



## The Influence of Training Programmes on Employee Performance in Civil Service in Bukombe District Council, Tanzania

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### Abstract

*This paper examines the effects of training initiatives on employee performance within Tanzania's civil service, with a particular emphasis on the Bukombe District Council. It underscores the significance of training as a tool for improving employee skills, thereby facilitating their effective contribution to the organization's objectives. A total of 104 participants were chosen through stratified random sampling and purposive sampling methods, which included regular employees, department leaders, and management personnel. Data was gathered through interviews and questionnaires, with quantitative information analyzed using the Statistical Package for Social Sciences (SPSS) to generate descriptive statistics and evaluate the impact of training on performance via Chi-square analysis. Qualitative data underwent content analysis. The results indicate that the Bukombe District Council actively implements a variety of training programmes, ensuring a systematic approach to selecting employees for participation to acquire vital knowledge and skills. The study emphasizes that training programmes have a significant impact on employee performance. It concludes that an increase in training initiatives is associated with improved efficiency and productivity, resulting in greater customer satisfaction and a competitive edge for the council relative to others.*

**Key words:** Training programmes, organizational performance, Bukombe, Tanzania

### 1.0 Introduction

Training is a fundamental function of human resources management, aimed at helping employees acquire the necessary knowledge and skills to perform their jobs satisfactorily (Afroz, 2017). It has become a widespread practice in organizations worldwide, with global companies benefiting from comprehensive employee training programmes that lead to higher income per employee and increased productivity (Guan & Frenkel, 2019). In developing countries, public sector organizations, including government agencies, civil service departments, and other institutions funded by taxpayers, are responsible for delivering essential services such as healthcare, education, public safety, and infrastructure development (Lameck, 2024).

Training is recognized as a vital mechanism for enhancing employees' skills, knowledge, and competencies to improve

organizational performance (Marlowe et al., 2015; Noe, 2016; Asamani et al., 2019; Nmadu et al., 2021 and Mwangangi, 2023). However, in Tanzania, the implementation of training programmes in Bukombe district faces challenges, such as financial problems supporting these programmes (Adam, 2020). With 2467 civil servants in Bukombe District Council (DC) and 138 civil servants in Bukombe DC headquarters, many employees require decent management and skill development to deliver expected services ((Bukombe District Council – Human Resource Office, 2023)..

Studies such as Maki & Milanzi (2023), Mukandala (2018), Myeya & Rupia (2022) and Mtasigazya (2021) show that insufficient implementation of training policies in public organizations leads to ineffective service delivery to the public. Some human resource teams and managers lack proper coordination, and employees may not view training as beneficial or take it seriously. This situation necessitates a



research to assess the influence of training on employee performance in civil services.

Training is a crucial aspect of human resource development, with its effectiveness largely dependent on the quality and capabilities of the workforce (Mtasigazya, 2021). However, challenges remain in implementing training programmes in developing countries, particularly in areas like Tanzania where financial constraints and lack of proper coordination hinder effective service delivery (Lameck, 2024; Maki & Milanzi, 2023 and Mahonge, 2021).

In Bukombe District Council, civil services are evolving due to the rural nature of the area. However, working conditions for civil servants are less accommodative, leading to low morale and decreased performance. This is evident in ineffective service provision and negative public perception of civil services. Despite training being provided as a requirement, the association between training programmes and employee performance is still open for discussion.

Bukombe district has staff with less proficiency in areas related to electronic purchases and payment receipts, indicating a need for training. Some departments have acting Heads of Department and units, indicating that some employees lack necessary professional skills and require on-the-job training to improve their performance.

Training improves employee performance by providing new skills and knowledge, boosting productivity and job satisfaction (Baporikar, 2024 and Elklit et al., 2024). However, in Tanzania, civil service faces challenges such as shortage of training opportunities and difficulty in measuring tangible outcomes. Many public service institutions consider training as remedial programmes, only implementing it when budget and time allow.

This study aims to explore the influence of training on employee performance in Bukombe District Council. Previous studies have revealed significant gaps in the evaluation of training programmes, and while training is a fundamental element in organizational development, there remains a significant gap in understanding how training affects employee performance in civil service within Bukombe District Council.

## 2. Theoretical framework

The study is grounded in Instructional Design Theory (IDT), which serves as a framework for addressing the training needs and professional development of employees. IDT posits that training acts as an independent variable influencing employee performance, which is the dependent variable. Key components of the independent variable include training needs assessments, training programmes, and training evaluations, while employee performance is measured through improved social services, achievement of institutional goals, adherence to deadlines, provision of feedback, and enhanced record-keeping.

IDT, developed by Robert Gagne in the 1960s, has evolved through contributions from various theorists and is

characterized by a series of learning phases: activation of prior experience, demonstration of skills, application of skills, and integration of skills into real-world activities. The theory emphasizes a comprehensive approach to learning and development, encompassing cognitive, social, physical, emotional, and spiritual dimensions. Effective training under IDT is marked by clear goals, practical opportunities for reflection, constructive feedback, and motivation for learners (Reigeluth, 1999 and Ciccone & Peri, 2006).

The assumptions of IDT highlight the necessity of systematic and structured training design to achieve effective learning outcomes (Merrill, 2013). In the context of civil service in Tanzania, applying IDT principles is expected to enhance training programmes, thereby improving employee knowledge and skills. The strengths of IDT include its focus on learner needs, its role in identifying training requirements, and its adaptability to digital modalities for e-learning, which is particularly relevant for addressing the unique challenges faced by civil service employees (An, 2021).

However, IDT also has limitations, such as its potential rigidity, which may not fully accommodate the dynamic nature of the civil service environment (Reigeluth, 1999 and Merrill, 2013). Additionally, the theory has historically emphasized learning facilitation methods over the cognitive processes involved in learning, which could hinder adaptability in rapidly changing contexts.

Studies such as Merrill (2013), Reiser (2018) and An (2021) show that IDT has been used in various studies related to training programmes and organizational performance. In this study IDT is significant as it provides a systematic approach for designing effective training programmes. It facilitates the identification and evaluation of training effectiveness and helps conduct needs assessments to pinpoint knowledge or skill gaps. Instructional designers play a crucial role in analyzing learner needs, subject matter, and training context, which informs the development of training objectives and strategies. Furthermore, IDT offers criteria for evaluating training programmes, ensuring alignment with organizational goals and enhancing employee performance.

## 3. Literature Review

The reviewed studies provide a comprehensive understanding of the impact of training and development on employee performance and organizational effectiveness across various contexts, including developed and developing countries, with a specific focus on Tanzania.

Na (2021) highlighted the significant positive effects of on-the-job training and employee education on innovation in emerging markets, suggesting that organizations should enhance training programmes to foster innovation. Rahaman and Uddin (2022) emphasized the importance of job training and promotion opportunities in enhancing job satisfaction among SME employees in Bangladesh, indicating that effective training can lead to improved employee performance.

Pastore and Pompili (2020) found that both on-the-job and off-the-job training positively influenced job satisfaction in Italy, with a notable impact from training aimed at gaining qualifications. Juita (2023) demonstrated that training significantly affects employee competency and performance in Indonesia's regional water companies, reinforcing the necessity of training for enhancing employee confidence and competence.

Hamed et al. (2022) examined the effectiveness of training interventions in improving knowledge and performance related to patient safety in Egypt, recommending a focus on on-the-job training for better outcomes. Mahonge (2021) reported that relevant training positively impacts job performance in Tanzania, advocating for improved training programmes and facilities.

Additional studies, such as those by Hanaysha (2016) and Potnuru & Sahoo (2016), confirmed that investment in employee training correlates with higher productivity and job satisfaction, which in turn enhances organizational performance. Chung et al. (2022) conducted a meta-analysis that reinforced the positive relationship between training programmes and various performance metrics, emphasizing the importance of tailoring these programmes to meet specific staff needs.

Research by Andoh et al. (2023) and Alagaraja and Ramaiah (2015) further established the link between knowledge acquisition, training, and improved organizational performance, while studies in the Tanzanian banking and manufacturing sectors underscored the significant impact of training on customer satisfaction and staff productivity.

Overall, the literature suggests that well-designed and effectively implemented training and development programmes can lead to substantial improvements in employee performance and organizational outcomes in Tanzania and beyond. The findings advocate for a strategic approach to training that aligns with organizational goals and addresses the specific needs of employees.

## 4. Methodology

### 4.1 Design

The researchers employed a cross sectional research design for their study, which encompassed data collection, analysis, and reporting. This design was deemed suitable as the research was conducted within a single institution. The focus of the study was to describe the characteristics of a data set by creating summaries based on data samples, following the guidelines established by Creswell in 2014.

### 4.2 Population and Sample Size

The population of this study included 141 employees from the Bukombe District Council head office (Bukombe District Council – Human Resource Office, 2023) as shown in Table I.

**Table I: Study Population**

Categories	Population
District Executive Director (DED)	1

District Human Resources Officer (DHRO)	1
Heads of Departments (HoDs)	10
Ward Executive Officers (WEOs)	17
Officials from Project Planning department	11
Officials from Legal department	4
Officials from ICT department	8
Officials from Administration department	30
Officials from Primary Education department	8
Officials from Secondary Education Department	7
Officials from Natural Resources department	10
Officials from Bussines and Investment department	6
Officials from Community Development department	8
Officials from Health department	11
Officials from Agriculture department	9
<b>Total</b>	<b>141</b>

Source: DHRO, 2024

This research encompassed a total of 109 participants drawn from various departments within the Bukombe District Council. The sampling method employed included both simple random sampling and non-probability sampling techniques. The initial group comprised 80 employees from diverse departments, while the subsequent group included 12 department heads and 17 Ward Executive Officers (WEOs). The selection criteria were established based on the guidelines provided by Krejcie and Morgan (1970), which permitted the inclusion of administrative and support personnel capable of offering insights into training programmes and their impact on organizational performance. A sample size of 103 employees was selected from a total population of 141 employees at the Bukombe District Council headquarters, ensuring that administrative and support staff were represented to provide adequate information regarding the training programmes and their effectiveness on organizational performance.

### 4.3 Statistical Treatment of Data

The research employed a Likert Scale questionnaire alongside an interview guide to gather data regarding the influence of training programmes on organizational performance. A total of 91 officials from diverse departments, such as project planning, legal affairs, ICT, administration, primary and secondary education, natural resources, business and investment, community development, health, and agriculture, received the questionnaire. The interview guide was designed

to ensure data collection through a standardized, neutral, and consistent questioning approach. A pilot study was conducted to pre-test both the questionnaires and the interview format, identifying areas for enhancement and establishing trustworthiness as essential components. Data analysis incorporated both qualitative and quantitative techniques, including thematic analysis and descriptive statistics. The study effectively utilized questionnaires and interviews to explore the relationship between independent and dependent variables, applying multiple regression assumptions and descriptive statistics. The qualitative data underwent thematic analysis and explanatory procedures, enriching the quantitative findings to draw a well-founded conclusion regarding the research issue.

## 5. Findings and Discussions

Results of the study are presented in this section. The section discusses the influence of training programmes on employee performance in civil services in Tanzania. Results from inferential statistics are also presented in this section.

### 5.1 Demographic Characteristics

In order to assess the the influence of training process on employee performance in civil services in Tanzania, survey respondents from Bukombe district were chosen to participate in the study. The participant profile that follows concentrates on the three demographic factors of age, gender and educational attainment as shown in Table II because these three factors have a direct impact on employee performance.

Table II: Demographic Characteristics

Age Distribution	Respondents	%
15-35 years old	24	25.8%
36-45 years old	38	40.9%
46-60 years old	31	33.3%
Gender (N= 93)		
Male	38	40.9%
Female	55	59.1%
Education level (N=03)		
Primary (up to form four)	0	0%
Secondary (up to form six)	1	1.1%
Certificate	7	7.5%
Diploma	29	31.2%
Bachelor	48	51.6%
Postgraduate	8	8.6%

Source: Field data, 2024

#### 5.1.1 Age

The study reveals that the age of respondents significantly influences training process and employee performance. Employee performance is significantly associated with age, with the majority of respondents being adults aged 36s to 45s (40.9%), followed by those aged 46 to 60 (33.3%), and those aged 15 to 35 (25.8%).

#### 5.1.2 Gender

Gender was one of the demographic components studied in this study. According to the findings in Figure 4.2, female had a higher rate of response (59.1 percent) than men their counterparts. This suggests that the employee demographic of gender may have an impact in employee performance. Given the significance of cultural context in studying employees' gendered behaviors, this study takes into account the influence of social setting in the Tanzanian environment, where females make up a large portion of the workforce in the public sector in particular in the local government. These results are in concurrence with those by Mwakiluma (2021) whose study titled determinants of gender mainstreaming effectiveness in Local Government Authorities (LGAs) in Tanzania found that women made a largest proportional of work force than men.

#### 5.1.3 Education

Another demographic aspect of participants was their level of education. According to the data, 51.6 percent of the 48 participants had a Bachelor's Degree level of education, 31.2 percent had a diploma level of education, and 8.6 percent had a postgraduate level of education. Few respondents counting 7.5 percent and 1.1 percent had certificate and secondary level of education respectively. This signifies that LGA employs the majority of people having a Bachelor's degree or higher. The availability of such staff personnels have an impact on their levels of performance and hence improve performance. Staff education level influences their skills and knowledge on a variety of concerns relating to handling customer complaints etc. The creation of a pleasant working environment for employees would improve their motivation to use their expertise in offering excellent customer services.

#### 5.1.4 Work Experience

The study reveals that over 37.6 percent of respondents have a reasonable work experience requirement of 1-5 years to contribute to employees' performance. The remaining percentages are between 6-10 years who contribute 35.5 percent and those having above 10 years of experience contributed 26.9 percent of the total respondents.

### 5.2 Descriptive Statistics

To determine the influence of training process on employee performance in civil services in Tanzania, the data were analyzed with descriptive statistics. This study aimed at investigating the degree to which three separate independent factors, namely training programmes correlates with the dependent variable employee performance. The participants were tasked with evaluating the levels of training programmes as well as the influence that of it on improving employee performance. The evaluation was carried out using a five-



point Likert scale, ranging from "1=strongly disagree" to "5=strongly agree."

**5.2.1 Training Programmes and Employee Performance**

Table III presents descriptive statistics on respondents' views on the effect of Training Programmes in fostering employees' performance.

**Table III: Descriptive Statistics for Training Programmes**

	N	Mean	Std. Deviation
On-the-job training is more practical and relevant to employee day-to-day tasks	90	4.10	.704
Off-the-job training allows for a broader perspective on industry best practices	89	4.10	.658
On-the-job training facilitates immediate application of newly acquired skills.	90	4.13	.674
Off-the-job training encourages creativity and innovation through exposure to different environments.	90	4.12	.615
On-the-job training fosters better mentorship opportunities between experienced and novice employees.	88	4.09	.618
Off-the-job training allows employees to focus solely on learning without workplace distractions.	91	4.05	.639
On-the-job training tends to be more cost-effective for organizations.	90	4.06	.676
Off-the-job training provides opportunities for networking and collaboration with professionals from other	87	4.20	.745
On-the-job training enhances employee engagement and job satisfaction.	92	3.99	.734

Valid N (listwise) 78

Source: Field data, 2024

According to the data in Table III availability of complaints handling process exhibited a minimum mean score of 3.99 with standard deviation of 0.734 and maximum mean score of 4.20 with standard deviation of 0.745 surpassing the cut threshold of 3.0 showing that respondents confirms that availability of training programmes depict employees' performance.

**5.3 Collinearity Statistics Test**

In order to analyze how predictor variables (training needs assessment, training programmes and training evaluation) affect the dependent variable (employees' performance), multiple linear regressions had to be performed first. It was crucial to confirm the basic underlying assumptions of these regressions. Significant assumptions, such as multicollinearity, homoscedasticity, and residual linearity, are evaluated and elaborated upon in the following paragraphs.

**5.3.1 Multiple Linear Regressions**

The presence of multicollinearity can be assessed by employing the multiple regression technique in conjunction with SPSS software version 20. The section on collinearity statistics presents the numerical figures for tolerance and Variance Inflation Factor (VIF). According to Miles (2014), tolerance can be understood as a metric that quantifies the degree to which the observed variations in the independent variable cannot be explained by the other independent variables included in the model. This metric's calculation involves applying the formula (1 - R squared for each variable). According to Alin (2010), a numerical number below 0.10 signifies a robust association with other variables, implying a substantial multicollinearity probability.

The analysis also incorporates the Variance Inflation Factor (VIF), which is mathematically similar to the reciprocal of the Tolerance value. Values of Variance Inflation Factor (VIF) that surpass the threshold of 10 indicate the existence of multicollinearity. In the current investigation, the tolerance value for each independent variable was greater than or equal to 0.10. Additionally, the Variance Inflation Factor (VIF) value for all independent variables was determined to be less than or equal to 10, as indicated in Table IV. The results of this study indicate that the presence of multicollinearity was confirmed. Furthermore, it is worth noting that the variables training needs assessment, training programmes and training evaluation demonstrated a strongly degree of statistical significance in their interrelationship, as evidenced by the data presented in Table IV. Additionally, this observation indicates that the premise of multicollinearity remains intact.

**Table IV: Collinearity Statistics Test of Independent Variables**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1(Constant)	1.621	.559		2.903	.005		

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TNA	.166	.088	.211	1.893 .062	.821	1.219
TP	.222	.097	.248	2.284 .025	.862	1.160
TE	.214	.115	.194	1.860 .067	.930	1.075

a. Dependent Variable: Employees' Performance

A full evaluation of the effectiveness and applicability of the regression model is provided in the model summary. The data presented relates to the statistical metrics of the coefficient of determination (R-squared) and the correlation coefficient (r). A statistical measure that evaluates the strength and direction of the linear link between two variables is the correlation coefficient (r).

**Table V: The Influence of Predictor Variables on Employee Performance: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.466 <sup>a</sup>	.217	.187	.521	1.863

a. Predictors: (Constant), TNA, Training programmes, and Training Evaluation

b. Dependent Variable: Employees' performance

### 5.3.2 ANOVA

A statistical method called the Analysis of Variance (ANOVA) is used to determine if differences in averages across several groups are statistically significant. The main goal of this study is to determine how training needs assessment, training programmes and training evaluation affect employees' performance, the dependent variable. The analysis's significance value which is  $p \leq 0.000$ , and predictor variables offer helpful insights into the model's general applicability.

**Table VI: ANOVA<sup>a</sup> Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.792	3	1.931	7.114	.000 <sup>b</sup>
1 Residual	20.899	77	.271		
Total	26.691	80			

a. Dependent Variable: Employees' performance

b. Predictor: (Constant), Training Programmes

Table VI displays the goodness of fit outcomes for a linear multiple regression model, wherein the dependent variable is denoted as TP the predictor. The statistical analysis yielded a substantial association between the predictor and employees performance, as evidenced by the F statistic ( $F = 7.114$ ,  $p \leq 0.000$ ). This suggests that the model had statistical significance or demonstrated a good fit.

### 5.4 Regression Results

Regression models are frequently utilised as a statistical analysis instrument in educational research. This tool is designed to facilitate the correlation analysis among multiple variables. Regression models are a common practice to better comprehend the relationship between a dependent variable and a collection of independent factors (Pandis, 2016). The commencement of a regression analysis entails the formulation of a hypothesis or research inquiry regarding the association between the variables under investigation.

The present study utilised multiple linear regression analysis to examine the correlation between training process and employees' performance. This research utilises multiple linear regressions to examine the influence of training process on improving employees' performance. The model operates under the assumption that the errors demonstrate

homoscedasticity, which refers to the constant variance of the errors. Furthermore, the model suggests that the association between the dependent and independent variables is characterised by linearity and additivity. The expected value of the dependent variable can be expressed as a linear equation concerning each independent variable while holding the other variables constant.

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**Table VII: Marginal effect between independent variables and dependent variables**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

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	B	Std. Error	Beta	
1 (Constant)	1.918	.464	4.131	.000

The research employed a multiple linear regression analysis to investigate the influence of predictor variables on the dependent variable, employees' performance. The findings in Table VII demonstrate that the predictor variable, specifically training programmes and had a statistically significant influence on the dependent variable, employees' performance. Furthermore, it can be observed that the variable training programmes demonstrated a statistically significant positive predictive impact on the dependent variable. This is evident from the calculated Beta value of 0.214. These findings suggest that the variable training programmes exhibited the first greatest level of predictive efficacy about the criteria variable employees' performance.

This study examined the extent to which training programmes has an impact in employees' performance. The examination of the correlation and regression results revealed a statistically significant positive association between training programmes and employees' performance at Bukombe district council. Therefore, it can be deduced that the study question can be addressed by confirming that availability of training programmes positively impacts employees' performance. These findings are in concurrence with those by Kumar *et al.* (2022) who found that, there is a clear correlation between training and growth, e-learning, information management and success.

The study seeks to ask respondents on the kinds of training programme attended which were categorized into three; Job training programme, Academic training programme and Study tour. Key informants reported that:

*"Bukombe District Council has been organizing several kinds of on and off the job trainings such as orientation programmes, tailor-made programmes, workshops, job rotation, academic/professional programmes, study tours and distance learning."*

### 5.5 Discussion of the Findings

This study aims to identify the influence of training programmes in employee performance using Bukombe district employees as a case study. The research question was answered through correlation tests, which showed that training programmes are statistically significant in influence employee performance. The results of this study support previous studies such as Kumar *et al.* (2022) which found that training and development, as part of HRM practices, are significantly related to employee performance and will improve organizational success.

Theoretical contributions of this study include clarifying the contradiction of the relationship between training & development, employee performance, and job satisfaction among local government staff. Theoretically, it informs that training & development and employee performance do influence performance and job satisfaction. This study focuses

Training programmes	.214	.082	.262	2.617	.011
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a. Dependent Variable: Employees performance

on only training needs assessment, training program, training evaluation and employee performance, supporting the Instructional Design Theory (IDT) which is guiding this study that sets training frameworks, steps and activities to create effective and engaging learning experiences for enhanced professional development (Merrill, 2013).

Practical contributions of this research can assist organizational management in understanding the type of human resource practices to concentrate on for staff job satisfaction and the factors of HRM that influence their worker or personal well-being of the working environment. It can support organizations in understanding to what extent training & development, employee performance uplift and enhance worker performance and increase business growth for both side benefits. It also helps inform association management that training & development and employee performance are equally significant in overall HRP for the management of any organization.

## 6 Conclusion and Recommendations

### 6.1 Conclusion

The study reveals that training programmes Bukombe District Council significantly impact employee performance. The positive correlation coefficient between training programmes and employee performance indicates that these programmes have led to improved customers' complaints handling making them satisfied, efficient resource use, thereby enhancing the council's overall success.

### 6.2 Recommendations

The management should enhance training programmes, particularly through study tours to other district councils, to provide employees with a better understanding of their daily operations. The training facilities should be tailored to the nature of employees and the training program, facilitating the transfer of skills and knowledge to their working environment. The management should also secure sufficient funds to support the entire training process and provide adequate facilities for employees to use after training. Employee involvement in training program planning can lead to innovation and reduce resistance to programmes they find unvaluable.

## 7 Areas for Further Studies

The study focused on Bukombe District Council. It suggests further research in similar councils to determine if training programmes influence performance and if other factors contribute to underperformance. The study may also focus in understand the reasons behind these underperformances.

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