.665, p= .000 \leq .05$). Based on study findings, this study concludes that human resource training methods, training policy and training resources have significant effects on improvement of employee performance at AICC.

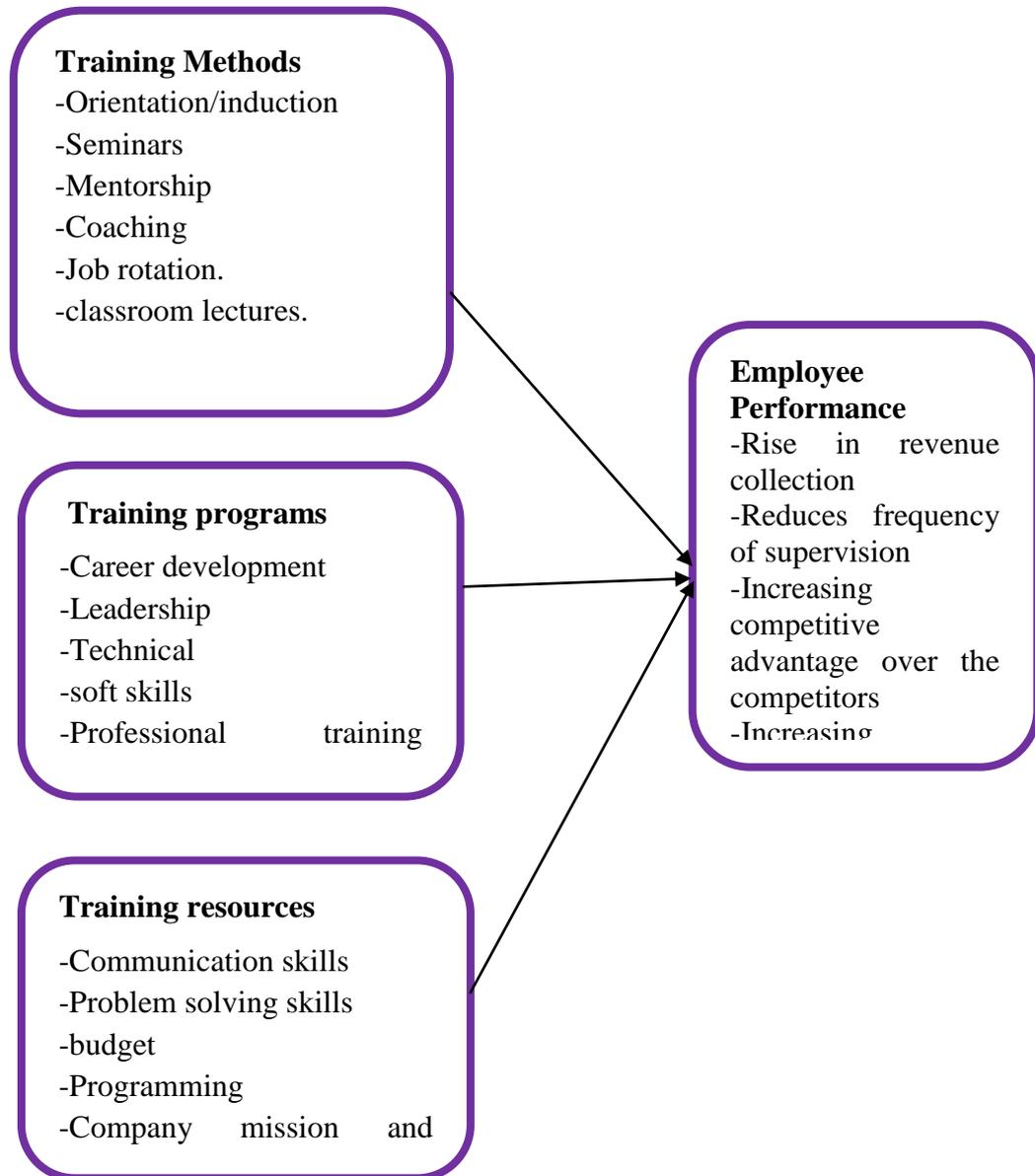
2.5 Research gap

Several studies have been done on the training and development and employees' performance in different countries as discussed above. In Tanzanian context, researchers such as Pazi (2020), Nnko (2022), Mwakasangula (2023) and many others researched on the same variables of training and development and employee performance. However their research is limited to different case studies. Therefore the current study will bridge the gap by assessing the impact of training and development policy on employees' performance at TPSC which has limitedly been researched on.

The study also has a theoretical gap because of using the Reinforcement theory as a theory to assess the contribution of training policy on the employee performance in Tanzania at the Tanzania Public Service College.

2.6 Conceptual framework

This study was guided by two major variables: the dependent variable and the independent variables. The independent variables included training methods, training and development programmes, training resources, while the dependent variable involved employee performance. The conceptual framework is shown in Figure 2.1 below.

Independent variables**Dependent Variables****Figure 2. 1: Conceptual framework***Source:* Researcher, 2024**2.7 Empirical Framework****2.7.1 Training methods on employee performance**

Specific training methods such as on-the-job training, simulations, e-learning, or mentoring enhance employee performance by improving job-related skills,

efficiency, and problem-solving abilities. Methods that are interactive, hands-on, and aligned with the nature of the job are more effective (Bassam, 2021). Research also highlights that matching the training method to employee learning styles and preferences can maximize the impact on performance.

H₁: Training methods are positively related to employee performance

2.7.2 Training and development programmes on employee performance

Well-designed training programs contribute to employee performance by addressing skill gaps, increasing job competence, and fostering motivation (Elnaga, and Imran, 2023). Programs that are structured with clear objectives, regular evaluations, and tailored content are particularly effective. Studies emphasize the role of program relevance and alignment with organizational goals in improving both individual and organizational performance.

H₂: Training programmes are positively related to employee performance

2.7.3 The effects of training resources on employee performance

Nnko, (2020) implies that adequate training resources—such as access to technology, skilled trainers, and sufficient time—are critical for successful training outcomes. The availability of these resources ensures employees can fully engage in the training process, which translates into better retention and application of skills. Conversely, resource limitations can hinder the effectiveness of training efforts and reduce performance improvements.

H₃: Training resources are positively related to employee performance

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter overview

This chapter includes the research methodology and techniques that guided data collection and analysis. The chapter also covers research philosophy, research design, research approach, study area, target population and sample size, sampling strategies, data collection methods, validity and reliability, data analysis methods, and ethical considerations.

3.2 Research Philosophy

The study used positivism philosophy to explain and predict the occurrence of an outcome variable. Positivism is a self-governing, independent and objective existence of truth since it is a research paradigm that is established “on the ontological principle and doctrine that truth and reality is free and independent of the viewer and observer” (Aliyu *et al.*, 2014). The study used the philosophy in order to enhance objectivity and reduce subjectivity in the study. According to Aliyu *et al.* (2014), the use of positivism research philosophy helps to verify the predetermined hypotheses through experimentation and quantification for increased generalizable inferences and replication of findings.

3.3 Research design

The study used cross-sectional research design and administered a questionnaire to collect data at a single point in time. Cross-sectional studies are done at one time or for a short period of time to achieve the intended research objectives. They are

normally used to predict the occurrence of an event in a particular population. Therefore, cross-sectional studies include a 'snapshot' of the findings and related characteristics at a specific time (Kumar, 2019). The study preferred the use of a cross-sectional research design because it is inexpensive and takes a short time (Creswell, 2014).

3.4 Research approach

The study adopted a deductive research approach where the existing theories guided the investigation of the existing problem. The deductive approach is useful when the researcher has a clear theoretical foundation and wants to examine how well the theory applies to specific situations or contexts. It allows for the systematic testing and refinement of existing theories and models (Sarlis and Gallhofer, 2014).

3.5 Area of the study

The study was carried out in Singida region, Tanzania. The study was specifically done at the Tanzania Public Service College (Singida Campus). The Tanzania Public Service College (TPSC) is among the prominent higher learning institutions in Tanzania. The institute is mandated to offer courses that prepare school leavers for effective delivery of public service to the citizens of the country (TPSC, 2020). The institute also offers refresher courses to active public servants, in order to improve and update their knowledge-base and skills. The institute has six campuses in Mtwara, Singida, Tanga, Mbeya, Tabora and Dar-es-Salaam. Singida campus was chosen as the study area because it comprises diverse employees with multiple set of knowledge, skills, competences and experiences capable of evaluating the mismatching reality of the labour market and the education system.

3.6 Study population

The study population consisted of 100 employees from the Tanzania Public Service College, Singida Campus (TPSC, 2023). The study involved the management, teaching and non-teaching staff who had relevant knowledge, skills and experience to meet the intended research objectives.

3.7 Sample size

The study used a sample size of 80 employees from the Tanzania Public Service College (Singida Campus). The sample size was calculated using Yamane (1967) formulae for finite population. The formula was preferred because of its flexibility of yielding representative sample for both finite and infinite population. The sample size was ideally suitable as it falls within the recommendation of a sample size greater than thirty units (Kothari, 2019). Therefore, the proposed sample size reflected the characteristics of the general population and helped to arrive at a valid and reliable conclusion. The sample size formula is indicated below:

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

Where:

n= sample size.

N=population of the study

e= Confidence level (expressed into percentages 5%-10%, for this study e=5%)

N = 100

$$n = \frac{100}{1 + 100 (0.05^2)} = 80$$

Therefore, the sample size is 80 respondents.

3.8 Sampling procedures

The study employed a simple random sampling technique using random number table method. The method began by creating a sampling frame which included a list of all employees and then serial numbers were assigned to represent each member of the population. The serial numbers were counted consecutively in row-column direction to select all employees from the sampling frame. According to Babie (2010), simple random sampling technique ensures that every member of the population has an equal chance of being selected.

3.9 Data collection methods

Data collection is the process of obtaining information from all relevant sources in order to find answers to the research problem, test the hypothesis, and evaluate the findings, (Creswell, 2014). There are two categories of data gathering techniques: secondary data and primary data. However, this study used only primary data which was obtained directly from the participants. A questionnaire was used as the study's data gathering tool.

3.9.1 Questionnaire

The study used a self-administered structured questionnaire with closed-ended questions to solicit primary data. The questionnaire comprised five sections reflecting the study objectives. The first section gathered socio-demographic information such as age, sex, education and working experience. The second and third sections covered employees' training methods and programmes while the fourth and fifth sections captured employees' resources and performance. The questions

were comprehensible and constructed easily for respondents to understand and reply thus enabling the researcher to balance the quality and quantity of data collected. The use of a questionnaire is justifiable in this study because it is simple to administer, collects huge amount of data and is popularly used within the survey strategy.

3.10 Data validity and reliability

3.10.1 Validity

The study adopted a content validity by designing a questionnaire which was then given to five human resource management experts for evaluation of items' relevance to the study objectives. The rating of each item based on a five-point Likert scale (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly agree). The selection of these experts based on their research experience in human resource related matters. The study computed a Content Validity Index (CVI) by taking the number of all experts who agreed on the relevance of the items and divided to the total number of all the experts. The computation yielded a CVI of 0.72 (72%) suggesting that the overall content of the questionnaire is acceptable, and it measures the constructs being measured and provided evidence for the content validity.

3.10.2 Reliability

Reliability of the study refers to the extent to which the research instrument or procedures are consistently bringing the same information given the variation of time and respondent (Bryman, 2012). To achieve reliability of this study, Cronbach Alpha was used to determine the reliability of the instrument by establishing how variables of the study related to each other. The Cronbach Alpha Values obtained for the four

independent variables ranged from 0.835 to 0.896 meaning that they were above the critical value of 0.8 and hence all questions were retained in the study. Specifically, the average values for each of the variables were 0.878 for training methods, 0.896 for training programs and 0.835 for training resources as shown in Table 3.3. According to the findings, all variables satisfied the Cronbach Alpha value requirement of more than 0.7, as suggested by Fraenkel and Wallen (2006), and were therefore taken into consideration for further analysis.

Table 3. 1: Reliability test

Variables	Number of items	Cronbach's Alpha (α)
Training Methods	10	0.878
Training Programs	10	0.896
Training Resources	10	0.835

Source: Researcher (2024)

Data analysis is a procedure that modifies and alters data in a manner that users can quickly comprehend (Creswell, 2012). The data collected was analyzed using descriptive statistics and inferential statistics analysis. The descriptive statistics involved the use of frequencies, percentages, mean, standard deviation, and checking for normality of distribution of the data. For inferential statistics Regression and correlation analysis were used to determine the relationship between independent and dependent variables. The statistical package for social science (SPSS) version 27 and Microsoft Word and Excel aided the data analysis.

The following regression model was used.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Y= Employee Performance

X1=Training Methods

X2=Training Programs

X3=Training Resources

3.11 Ethical consideration

The researcher obtained a research permit from the Open University of Tanzania. Then, the Tanzania Public Service College employees at Singida Campus were consulted prior to data collection to obtain their consent. The participants were informed of the study purpose, risks and withdrawal procedures. In addition, participants were asked if they were willing and comfortable with the study before being given the questionnaires. The participants were informed that their information would only be used for the purposes of the study and not otherwise.

CHAPTER FOUR

FINDINGS

4.1 Chapter Overview

This chapter presents the study findings. The main focus of the chapter is on presenting and analyzing data using descriptive statistics, regression analysis and correlation between variables. Results are presented and analyzed as tested according to the specific objectives.

4.2 Descriptive Statistics

This part presents the main characteristics of respondents categorized as age, marital status, level of education and working experience of the respondents.

4.2.1 Age of the Respondents

The researcher intended to understand the distribution of the respondents according to the ability to work and the ability to work is determined by age. The distribution is described in Table 4.1. The findings also show that the majority of the respondents were in the 26-35 age group (57.5%), followed by the 36-45 age group (32.5%). The age of 46-55 was 5.0% and those of 56 and above was 1.3% as shown in Table 4.1.

4.2.2 Sex of the Respondents

The researcher was interested to know the number of female and male employees in the organization, in terms of identifying the workforce by gender. The findings in Table 4.1 indicate a higher proportion of male respondents (60%) compared to female respondents (40%).

4.2.3 Education level of the Respondents

The researcher intended to understand the education level of the respondents and the findings in Table 4.1 indicate that the majority of respondents had a Bachelor's degree (82.5%), with a smaller percentage holding Master's degrees (7.8%) and Diplomas (7.5%).

4.2.4 Working Experience

The researcher also intended to find out the working experience of the respondents. The findings in Table 4.1 demonstrate that a significant proportion of respondents had 6-10 years of work experience (60%), with 30% having 1-5 years of experience.

Table 4. 1: Respondents' socio-demographic information

Variable	Category	Frequency	Percent
Sex	Male	48	60
	Female	32	40
Age	18-25	3	3.8
	26-35	46	57.5
	36-45	26	32.5
	46-55	4	5.0
	56 and above	1	1.3
Education	Diploma	6	7.5
	Bachelor degree	66	82.5
	Master's degree	7	8.8
	PhD	1	1.3
Working experience	Below one year	2	2.5
	1-5	24	30
	6-10	48	60
	11-15	6	7.5

Source: Field Data, (2024)

4.3 Validity and Reliability Analysis

To test the reliability of data collection instruments Cronbach's Alpha was used to measure the internal consistency by the use of SPSS. Cronbach alpha ranges between 0 and 1 (Grayson, 2004); the closer the Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale (Grayson, 2004). One property of alpha is it is one type of internal consistency coefficient (Cronbach, 1951). Before alpha, researchers were limited to estimating internal consistency of only dichotomously scored items using the KR-20 formula. Cronbach's (1951) alpha was developed based on the necessity to evaluate items scored in multiple answer categories. Cronbach (1951) derived the alpha formula from the KR-20 formula:

$$KR - 20 = (K - 1) \left(1 - \sum_{k=0}^n P_k q_k / \alpha^{n-k} \right)$$

Table 4. 2: Reliability Analysis

Variables	Cronbach's Alpha	Number of Items	Reliability Status
Training programmes	.895	4	Very good
Training methods	.869	4	Very good
Training resources	.891	4	Very good

Source: (Field Data, 2024)

Table 4.2 illustrates the results of reliability test using Cronbach's alpha approach. According to Nunnaly (1978) and Grayson (2004) reliability coefficient of 0.7 or higher is considered acceptable in most social science research situations. George and Mallery (2003) established the rule of thumb indicating that a Cronbach's alpha greater than 0.9 means excellent consistency, greater than 0.8 means good

consistency, 0.7 means acceptable, 0.6 means questionable, greater than 0.5 means poor and less than 0.5 is unacceptable. The reliability analysis presented in Table 4.1 shows that the Cronbach's alpha for four variables is above 0.7 which means excellent consistency.

4.4 Inferential analysis

Both correlation and regression analyses were performed to find out the degree of relationship between the variables and the contribution of independent variables towards the dependent variable for correlation and regression respectively.

4.4.1 Correlation Analysis

Training methods had the strongest positive relationship. Its related Pearson coefficient was 0.503 and because p is less than 0.05, it means that the relationship is statistically significant. In addition, training programs were positively correlated to employees' performance with Pearson correlation coefficient of 0.379, 0.378 and 0.346 and P is less than 0.05 implying a statistically significant relationship. The independent variable was found to have a positive relationship with the employees' performance even though the relationship was moderate correlation.

Table 4. 3: Model summary

Model	R	R ²	Adjusted Square	Standard error of the estimation
1	0.532 ^a	0.283	0.214	141.8260

Source: Field Data (2024)

Predictor: Training methods, training programs, training resources

Dependent variable: employees' performance

From the findings employees' performance was found to have 28.3% changes by the four independent variables as represented by the R- square above. Other factors contributed 71.7% to employees' performance.

Table 4. 4: ANOVA

Model	Sum of squares	Df	Mean square	F	Sig.
1	332150.900	4	4	83038.224	4.046
Regression					
Residual					
Total					
	837666.921	41	41	20430.900	
	1169819.824	45	45		

Source: Field Data (2024)

Predictor: Training methods, training programs, training resources

Dependent variable: employees' performance

The model is statistically significant as represented by the significant value of 0.007 which is less than 0.05. Therefore, the model can be used in predicting how training methods, training programs and training resources influence employees' performance of Tanzania Public Service College, Singida Campus. The F. Critical value was 4.046 at 5% level significance implying that the overall model is significant.

4.5 Regression Analysis based on specific objectives

4.5.1 Regression results of training programs on employee performance

The summary of the coefficient regression of the professional courses on employee

performance are presented in Table 4.5. The findings show that a unit change in professional courses can result into 0.3 units change in employee performance at a p -value of 0.063. This p -value is greater than 0.05. This implies that, it can lead to a positive but insignificant change. Generally the regression is summarized by;

$$Y = C + 0.20WR + 0.063RBP - 0.251VR - .210 FET + \mu$$

4.5.2 Regression results of training methods on employee performance

The summary of the coefficient regression of the seminars on employee performance are presented in Table 4.5. The findings show that a unit change in seminars can result into 0.2 units change in employee performance at a p -value of 0.084. This p -value is greater than 0.05. This implies that, it can lead to a positive but insignificant change in employee performance. A unit change in seminars based on better performance can lead to 0.565 units change in employee performance at a p -value of 0.000 that is less than 0.05. It implies that there is a strong positive and significant association between seminars and employee performance. Generally the regression is summarized by;

$$Y = C + 0.20WR + 0.565RBP - 0.393VR - .045 FET + \mu$$

4.5.3 Regression results of training resources on employee performance

Table 4.5 presents data on the effect of training resources on employee performance based on a summary of coefficient of regression. The findings presented in Table 4.5 show that a unit change in problem solving skills results into 0.357 units change in employee performance at a p -value of 0.000, a value less than 0.05 ($p < 0.05$) meaning that there is a significant positive relationship between provision

of problem solving skills and employee performance. The summary of the regression results is denoted by the equation, $Y = C + 0.357NFP + 0.403DSIP - 0.729FP - 0.102S$.

4.6 Regression Results Summary

4.6.1 Summary of Regression Coefficient

Table 4.5 shows the results of the regression analysis for independent variables such as training programs, training resources and training methods on the dependent variable which is employee performance. The summary of the regression analysis in Table 4.5 shows that an additional unit of professional courses programs to the employees can lead to 0.3 unit to their employee performance at a p -value of 0.019 less than 0.5 showing that professional courses programs has a significant contribution towards employees' performance. Additional units of professional courses programs can lead to a change of dependent variable employee performance by 0.393 at a p -value of 0.012 which is less than 0.05 (p -value < 0.05). This means it has a positive and significant contribution towards employee performance . Generally the regression is summarized by;

$$Y = C + 0.20WR + 0.565RBP - 0.251VR - .210 FET + \mu$$

Table 4. 5: Summary of Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	1.186	.620		1.911	.059
	Career development program	.297	.124	.303	2.399	.019
	Leadership	-.011	.099	-.012	-.109	.914

Training programs	training					
	Soft skills training	.414	.317	.309	1.307	.019
	Professional courses	.063	.393	.045	.161	.012
	Technical skills training	-.713	.468	-.520	-1.523	.132
Training methods	Induction	.078	.211	-.251	-1.747	.084
	Mentorship	.027	.210	.020	.129	.897
	Job rotation	.581	.101	.565	5.728	.089
	Classroom lectures	.423	.318	.304	1.404	.198
	Seminars	.445	.320	.565	1.707	.084
	Coaching	-.331	.248	-.210	-1.333	.186
Training resources	Communication skills	-1.230	.254	-.729	1.564.848	.112
	Programming	.588	.111	.030	.130	.899
	Problem solving skills	.296	.065	.357	4.555	.000
	Availability of budget	-.818	.479	-.540	-	.136
	Data analysis	.440	.139	.403	3.164	.002
	Mission and Vision	-.134	.161	-.102	-.832	.408

a. Dependent Variable: Employee performance

Source: Field Data, (2024)

4.7 Summary of findings

The part discusses the findings according to the specific objectives respectively. The specific objectives are; the effects of training methods on employee performance, the effects of training and development programmes on employee performance at the Tanzania Public Service College and the effects of training resources on employee performance at the Tanzania Public Service College.

4.7.1 Employee Training Methods and Performance

The findings show that the organization has developed a strategic and continuous

employee training program that is successfully driving performance improvements across the workforce. Seminars had the highest mean score, indicating they were perceived as the most effective training approach by the respondents. Classroom lectures and training through job rotation also recorded high scores, suggesting they were also viewed as highly effective training methods. Coaching, mentorship, and induction training had a high mean score, further demonstrating their perceived effectiveness.

The findings align with reinforcement theory, reflecting meaningful, consistent, and positive reinforcement through the training methods employed. These results are consistent with previous research by Jones and Wang (2022) and Smith et al. (2021), which observed that organizations adopting multi-training methods tend to achieve higher levels of employee performance. The diverse range of training methods employed likely caters to the varied learning preferences and developmental needs of the employees, contributing to the overall success of the training efforts. These findings point to the organization's ability to design and deliver training that is closely aligned with the needs and expectations of its workforce, leading to improved employee performance.

4.7.2 Employee Training and Development Programmes and Performance

The findings demonstrate that the score value points is very strong and consistent belief among the respondents that career development, leadership, technical skills, soft skills, and professional training courses are all highly effective in improving employee performance within the organization. This provides a clear indication that

investing in and providing these training programs could yield significant benefits. This indicates a relatively low level of variance or dispersion in the responses, suggesting that the respondents generally agreed on the impact of these training programs on employee performance. The findings might be attributed to a robust evaluation process and positive organizational culture which motivate employees to participate in training programs.

The findings suggest that the organization should consider investing in and providing a variety of training programs (career development, leadership, technical skills, soft skills, and professional training courses) as they are all perceived to be effective in improving employee performance. The findings confirm reinforcement theory by highlighting the positive reinforcement mechanism and an environment that encourages employee engagement, skill development, and the application of learned competencies. Langdon and Osborne (2021) and Singh and Krishnan (2020) also found that the implementation of effective career development training programs can lead to significant improvements in employee performance and retention. The findings indicate that the organization has successfully developed and implemented a comprehensive training program that is highly valued and effective in meeting the development needs of its employees, thereby contributing to the overall success and competitiveness of the organization.

4.7.3 Employee Training Resources and Performance

The findings show that the score value of communication skills and problem-solving skills is widely agreed among respondents. The plausible reasons for these findings

might include effective recruitment and retention strategies, resource allocation and support, organizational culture and values, and employee engagement and evaluation. The findings imply that employees have strong communication skills and a consistent level of problem-solving abilities. The findings tally with reinforcement theory by indicating that the organization likely has well-designed performance management systems, incentive structures, and a culture that supports and reinforces the desired behaviors and outcomes. Smith and Lee (2021) also found that employees with strong communication skills, including the ability to effectively convey information and ideas, were more likely to achieve higher performance ratings and contribute to overall organizational success. The findings indicate the organization's ability to cultivate highly skilled and engaged employees, which is important for attaining a competitive advantage in today's rapidly changing business environment. The consistent mean scores and low standard deviations suggest that the organization has been effective in developing and maintaining a workforce with strong communication and problem-solving skills. This is a valuable asset that can contribute to the organization's overall performance and competitiveness.

4.8 Discussion on the findings from other Related Work

Beydoun (2023) found that employees obtained job satisfaction when provided with training and development, and in the end help the organization to accomplish competitive advantage. On the other hand, Mapunda & Masanja (2022) found that in-service training programmes provided to employees as part of staff development component contribute to employees' performance by enabling to make desirable changes in their way of cooperation. Birungi (2012) found that influence of staff

development such as coaching, mentorship and on the job training have contributed to improved performance in the employees.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

The chapter offers the summary, conclusion and recommendations and bases on the specific objectives which are; the effects of training methods on employee performance, the effects of training and development programmes on employee performance at the Tanzania Public Service College and the effects of training resources on employee performance at the Tanzania Public Service College.

5.2 Summary of the Key Findings

5.2.1 Training Methods and Employee Performance

The specific objective of, “To what extent does training methods affect employee performance at the Tanzania Public Service College”, the study findings revealed a significant positive relationship between training methods and employee performance. These results indicate that the organization has implemented a successful and strategic employee training method. Several training methods, including seminars, classroom lectures, and job rotation, were found to be highly effective, with respondents showing a strong consensus on their effectiveness. The diverse range of training methods likely caters to varied employee learning preferences and developmental needs.

5.2.2 Training and Development Programs and Employee Performance

In the specific objective of, “To what extent does training and development programmes affect employee performance at Tanzania Public Service College”, the

findings revealed that there was significant positive association between training programs and employee performance. The study demonstrated that the organization's training resources in areas like career development, leadership, technical skills, soft skills, and professional courses were perceived as highly impactful in improving employee performance. The consistent positive assessments suggest these programmes were well designed and aligned with employee needs.

5.2.3 Training Resources and Employee Performance

In the specific objective of, “To what extent does training resources influence employee performance at the Tanzania Public Service College”, these findings indicated that there was a positive significant effect of training resources on employee performance. This implies that effective recruitment, retention, and performance management practices reinforce the development of these critical competencies, which are important for organizational competitiveness. The organization has cultivated a comprehensive and valued training and development program that is contributing to improved individual and organizational performance.

5.3 Conclusion

5.3.1 Training Methods and Employee Performance

The findings indicate that the organization has established a robust and strategic approach to employee training and development, which appears to be yielding positive results. Firstly, the organization seems to have implemented a diverse range of training methods, including seminars, classroom lectures, and job rotation, that are collectively viewed as highly effective by employees. The strong consensus among

respondents on the value of these training approaches suggests the organization has designed its programs to cater to the varied learning preferences and developmental needs of its workforce.

5.2.2 Training and Development Programs and Employee Performance

The study demonstrated that the organization's training programs in critical areas, such as career development, leadership, technical skills, soft skills, and professional courses, are perceived by employees as highly impactful in improving their performance. The consistent positive assessments indicate the training programs are well-aligned with the organization's strategic objectives and effectively meet the needs of its employees.

5.2.3 Training Resources and Employee Performance

The findings noted the organization's ability to cultivate a highly skilled and engaged workforce. Employees exhibit strong communication and problem-solving skills, which likely stems from the organization's effective recruitment, retention, and performance management practices that reinforce the development of these crucial competencies.

Ultimately, the training and development programmes appear to be key drivers of the organization's competitiveness and success. The findings align with reinforcement theory, suggesting the organization has created a positive environment that encourages employee engagement, skill development, and the application of learned competencies, all of which contribute to improved individual and organizational performance.

5.4 Recommendations

5.4.1 Tanzania Public Service College

According to the findings of the study, it is recommended that the organization should maintain its strategic focus on providing a variety of effective training approaches, such as seminars, classroom lectures, and job rotation. This will ensure the training program continues to cater to the diverse learning preferences and developmental needs of the employees. The organization should further strengthen its training initiatives in areas like career development, leadership, technical skills, soft skills, and professional courses. These training programs have been consistently perceived as highly impactful, and the organization should build on this success to drive even greater performance improvements.

The organization should also continue to prioritize the recruitment, retention, and performance management practices that cultivate strong communication and problem-solving skills among employees. Maintaining and further enhancing these critical competencies will contribute to the organization's overall competitiveness and success. Performance appraisal should be conducted periodically; this will help analyse whether there is effective training and whether the performance is increasing as intended through training. This will help self-analysis on whether they are performing as expected.

Improvement on information and communication; there should be clear flow of information within the organization as this helps communicate different activities to employees including trainings and also communicating about the organization

performance to assess areas that are doing well and those that need adjustments. Provision of current working tools should be emphasized as this enables employees to improve on performance since improved working tools such as latest computers and quick automated machines will help improve on the overall organization performance.

5.4.2 Higher Learning Institutions

In the Higher Learning Institutions in Tanzania, the study recommends that there should be clear information about the training and development policy. The study also recommends that the support and academic staff should be given equal opportunities in terms of training and development activities respectively.

5.5 Limitations of the Study

The study was successfully done but with a few limitations such as reluctance by some respondents to give information concerning the study for fear of revealing the organization's internal details that they feared could leak outside. However, the researcher assured the respondents that the information given was only for academic purposes and not otherwise. The researcher confirmed this by giving the introduction letter from the Open University of Tanzania assuring them that the study was purely academic. This enabled the respondents to react positively to the study. The researcher was also limited to time. The time between data collection and data analysis was limited. However the researcher managed to solve this problem by using research assistants in the collection of data process.

5.6 Areas for further study

This study aimed to investigate the contribution of training and development policy on employee performance in Tanzania using the case of the Tanzania Public Service College (TPSC). This study was done in an institution of higher learning. Therefore other studies on the related topic should be done in other public and private institutions. In addition, the study employed only primary data in which survey questionnaire was used as the data collection tool. Further studies should be done by including other data collection instruments like interview and other secondary data.

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APPENDICES

Appendix 1: Questionnaire

Dear respondents,

My name is **MHIJA NG'WANAKILALA**, a student pursuing a master's degree of Human Resource Management at the Open University of Tanzania. The aim of this study is to assess the contribution of Training and Development Policies on Employees' Performance using a case of Tanzania Public Service College Campuses". I am kindly asking you to spare some of your valuable time filling this survey. Your responses will be highly valuable and will not be used for any other reason other than research. The success of this study, depends on your cooperation.

Phone:0719393504

Email: mhija.ngwanakilala2@tpsc.go.tz

SECTION A: BACKGROUND INFORMATION OF THE RESPONDENTS

From the following questions circle the correct answer and fill in blanks where necessary.

1. The respondent's age.
 - a) 18-25
 - b) 26-35
 - c) 36-45
 - d) 46-55
 - e) 56 and above

2. The respondent's sex.
 - a) Male ()
 - b) Female ()
3. The respondent's highest level of education
 - a.) Diploma
 - b.) Bachelor's degree
 - c.) Master's Degree
 - d.) Other (please specify)
4. The respondent's working experience
 - a) 1-5 yrs
 - b) 6-10 yrs
 - c) 11-15 yrs
 - d) 15>yrs

SECTION B: TRAINING METHODS

5. In a scale of 1-5, please indicate to what extent you agree with the following statements concerning the effects of off the job training methods on employee performance at TPSC. Where 1=Strongly Disagree; 2=disagree 3=Neutral; 4=Agree; 5=Strongly Agree,

	Statement	1	2	3	4	5
1.	Induction training helps to improve employee performance					
2.	Mentorship training helps to improve employee performance					
3.	Coaching helps to improve employee performance					
4.	Training through job rotation helps to improve employee performance					
5.	Seminars helps to improve employee performance					
6.	Classroom lectures improve employee performance					

SECTION C: TRAINING RESOURCES

6. In a scale of 1-5, please indicate to what extent you agree with the following statements concerning the influence of training and development programmes on employee's performance at TPSC (Where, 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=agree; 5=Strongly Agree).

S/N	Statement	1	2	3	4	5
1.	Career development training help to improve employee performance					
2.	Leadership training help to improve employee performance					
3.	Technical skills training help to improve employee performance					
4.	Soft skills training helps to improve employee performance					
5.	Professional training courses help to improve employee performance					

SECTION D: TRAINING RESOURCES

6. In a scale of 1-5, please indicate to what extent you agree with the following statements concerning the categories of training resources on employee's performance in your area (Where, 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=agree; 5=Strongly Agree).

	Statement	1	2	3	4	5
1.	Communication skills					
2.	Problem solving skills					
3.	Data analysis					
4.	Programming					
5.	Availability of budget					
6.	Company vision and mission					

THANK YOU FOR YOUR MAXIMUM COOPERATION

Appendix 2: Permission Letter

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY



THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT//PG202186161

30th August, 2024

Campus Director,

Tanzania Public Service College

(TPSC), P.O.Box 1534,

SINGIDA.

Dear Director,

**RE: RESEARCH CLEARANCE FOR MS. MHIJA NG'ANAKILALA, REG
NO:PG202186161**

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 **Ms. Mhija Ng'wanakilala, Reg.No: PG202186161**, pursuing **Masters of Human Resource Management (MHRM)**. We here by grant this clearance to conduct a research titled **“The Contribution of Training and Development Policy on Employee Performance: A Case of Tanzania Public Service College”**. She will collect her data at your office from 2nd September 2024 to 30th November 2024.
4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,



Prof. Gwahula Raphael Kimamala

For: **VICE CHANCELLOR**

THE OPEN UNIVERSITY OF TANZANI

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The Contribution of Training and Development Policy on Employee

Performance: A Case of Tanzania Public Service College

Mhija Ng'wanakilala

Open University of Tanzania, Dar es Salaam, United Republic of Tanzania

Abstract

Purpose – To examining the contribution of training and development policy on employee performance at the Tanzania Public Service College

Design/methodology/approach – The study adopted a cross-sectional research design and a sample size of 80 employees. Structured questionnaire was used to solicit primary data and the collected data were analyzed descriptively and with regression analysis.

Findings – The findings indicate that there is a positive relationship between training and development programs with employee performance.

Recommendation – The study recommends that performance appraisal should be conducted periodically. Other incentives such as salaries and scholarships should be looked forward as important motivational factors which combined with training and development may bring high performance.

Keywords *Training and development policy, employee performance, training programs, training resources and methods.*

Introduction

According to the professional perspective of various organizations, training employees while they are engaged in their work is the most crucial method for skill enhancement and achieving organizational objectives (Nassary, 2020). Research has shown that on-the-job training equips employees with the necessary skills to perform their tasks and adds value to the organization (Mwakasangula, 2023). The draft of the 2017 National Employment Policy in Tanzania emphasizes the essential role of human capability in fostering employment broadly, enhancing productivity, and alleviating poverty. Typically, this competence is developed through robust education and training systems (Shaib & Bulengela, 2024). Likewise, the Tanzania National Development Vision 2025 aims for a society that places a high value on education and learning. The development of skills must come first in order for a country to remain competitive (*Ibid.*).

Despite these initiatives, most education and training programs within Tanzanian public institutions have not been successful in equipping their workforce with the skills required by the labor market (Nassary, 2020). As a result, there is an increasing gap between the skills that the labor market demands and those supplied by the education system. This not only reduces the employability of the labor force in both formal and informal jobs but also hampers the performance of employees at Tanzanian public institutions, such as the Tanzania Public Service College (Nzowa,

2020). Imran and Tanveer (2018) highlight that studies indicate that workforce training is essential for organizations of all sizes, scopes, and locations. This is primarily due to increased customer expectations and a heightened demand for innovation (Nzowa, 2020). Additionally, the industrial revolution and globalization have ignited intense competition among businesses (Shaib & Bulengela, 2024).

In the context of Tanzania, most research has concentrated on local government authorities rather than higher education institutions. For example, the study conducted by Shaib and Bulengela (2024) titled "Does Staff Training Influence Employees' Performance? Some Reflections from Kigamboni Municipal Council, Dar es Salaam, Tanzania," along with Mwakasangula (2023), which explored "The Influence of Training and Development Strategy on the Performance of Tanzania's Local Government Authorities," and Nassary (2020), who examined the impact of training on employee performance in public institutions with a focus on Arusha municipality. Although the Tanzania Public Service College has a training and development policy in place, its provisions are not well understood by all employees, and the administration of the policy remains unclear. Thus, the researcher currently intends to examine the contribution of TPSC training and development policy to employee performance in Tanzania using the Tanzania Public Service College (TPSC).

Literature Review

Employee Performance

Employee performance is the level of success of employees in carrying out their duties and responsibilities. Employee performance is generally influenced by two factors, namely internal and external factors (Ismail, 2018). The study defines employee performance as to how an employee fulfills their assigned duties and reaches the organization's goals. In general, the way an employee conducts his/her duties in relation to the needs and goals of the organization.

Reinforcement Theory

Reinforcement theory was developed by Burrhus Frederic Skinner (1974). The theory is also referred to as Behaviorism or Operant Conditioning, and is still universally taught in psychology today. The focus of the theory is that an individual's behavior is a function of its consequences (Management Study Guide, 2013). However, Skinner took a different direction by relating his thoughts on adjusting motivation through numerous stimuli; industries such as business, government, education, prisons, and mental institutions to achieve a wider perception of human behavior. Determining why an individual behaves the way he does, Skinner saw no role for individual's intentions or goals in it (Banaji, 2011). Skinner believed that external behavior and its environment are of importance. Skinner's major contribution to psychological science was the concept of reinforcement, formalized in his principles of operant conditioning.

Skinner's principles of behavior modification informed that behavior is determined by its consequences. It has been agreed upon by management practitioners that applied psychology techniques can be used to resolve numerous issues in the

organizations. Skinner (1973) underscored the significance of recognizing the desired consequence, which will stimulate the desired behavioral response. The principles of behavior modification in proffering solution to management issues such as absenteeism and tardiness have been proved by the studies of applied reinforcement theory; they can also help in enhancing productivity of employees (Raj *et al.*, 2006 and Agashi, 2017). Reinforcement Theory focuses on external conditions and situations. Thus, this is much easier for motivating a worker in the workplace by external factors like giving promotions or increasing the wages. This way, they always should be ready for tests and they should work properly with the highest potential (Redmond, 2010).

The Contribution of Training and Development Policy

Imram (2019) examined the Impact of Training & Development on Employees' Performance in the Pakistan banking industry. The findings noted that most of the employees agreed to the itemized statements by making it clear that training and development had a positive impact on their Job knowledge, work quality & quantity, functional skills, and their motivation & loyalty and these are all linked to their performance either strongly or moderately but in a supporting direction.

Agbo (2020) investigated the impact of induction on employee performance at Abia State Polytechnic in Nigeria. The study applied quantitative research approach which involved random sampling, questionnaires in data collection and Pearson correlation in data analysis. The study found that induction programmes have a significant role in improvement of employee performance. Other studies have assessed the effect of job rotation on employee performance. Eltahir (2018) found that job rotation method of training has significant contribution in improvement of employee performance at Omdurman Ahlia University in Sudan.

Pazi (2020) investigated the effect of training and development on employees' performance at CRDB Bank main branch. Data was collected using both questionnaires and interview guide. The collected data was analyzed using SPSS software package for quantitative data. The study revealed that there was a positive relationship between training activities and employees' performance at CRDB bank. The relationship was moderate and statistically significant. However training and development contributed to employees' performance by 23%. There are other factors that need to be studied further which contribute to employees' performance by 87%. The recommendation is that performance appraisal should be conducted periodically.

Methodology

Data collection methods

Data collection is the process of obtaining information from all relevant sources in order to find answers to the research problem, test the hypothesis, and evaluate the findings, (Creswell, 2014). There are two categories of data gathering techniques: secondary data and primary data. However, this study used only primary data which

was obtained directly from the participants. A questionnaire was used as the study's data gathering tool.

Questionnaire

The study used a self-administered structured questionnaire with closed-ended questions to solicit primary data. The questionnaire comprised five sections reflecting the study objectives. The first section gathered socio-demographic information such as age, sex, education and working experience. The second and third sections covered employees' training methods and programmes while the fourth and fifth sections captured employees' resources and performance. The questions were comprehensible and constructed easily for respondents to understand and reply thus enabling the researcher to balance the quality and quantity of data collected. The use of a questionnaire is justifiable in this study because it is simple to administer, collects huge amount of data and is popularly used within the survey strategy.

Sampling procedures

The study employed a simple random sampling technique using random number table method. The method began by creating a sampling frame which included a list of all employees and then serial numbers were assigned to represent each member of the population. The serial numbers were counted consecutively in row-column direction to select all employees from the sampling frame. According to Babie (2010), simple random sampling technique ensures that every member of the population has an equal chance of being selected.

Data analysis

Data analysis is a procedure that modifies and alters data in a manner that users can quickly comprehend (Creswell, 2012). The data collected was analyzed using descriptive statistics and inferential statistics analysis. The descriptive statistics involved the use of frequencies, percentages, mean, standard deviation, and checking for normality of distribution of the data. For inferential statistics Regression and correlation analysis were used to determine the relationship between independent and dependent variables. The statistical package for social science (SPSS) version 27 and Microsoft Word and Excel aided the data analysis.

The following regression model was used.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Y= Employee Performance

X1=Training Methods

X2=Training Programs

X3=Training Resources

Results

Respondents' demographic characteristics

This part presents the main characteristics of respondents categorized as age, marital status, level of education and working experience of the respondents.

The researcher intended to understand the distribution of the respondents according to the ability to work and the ability to work is determined by age. The distribution is described in Table 4.1. The findings also show that the majority of the respondents were in the 26-35 age group (57.5%), followed by the 36-45 age group (32.5%). The age of 46-55 was 5.0% and those of 56 and above was 1.3% as shown in Table 4.1.

The researcher was interested to know the number of female and male employees in the organization, in terms of identifying the workforce by gender. The findings in Table 4.1 indicate a higher proportion of male respondents (60%) compared to female respondents (40%).

The researcher intended to understand the education level of the respondents and the findings in Table 4.1 indicate that the majority of respondents had a Bachelor's degree (82.5%), with a smaller percentage holding Master's degrees (7.8%) and Diplomas (7.5%).

The researcher also intended to find out the working experience of the respondents. The findings in Table 4.1 demonstrate that a significant proportion of respondents had 6-10 years of work experience (60%), with 30% having 1-5 years of experience.

Table 4. 6: Respondents' socio-demographic information

Variable	Category	Frequency	Percent
Sex	Male	48	60
	Female	32	40
Age	18-25	3	3.8
	26-35	46	57.5
	36-45	26	32.5
	46-55	4	5.0
	56 and above	1	1.3
Education	Diploma	6	7.5
	Bachelor degree	66	82.5
	Master's degree	7	8.8
	PhD	1	1.3
Working experience	Below one year	2	2.5
	1-5	24	30
	6-10	48	60
	11-15	6	7.5

Source: Field Data, (2024)

Validity and Reliability Analysis

To test the reliability of data collection instruments Cronbach's Alpha was used to measure the internal consistency by the use of SPSS. Cronbach alpha ranges between 0 and 1 (Grayson, 2004); the closer the Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale (Grayson, 2004). One property of alpha is it is one type of internal consistency coefficient (Cronbach, 1951). Before alpha, researchers were limited to estimating internal consistency of

$$KR - 20 = (K - 1) \left(1 - \sum_{k=0}^n P_k q_k / a^{n-k} \right)$$

only dichotomously scored items using the KR-20 formula. Cronbach's (1951) alpha was developed based on the necessity to evaluate items scored in multiple answer categories. Cronbach (1951) derived the alpha formula from the KR-20 formula:

Table 4. 7: Reliability Analysis

Variables	Cronbach's Alpha	Number of Items	Reliability Status
Training programmes	.895	4	Very good
Training methods	.869	4	Very good
Training resources	.891	4	Very good

Source: (Field Data, 2024)

Table 4.2 illustrates the results of reliability test using Cronbach's alpha approach. According to Nunnally (1978) and Grayson (2004) reliability coefficient of 0.7 or higher is considered acceptable in most social science research situations. George and Mallery (2003) established the rule of thumb indicating that a Cronbach's alpha greater than 0.9 means excellent consistency, greater than 0.8 means good consistency, 0.7 means acceptable, 0.6 means questionable, greater than 0.5 means poor and less than 0.5 is unacceptable. The reliability analysis presented in Table 4.1 shows that the Cronbach's alpha for four variables is above 0.7 which means excellent consistency.

Inferential analysis

Both correlation and regression analyses were performed to find out the degree of relationship between the variables and the contribution of independent variables towards the dependent variable for correlation and regression respectively.

Correlation Analysis

Training methods had the strongest positive relationship. Its related Pearson coefficient was 0.503 and because p is less than 0.05, it means that the relationship is statistically significant. In addition, training programs were positively correlated to employees' performance with Pearson correlation coefficient of 0.379, 0.378 and 0.346 and P is less than 0.05 implying a statistically significant relationship. The independent variable was found to have a positive relationship with the employees' performance even though the relationship was moderate correlation.

Table 4. 8: Model summary

Mode 1	R	R ²	Adjusted R Square	Standard error of the estimation
1	0.532 ^a	0.283	0.214	141.8260

Source: Field Data (2024)

Predictor: Training methods, training programs, training resources

Dependent variable: employees' performance

From the findings employees' performance was found to have 28.3% changes by the four independent variables as represented by the R- square above. Other factors contributed 71.7% to employees' performance.

Table 4. 9: ANOVA

Model	Sum of squares	Df	Mean square	F	Sig.
1	332150.900	4	4	83038.224	4.046
Regression					
Residual	837666.921	41	41	20430.900	
Total	1169819.824	45	45		

Source: Field Data (2024)

Predictor: Training methods, training programs, training resources

Dependent variable: employees' performance

The model is statistically significant as represented by the significant value of 0.007 which is less than 0.05. Therefore, the model can be used in predicting how training methods, training programs and training resources influence employees' performance of Tanzania Public Service College, Singida Campus. The F. Critical value was 4.046 at 5% level significance implying that the overall model is significant.

Regression results of training programs on employee performance

The summary of the coefficient regression of the professional courses on employee performance are presented in Table 4.5. The findings show that a unit change in professional courses can result into 0.3 units change in employee performance at a *p*-value of 0.063. This *p*-value is greater than 0.05. This implies that, it can lead to a positive but insignificant change. Generally the regression is summarized by;

$$Y = C + 0.20WR + 0.063RBP - 0.251VR - .210 FET + \mu$$

Regression results of training methods on employee performance

The summary of the coefficient regression of the seminars on employee performance are presented in Table 4.5. The findings show that a unit change in seminars can result into 0.2 units change in employee performance at a *p*-value of 0.084. This *p*-value is greater than 0.05. This implies that, it can lead to a positive but insignificant change in employee performance. A unit change in seminars based on better performance can lead to 0.565 units change in employee performance at a *p*-value of 0.000 that is less than 0.05. It implies that there is a strong positive and significant association between seminars and employee performance. Generally the regression is summarized by;

$$Y = C + 0.20WR + 0.565RBP - 0.393VR - .045 FET + \mu$$

Regression results of training resources on employee performance

Table 4.5 presents data on the effect of training resources on employee performance based on a summary of coefficient of regression. The findings presented in Table 4.5 show that a unit change in problem solving skills results into 0.357 units change in employee performance at a p -value of 0.000, a value less than 0.05 ($p < 0.05$) meaning that there is a significant positive relationship between provision of problem solving skills and employee performance. The summary of the regression results is denoted by the equation, $Y = C + 0.357NFP + 0.403DSIP - 0.729FP - 0.102S$

Summary of Regression Coefficient

Table 4.5 shows the results of the regression analysis for independent variables such as training programs, training resources and training methods on the dependent variable which is employee performance.

The summary of the regression analysis in Table 4.5 shows that an additional unit of professional courses programs to the employees can lead to 0.3 unit to their employee performance at a p -value of 0.019 less than 0.5 showing that professional courses programs has a significant contribution towards employees' performance. Additional units of professional courses programs can lead to a change of dependent variable employee performance by 0.393 at a p -value of 0.012 which is less than 0.05 (p -value < 0.05). This means it has a positive and significant contribution towards employee performance. Generally the regression is summarized by;

$$Y = C + 0.20WR + 0.565RBP - 0.251VR - .210 FET + \mu$$

Table 4. 10: Summary of Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
Training programs	(Constant)	1.186	.620		1.911	.059
	Career development program	.297	.124	.303	2.399	.019
	Leadership training	-.011	.099	-.012	-.109	.914
	Soft skills training	.414	.317	.309	1.307	.019
	Professional courses	.063	.393	.045	.161	.012
	Technical skills training	-.713	.468	-.520	-1.523	.132
Training methods	Induction	.078	.211	-.251	-1.747	.084
	Mentorship	.027	.210	.020	.129	.897
	Job rotation	.581	.101	.565	5.728	.089
	Classroom lectures	.423	.318	.304	1.404	.198
	Seminars	.445	.320	.565	1.707	.084
	Coaching	-.331	.248	-.210	-1.333	.186
	Communication skills	-1.230	.254	-.729	1.564.848	.112

Training resources	Programming	.588	.111	.030	.130	.899
	Problem solving skills	.296	.065	.357	4.555	.000
	Availability of budget	-.818	.479	-.540	-	.136
	Data analysis	.440	.139	.403	3.164	.002
	Mission and Vision	-.134	.161	-.102	-.832	.408

a. Dependent Variable: Employee performance

Source: Field Data, (2024)

Discussion of the Findings

The findings show that the organization has developed a strategic and continuous employee training program that is successfully driving performance improvements across the workforce. Seminars had the highest mean score, indicating they were perceived as the most effective training approach by the respondents. Classroom lectures and training through job rotation also recorded high scores, suggesting they were also viewed as highly effective training methods. Coaching, mentorship, and induction training had a high mean score, further demonstrating their perceived effectiveness.

The findings align with reinforcement theory, reflecting meaningful, consistent, and positive reinforcement through the training methods employed. These results are consistent with previous research by Jones and Wang (2022) and Smith et al. (2021), which observed that organizations adopting multi-training methods tend to achieve higher levels of employee performance. The diverse range of training methods employed likely caters to the varied learning preferences and developmental needs of the employees, contributing to the overall success of the training efforts. These findings point to the organization's ability to design and deliver training that is closely aligned with the needs and expectations of its workforce, leading to improved employee performance.

The findings demonstrate that the score value points is very strong and consistent belief among the respondents that career development, leadership, technical skills, soft skills, and professional training courses are all highly effective in improving employee performance within the organization. This provides a clear indication that investing in and providing these training programs could yield significant benefits. This indicates a relatively low level of variance or dispersion in the responses, suggesting that the respondents generally agreed on the impact of these training programs on employee performance. The findings might be attributed to a robust evaluation process and positive organizational culture which motivate employees to participate in training programs.

The findings suggest that the organization should consider investing in and providing a variety of training programs (career development, leadership, technical skills, soft skills, and professional training courses) as they are all perceived to be effective in

improving employee performance. The findings confirm reinforcement theory by highlighting the positive reinforcement mechanism and an environment that encourages employee engagement, skill development, and the application of learned competencies. Langdon and Osborne (2021) and Singh and Krishnan (2020) also found that the implementation of effective career development training programs can lead to significant improvements in employee performance and retention. The findings indicate that the organization has successfully developed and implemented a comprehensive training program that is highly valued and effective in meeting the development needs of its employees, thereby contributing to the overall success and competitiveness of the organization.

The findings show that the score value of communication skills and problem-solving skills is widely agreed among respondents. The plausible reasons for these findings might include effective recruitment and retention strategies, resource allocation and support, organizational culture and values, and employee engagement and evaluation. The findings imply that employees have strong communication skills and a consistent level of problem-solving abilities. The findings tally with reinforcement theory by indicating that the organization likely has well-designed performance management systems, incentive structures, and a culture that supports and reinforces the desired behaviors and outcomes. Smith and Lee (2021) also found that employees with strong communication skills, including the ability to effectively convey information and ideas, were more likely to achieve higher performance ratings and contribute to overall organizational success. The findings indicate the organization's ability to cultivate highly skilled and engaged employees, which is important for attaining a competitive advantage in today's rapidly changing business environment. The consistent mean scores and low standard deviations suggest that the organization has been effective in developing and maintaining a workforce with strong communication and problem-solving skills. This is a valuable asset that can contribute to the organization's overall performance and competitiveness.

Conclusion

The training and development programmes appear to be key drivers of the organization's competitiveness and success. The findings align with reinforcement theory, suggesting the organization has created a positive environment that encourages employee engagement, skill development, and the application of learned competencies, all of which contribute to improved individual and organizational performance.

Recommendations

Tanzania Public Service College; According to the findings of the study, it is recommended that the organization should maintain its strategic focus on providing a variety of effective training approaches, such as seminars, classroom lectures, and job rotation. This will ensure the training program continues to cater to the diverse learning preferences and developmental needs of the employees. The organization should further strengthen its training initiatives in areas like career development,

leadership, technical skills, soft skills, and professional courses. These training programs have been consistently perceived as highly impactful, and the organization should build on this success to drive even greater performance improvements.

Higher Learning Institutions; In the Higher Learning Institutions in Tanzania, the study recommends that there should be clear information about the training and development policy. The study also recommends that the support and academic staff should be given equal opportunities in terms of training and development activities respectively.

Limitations of the Study

The study was successfully done but with a few limitations such as reluctance by some respondents to give information concerning the study for fear of revealing the organization's internal details that they feared could leak outside. However, the researcher assured the respondents that the information given was only for academic purposes and not otherwise. The researcher confirmed this by giving the introduction letter from the Open University of Tanzania assuring them that the study was purely academic. This enabled the respondents to react positively to the study.

Areas for further study

This study aimed to investigate the contribution of training and development policy on employee performance in Tanzania using the case of the Tanzania Public Service College (TPSC). This study was done in an institution of higher learning. Therefore other studies on the related topic should be done in other public and private institutions. In addition, the study employed only primary data in which survey questionnaire was used as the data collection tool. Further studies should be done by including other data collection instruments like interview and other secondary data.

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