

The Effects of Training on Employees' Performance in Public Institutions: A Case of Arusha Municipality, Tanzania

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Abstract: This study examined the effect of employees training on employee's performance in Arusha Municipality. A sample of 80 respondents was selected through purposive, probability and simple random sampling procedures, 80 respondents filled the questionnaire which was validated through expert in public sector. Reliability test yielded the Cronbach's Alpha of above 0.7 meaning the questionnaire was reliable for data collection. Data was analyzed through descriptive and inferential statistics to determine the effects of employees training on job performance. The study observed that training have strong effect on employees' performance. This was indicated by the fact that respondents regarded positively with strength the relationship of training and job performance. Training strategies was another investigation in this study. Short courses training and seminars were more preferred to respondents than forum and workshops for building capability of the trainees. The study recommended that public institutions should increase financial resources allocations to employees' short course training and seminars to adequately equip workers with high capability. From time to time, the Arusha Municipality should be reviewing its human resources development plans to cater for the new demands of the customers of an institutions' plans so that whenever it send employees for training should aim at filling the identified gaps or fixing an observed development opportunity. The Arusha Municipality should constantly make assessment and ensure its performance stability prevails with the required skills of employees.

Keywords: employees' performance, training strategies, career development, motivation, job satisfaction, workers engagement, public institutions

I. INTRODUCTION

The nature and extent of employees 'productivity and performance has been the major concern and focus of attention in much of the literature on human resources management. The institutions' survival, competitive advantages, and performance in the world depends on the ability of workforce (Kazim, *et al*, 2017). Training has become one of the crucial strategies to improve performance of workforce. Improved capabilities, knowledge and skills of the talented workforce has proven to be a major source of capacity building to human resources for organization productivity and competitive advantage in a global market, (Martin, 2015). To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires

effective training programs that may also effect employee motivation and commitment (Elnaga & Imran, 2013).

Several studies and reports have shown the benefit of training in improving the employee's performance. For instance Bhat (2013); Hanushek (2013); Khan (2015) and Hassan, (2011) postulate that, training affects employees job performance positively. The studies opine that trainings are significant in building and developing the productive potentials of the human being. The reports of WEF (2017) and World Bank (2018) specifically narrate that training generates skills, impart or add knowledge, facilitate innovations, creativity and corrects wrong conceptions about attitude and work practices.

Even at country level, training is appreciated in contributing to strong influence on the performance of the workers and the economy. This is because of the generally accepted fact that among the major factors of economic growth (Capital, Technology and Labor) two-third of the Gross Domestic Products is generated from labor force and competitive policies (MOFP, 2018).

In view of the fact that public policy does not necessarily cover all aspects of human resources development, that helps people lead and acquire high level of productivity, healthy and creative performance in economic activities, in recent times the emphasis has shifted to public policy as an engine of human capital formation by looking at education policy, health policy and policy of science and technology aspects Mchele, (2015); MOEST, (2018).

The consequence of this plethora is that training as a measure of human capital investment through public policy can quietly be used to adequately explain workers' performance in institutions and long term economic growth. Recently, Agenor, (2013); Kazim et al, (2017) and Barslund, (2019) developed a class of achievement indices which are non – linear function of the human resources productivity indicators. They examined the effect of government interventions in terms of training (represented by the expenditures per trainees) as a percentage of GDP on the per capita income. They found statistically significant positive relationship between human capital investment through training and per capita income, although the multiple correlation coefficient was rather low (Bok, 2013).

Studies conducted in the Europe, Asia and USA found that training is necessary for the employee's performance. It was demonstrate certain conditions favorable for human capital effectiveness on productivity performance includes training, quality of education, strength of legal system on intellectual property rights and efficiency of the capital markets (Barslund, 2017; Bassanini and Scarpetta, 2001; Diebolt 2019).

Due to the public policy reforms taking place worldwide, public organizations are striving to increase the quality of their human capital to respond to sustainability and competitive structures that are put in the economies' systems. Studies in job training strategies have captured attention in the minds of multiple scholars even apart from human resources; there are fields of management, psychology and practitioners (Biason, 2014). Proponents of job training and institutional performance constraints explain the prosperity scores in some organizations arguing that a secular stronger increase in the employees' training and education relative to low realized training rates can lead to an erosion of institutions' stability.

Employee training and job performance are two concepts having relationship in the working environment and practiced together by Human Resources Department. The relationship occurs as formal institutions and organizations struggle to obtain good performance of workers, implementation of capacity building to employees is conducted to meet their goals (Akila, 2012). One of these goals is sustainability in delivering highly productive labor services in an industry. In addition, standard employee training and competitive advantages in organizations or institutions omit violation of laws, rules, and rights of employees in working areas.

In the World of competition, employers are hiring employees for the aim of making profit and long term survival of the organization or institution. This emerges in the modern societies where observation and respect of the value of money and customers in the society is given prominent place. Therefore, for most of organizations and institutions to remain in the market system and achieve good development of their goals, good practice of the concept of the relationship between Employee training and job performance must be implemented. Implementation of these measures will help both, organizations or institutions and employees to work not only for the immediate goals but also for long term objectives (Armstrong, 2011).

When taking the developed and developing countries comparatively across the world, European countries like Italy, Belgium, United Kingdom, Germany and Sweden have continuously taken and discovering initiatives of promoting training measures for their public institutions and thus are ranked as the leading longest existed institutions in the world (Barslund, 2017). Although some of these institutions have more than two hundred years in operation but still are reputable to have sources of sound human resource services to customers in the world.

According to the United Nations Education, Science and Culture Organization (2014), the technological innovations and reputable human resources in education contribute to around 60% of the global output (GNP). This current record of output generation is a result of increased level of human productivity. The report further ascertains that the expected contribution of human capital productivity to total GNP will reach 63% by 2030 (UNESCO, 2017).

In less developed countries that undergo development process at their respective stages, higher public institutions are critically constrained by the challenge of surviving with stability for long time as other institutions in the developed world. Feinstein, (2002); and Oshagbemi, (2000) argue that the problem of low skills, capabilities, knowledge and expertise are the major threats to workers long term commitment in an institution which could be used to explain staffs turnovers and relocations between institutions in LDC.

Hamid, Subaini and Zaaba (2017) study in Malaysia, affirmed that there was a positive relationship between training and employee performance. The study concluded that employee knowledge, skills, ability, competencies and behavior is more practical when employees are engaged in training. In addition, it was also observed that training alters the behavior of employees in a direction that will achieve organizational goals and help to reconcile the gap between what should happen and what is happening to increase the level of performance.

According to Rajendran and Chandramohan, (2010) thoughts of pull and push factors operating in the higher public learning institutions can be perceived to explain the phenomenon of staff development policy which can be considered as one of the key factors for success and competitive advantages. Even though this might be true to every institution, however, Kumar (2017) reports that the syndrome which has resulted to frequent changes in development policies has potentially limited the establishment of stable institution policies that can suitably stipulate long term human capital investment and commitment among countries.

The study by Adeyi, Okere, Apansile and Okafor (2018) in Ghana confirmed that, organizations have a comprehensive policy on training were linked to performance, hence, training needs assessment to be conducted out often to enhance employee performance. The study also confirmed that employee retention at Covenant University (CU) and Bells University of Technology (BellsTech) Ota, is influenced by training and development opportunities relevant to workers, especially since the training enhance workers' performance. The study concluded that training and development programs are vital in businesses since they significantly impact performance.

On the East African context, the importance of the training strategies for sustained workers' performance, innovation, and competitiveness has become more and more profound over time. The number of employees recruited for training each

year in institutions has increased dramatically during the last decades (Kiet, 2018). Since their effects are apparent, it therefore seems logical to study the strategies these institutions need to make or can make in an increasingly competitive environment. As a result of training strategies on the performance competitiveness, innovative measures can be devised to ensure that the public institutions are performing better as they serve critical social services for the public welfare.

One of the leading countries of workers performance competitiveness within the East African Community (EAC) experiences demonstrations and strikes of lecturers and professionals frequently at least in the past five years with training as among the objectives (Kiet, 2018). Following this trend, a large number of studies that explain and describe the training decisions can ensure strategies for sustained performance and competitive advantage of public institutions. As a result of these studies, relatively much is known about training decisions (see for an overview of this literature (Pellenberg et al. 2002).

In Tanzania, over the years the Government has been emphasizing on the need for Government employees to continuously undergo training. A key policy statement on the importance of training in the public service is the Public Service Management and Employment Policy (PSMEP) of 1999 (revised in 2008, p.19) which states “all Public Service organizations shall develop a training programme, based on the skills requirements as identified in their human resource plans”. The programme shall be directed to the outcomes or to actual utility of the training program (Mchele, 2015).

However, much less research focuses on the effects of training in public institutions. This is remarkable since the importance of the geographical and organizational position of these institutions explain much of their performance, and especially sustainability performance, has become more and more profound over time Cohen, (2012): Kiet (2017). It seems plausible that the connection between human resources training and the access to resources and knowledge that would not be accessible (or only accessible at higher costs) through the market leads to both economical as well as innovative advantages for public institutions.

The importance of having both a high level of developed human capital and potentials of attracting human resources on sustaining competitive power has been substantiated empirically (Ahuja 2010; Bell 2015). In carrying out workers training, there are several different strategies an institution can follow with regard to its organizational position. The viability of each of these strategies is depending on the level of closeness in its current organizational position.

Firstly, Aswini (2017) argues that training practices can be the main factor for the success of a firm, which justifies their evaluation through research. It has also been suggested that human resource management and training practices on organizational performance has been an important topic of

research recently (Al-Mzary, Al-Rifai & Al-Momany, 2015). A decrease in the performance of the employees in an institution can contribute to the termination of the existing poorly performing workers. This, however, is a major disinvestment for an institution if it invested on that human resource (Gulati and Singh 2008). Furthermore, to these left institutions it poses a challenge in building new human resources as it takes a lot of funds, effort and might prove difficult (Park and Russo 2006; Pangarkar 2003).

Secondly, Nassazi (2013) argues that, there is no doubt that organizations worldwide are striving for success and out competing those in the same industry. The study affirms that training for employees brings employees satisfaction and good performance of their duties. In order to do so, organizations have to obtain and utilize her human resources effectively. Organizations need to be aware of face more realistically towards keeping their human resources up-to date. In so doing, managers need to pay special attention to all the core functions of human resource management as this plays an important role in different organizational, social and economically related areas among others that are influential to the attainment of the organizational goals and thus organization successful continuation in the market.

Thirdly other studies like Hassan (2011), Khan, (2015), Shem and Ngussa (2017) have confirmed that job training has tremendous positive effect on job performance. Shem and Ngussa (2017) for instance investigated the effect of training on employees’ performance in higher learning in Arusha City. It was established that, training enhances employee engagement in change processes, innovation and better performance. In the other hand, Hassan (2011), studied the impact of training and development on the performance of administrative staff in the public sector organizations at the Second Vice President’s Office-Zanzibar. Another current study by Nzowa (2020) on non-monetary motivational factors on teacher’s job satisfaction, mention training as one of the effective factor that motivate employees as it promotes their performance and job satisfaction. These results indicated that training had a positive impact on the performance of employees. These literatures therefore proves that training improves the employees’ performance.

1.2 Study Objectives

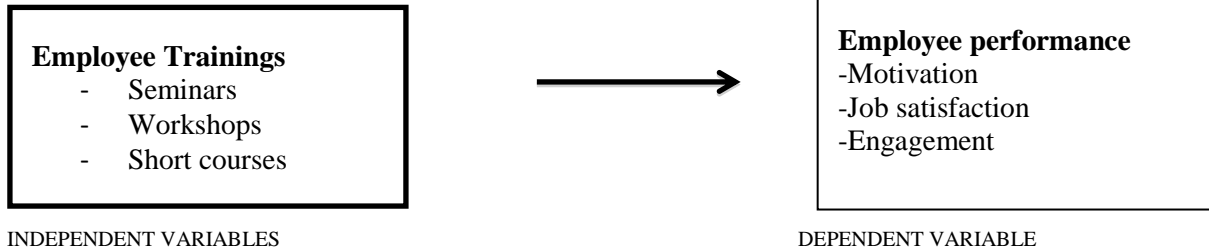
The study was guided by the following objectives:

- i. To investigate the extent to which employee training improves employees’ performance in public institutions in Arusha Municipality.
- ii. To assess the employees perceptions on effectiveness of training on employees’ performance in public institutions in Arusha Municipality.
- iii. To examine the relationship between the employees’ training strategies and employees’ performance in public institutions in Arusha Municipality.

1.3 Conceptual framework

Employees’ training practices are the key to employee’s performance in an organization. The training strategies

covered in this study are seminars, workshops, forum, and short course training. These employees’ training strategies lead to employees’ performance.



Source: Researcher Computation, 2019

II. REVIEW OF RERATED LITERATURE AND STUDIES

This section presents a theoretical review of the theories and the approaches that are linked to the current study which were Institutional Theory and the motivational-hygiene Theory. These Theories are complementarily used in developing the analytical framework model and the underpinned hypotheses that guided this study.

2.1 The Institutional Theory

The Institutional Theory (IT) is a body of theoretical paradigm in organizational management that emerged in 1970s in USA whose emphasis is on dependence of modern organizations on their environments (Edward, 2007); Goddard et al, 2015). It developed as revolution from the pre-1970s theoretical ideas which viewed human activity as highly embedded in Institutional context, individuals being perceived as creatures of habit (Meyer, 2007), groups as controlled by customers and society viewed to be organized around culture that determines their stability and dynamics (Maguire & Hardy, 2006).

The Institutional Theory portrays that organizational pressures constrain management and leadership to training of workers, and practices in the organizations and determine effective resource management, cost reduction, accountability and transparency, service delivery values Dean et al (2002). The Institutional Theory puts clear that in the public institutions, contrary to economic theory, where laws and regulations often dictate the choice of human resources methods, interest maximizing their utilizations bureaucrats may not independently have the political influencing or organizational power necessary to change training practices of governmental institutions Dacin et al, (2002), so that only institutional factors mentioned operate to bring this behavior of desire for employers to give workers trainings or effecting performance and change.

2.2 The Motivational Theory

This theory of employees’ performance is underpinned in the assumptions used by several scholars like Abraham Maslow (1943); Hunt, (2000); Rabah (2015); and Wang (2018). According to the Maslow hierarchy of needs theory that was developed by Abraham Maslow (1943) looks at employee’s

job attitudes or behaviors in understanding how humans are motivated to work. This theory explains that people will be unlikely to perform as healthy individuals as well adjusted works if they grow in working conditions that do not meet their needs specifically.

The theory describes five types of needs that are ordered in such a way that are activated in a hierarchical manner from lowest to highest. The arrangement of needs required that the first needs must be satisfied then the second, the third, fourth to the last five. In literature, these five needs are grouped into deficiency needs that include psychological, safety, social needs and growth needs that constitute self-esteem and self-actualization.

2.3 Types of Training given to Employees in Public Institutions

Training is very important tool for the organization to improvise the performance of all the personnel for organizational growth and success. The effect of training on employee and organizational performance may be both direct and indirect. According to Elnaga and Imran (2013), training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization.

Muganyizi (2018) postulates that, employees competencies have to be improving through effective training programs. Employees training does not only improve overall performance of an employee in current jobs but also increases employees attitude, skills and knowledge for the future job, thus contributing to superior organizational performance. The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Shem and Ngussa, 2017).

Angela (2014) argues that, training influences employee performance and engagement in a number of ways. It has

showed that training enhances employee performance and engagement in change processes which in turn influences positively the employee and organizational performance. The study showed that as a measure of engaging in change process, the top level management and non-management management staff are more likely to be induced in taking new tasks compared to those in the middle level management after undergoing training. Similarly training most likely motivates the top level to be committed to taking initiatives in helping other employees.

Afroz (2018) suggested that training process was a more job oriented that could change employee attitudes and behaviors that motivate them to increase their knowledge and understanding of the job according to the dynamic corporate environment. After measurement level of performance after being trained, it also revealed that there were impacts of training on employee performance on their jobs. Therefore it was presumed that training was positively related to job performance of employee.

2.4 The Significance of Training on Employees' Performance in Public Institutions

According to Sultan (2012), training programs are basically categorized into two that is on the job and off the job trainings employees who undergo on the job training are said to be better performers as compared to their counter parts who undergo off the job training. This is attributed to the vast job experience, which increases in the both skills and knowledge. However, a complementary relationship was found between receiving on the job training and receiving off-the-job training.

Yarrow (2018) postulated that training needs are essential for an organization. Organization does not identify and assess employees need for training more often. In addition there is a need for the organization to train its employees as soon as they finish evaluating them as a remedy to help them perform better. It was also established that the organization needs to value the needs of the employees and strive to better them every day in order to improve their performance.

The organization does not take into account both individual and operational needs when carrying out organizational assessment. Training and development needs of employees should be a continuous improvement process, as this will strengthen the employees and impact on their overall performance. Many smaller organizations worry that training is out of their budget. Larger organizations also often assume that training initiatives require a huge budget, months of planning and dedicated time and resources that they simply don't have available.

Halwawi and Hydar (2018) opined that different training programs are important among employees as they have been utilized to achieve the needs of individual employees and that of the organization. Therefore, institutions and organizations should make critical assessment of the type of training in

relation to the target of the training. In America, the study done by Halwawi & Hydar (2018) revealed that there is an importance of training programs among employees as they have been utilized to achieve the needs of individual employees and that of the company. The findings revealed that training programs for employees benefit from new skills and advancement.

2.5 The extent to which Training improves Employees Performance in Public Institutions

Training is mainly concerned with the improvement and upgrade of the skills and knowledge of the employees, which ultimately adds into the job performance (Sendawula, 2018). Training is one way of increasing an individual's productivity. In the training process, employees acquire technical skills, interpersonal skills and solid knowledge in order to perform their jobs efficiently and effectively at the workplace and lack of ongoing training programs leads to lower performance of employees.

To a high extent, training has become one of the strategies to improve performance of workforce for competitive market. Improved capabilities, knowledge and skills of the talented workforce have proven to be a major source of competitive advantage in a global market. To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment (Elnaga& Imran, 2013). Several studies have shown the benefit of training in improving the employee's performance. Bhat (2013) postulates that, training effects employee's job performance positively. Training is a motivational factor which enhances the knowledge of the employee towards the job by which employees become proficient in their jobs and they become able to give better results. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance.

Hogarh (2012) postulates that, the quality of the human resource of an organization is essential to its success, thus, every organization must seek to improve the quality of its workforce. One way of achieving this is through training. The importance of training can only be appreciated with a clear understanding of its direct impact on employee performance. An improvement in employee performance also leads to an improvement in the company's performance. Similarly, Martin (2015) argues that, employee training is one of the most important ways to drive productivity in the workplace. Well-trained employees will not only work efficiently but they will be happier at work. So as to make sure training is productive; employee training should be tailored to both the organization's needs and the employees' preferences. By aligning training with both business and employees' needs, the organization can successfully organize and implement an effective employee training program.

2.6 The Significance of Training on Employees' Performance in Public Institutions

Saeed and Asghar, (2012) conducted a study on the effect of training on employees performance. It was shown that, training is a type of activity, which is planned, systematic and its results enhance the level of skills and knowledge that are necessary to perform work effectively. Today, in business environment the awareness of training increases as compared to previous time. To survive and succeed in the fast-changing competitive environment, banks need to organize, develop and manage their human resources effectively. Licombe (2018) on the other hand studied the effect of training on employee's performance at TTCL. The results show that training can be done into two types of training namely; internal and external. Basing on the findings however, a large percentage of staffs were trained internally. This is a sign that TTCL training and development policy encourages internal training.

The study further revealed that, institutions develop training methods that meet their objectives, results from this study indicate that on the job training method was mostly used up to the period this study was conducted. On the job training is conducted and preferred by the respondents of the study probably because they meet specific skills that are needed by the organization, additionally, skills gained through on the on the job training directly relate to the requirement of the job.

2.7 Empirical Literature Review

There is substantial previous empirical studies and published literatures on employees training in public institutions Kumar (2007); Anitha (2014) and others who have successfully verified the significance of employees training strategies on employees performance in different countries. Recent studies for example by, Gallup (2005); Abraham (2012); Rana and Chhabra (2011); Garg and Kumar (2012) have expounded why employee training has gained attention across many organizations with biasness to high productivity and improved performance excellence.

Training given to Employees in Public Institutions

The study by Sendawula (2018) confirmed that training and employee engagement significantly predict employee performance by 44.7%. Training was found to be a major predictor of employee performance. The results also indicate that there is a significant positive relationship between training and employee performance. Results further indicate that there is a significant positive relationship between training and employee performance.

Similarly, the study by Elnaga and Imran (2013) established that training is one of the vital human resource management practices that positively affect the quality of the workers knowledge and skills and this results in higher employee performance on job. Several training practices can be used in order to enhance employee job performance, which results in improving the performance of the organization as a whole.

Thus, training practices can be the main factor for the success of a firm, which justifies their evaluation through research. Influence of human resource management and training practices on organizational performance has been an important topic of research recently (Al-Mzary, Al-Rifai & Al-Momany, 2015). Another study by Singh and Mohanty (2012) revealed that training has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive training. Indeed, literatures indicate that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes.

III. METHODOLOGY

This section discusses about the methodology used in the study. It further explains the design, population and sampling procedure and ethical consideration. The study employed descriptive correlational design.

3.1 Design

Among the two common types of correlation research designs (Explanatory) this study used the predictive as the aim of study is to explain the employee training in relation to employees' performance. Specifically, the researcher's aim is to see and establish the connection, degree of association, and influence between each identified training strategies on employees' performance (Mugenda & Mugenda, 2003).

3.2 Population and Sampling

Population of the study can be defined as the population to which a researcher wants to generalize the results of the study. Population may involve a larger group of people, institution or things that has one or more characteristics in common on which a study focuses. It consists of all cases of individuals or elements that fit a certain specification (Kothari 2004). The target population for this study included the public institutions employees in Arusha Municipality. According to the statistics from the Arusha Municipality (2019) the current number of workers total of 189 employees. From this institution a sample of 80 was drawn. According to Fraenkel and Wallen (2009) the minimum acceptable sample size for correlation study is not less than 30. These also add that, the data which is obtained from a sample smaller than 30, may give inaccurate result of the degree of correlation.

3.3 Validity and Reliability

Validity of research instrument means the instrument measures what it is supposed to measure. To establish the validity of the questionnaire, expert judgment was used. A team of research experts from the University of Arusha looked into the questionnaire against research questions and gave advice on how to improve it before data collection took place. The researchers incorporated all suggestions given then continued with data collection exercise. Reliability, on the other hand is defined by Gay, Mills and Airasian (2006) as the degree to which a study data consistently measure whatever

they measure. The researcher carried a pilot study within Arusha Municipality council to check the relevance and effectiveness of the questionnaire prior to data collection. Data was analyzed through Statistical Package for Social Science (SPSS) to establish acceptable reliability whereby the cut off point for acceptable reliability was .700.

Table 1: Reliability Analysis Results

SN	Variable in Question	Cronbach's Alpha	Status
1.	Employees training	.911	Reliable
2.	Employees motivation	.776	Reliable
3.	Job satisfaction	.671	Reliable
4.	Workers' engagement	.843	Reliable

According to results in table 1, the Cronbach's Alpha for the employees training was .911, for employees' motivation was .776, for job satisfaction was .671 and for workers engagement was .843. Therefore, it was concluded that the questionnaire was reliable for data collection.

3. 4. Ethical Considerations

The study undertaking observed all ethical issues involved in research and publication. An ethical research committee from form the University of Arusha confirmed that the questionnaire instruments were ethically fit for data collection. Then permission was obtained from Arusha Municipal authority before the distribution of the questionnaire to the respondents took place. Anonymity and confidentiality were ensured in the questionnaire whereby respondents did not expose their names and were free to withdraw from filling the questionnaire. Finally, data was used only for intended purpose and not otherwise.

IV. DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

This chapter presents the data analysis and discussion of the findings. Data presentation is organized deductively into themes based on the study objectives namely, (1) To investigate the extent to which employees training improves employees' performance in public institutions in Arusha Municipality (2) To assess the employees perceptions on effectiveness of training on employees' performance in public institutions in Arusha Municipality (3) To examine the relationship between the employees' training strategies and employees' performance in public institutions in Arusha Municipality. The sub-themes were developed inductively based on the issues that emerged from the data.

In order to obtain in-depth information for the present study, questionnaire was administered to employees of Arusha Municipality. The first two research questions were analyzed through descriptive statistics in terms of mean scores while the third research question called for hypothesis testing and therefore was analyzed through inferential statistics.

Therefore, data analysis is divided into descriptive and inferential statistics:

The results of the first two research objectives are presented below in themes that were established from the analyzed data of respondents. The following table 2 summarizes the six sub-themes that emerged in the study.

Table 2: Main Themes and Sub-Themes

S/N	Main Themes	Sub-Themes
1	The extent of effects of employees' training on employees' performance in public institution.	4.1.1. The extent of effects of employees' training on employees' motivation in public institution. 4.1.2. The extent of effects of employees' training on employees' job satisfaction in public institution. 4.1.3. The extent of effects of employees' training on employees' job engagement in public institution.
2	The employees' perceptions of effects of training on employees' performance in public institution.	4.2.1. The employees' perceptions of effects of training on employees' motivation in public institution. 4.2.2. The employees' perceptions of effects of training on job satisfaction in public institution. 4.2.3. The employees' perceptions of effects of training on job engagement in public institution.

4.1 The extent of effects of employees' training on employees' performance in public institution.

In this theme, the researcher aimed at investigating the extent to which employees training improves employees' performance in public institutions in Arusha Municipality. The data were gathered through questionnaires administered to the, employees of Arusha Municipality also documentary review was conducted to see in the open performance review appraisal system (OPRAS) from 2016, the following sub-themes were developed;-

4.1.1 The extent of effects of employees' training on employees' motivation in public institution.

The research findings revealed that the rate of employees' customer attendance, services delivery, and time arrival to work which form the elements of motivation performance was extremely high. The study shows that writing warning letters to employees for disciplinary measures has declined to a greater extent. The study discovered in the reference files of the Municipality office of registry that "employees who join public institutions face challenges if not coached can easily discourage them in commitment to serve the public interests"; therefore as soon as they are recruited in the public services employees are provided motivational training.

Table 3: Extent of effects of employees’ training on employees’ motivation

SN	Item	N	Mean Score	Interpretation
1	Employees’ training has enhanced customer attendance	80	4.3862	Strongly Agree
2	Employees’ training has enhanced services delivery	80	4.4862	Strongly Agree
3	Employees’ training has enhanced time arrival to work	80	4.5345	Strongly Agree
4	Employees’ training has reduced writing warning letters to employees	80	4.5862	Strongly Agree

Source: Field Data (2019)

Analysis of data summarized in Table 3 shows that a total of 80 respondents were asked to describe their opinion about the extent of employees’ training effects on employees’ motivation in four items showing the key functional areas of the organization. The first item required respondents indicate their level of agreement on training effect for enhancing customer attendance that show the level of extent of effects. The mean score was 4.3862. This indicates that the respondents strongly agreed. In the second item respondents were required to state their level of agreement about enhancing service delivery. The mean score for this statement was 4.4862 which entails that the respondents strongly agreed.

4.1.1. The extent of effects of employees’ training on employees’ job satisfaction in public institution.

While job satisfaction to employees is another important variable that can result from employees training, Table 4 indicates perception of employees in public institutions toward the extent of effects of employees’ training on job satisfaction. As seen in the table, mean score for all items was between 4.00 and 4.90 denoting strong agreement with the statements. Particularly, respondents agreed that they have acquired innovative skills through training that have highly contributed to maximizing their job satisfactions.

Table 4: Extent of effects of employees’ training on employees’ job satisfaction

SN	Item	N	Mean Score	Interpretation
1	Employees’ training has enhanced acquisition of innovative skills	80	4.5862	Strongly Agree
2	Employees’ training has promoted retention	80	4.2862	Strongly Agree
3	Employees’ training has enhanced clear job expectations	80	4.4345	Strongly Agree
4	Employees’ training has enhanced clear job procedures	80	4.2862	Strongly Agree
5	Employees’ training has enhanced job coaching	80	4.7032	Strongly Agree

Source: Field Data (2019)

The research revealed that the rate of employees’ retention, clear future expectations of their work, clear job procedures, job coaching, which form the elements of job satisfaction

performance that were extremely highly rated in connection to the trainings which employees undergo.

4.1.2. The extent of effects of employees’ training on employees’ job engagement in public institution.

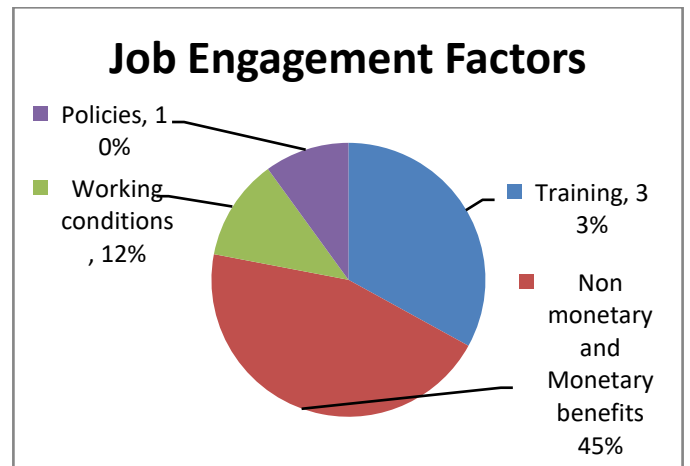
While job engagement to employees is another important variable that can result from employees training, Table 5 indicates perception of employees in public institutions toward the extent of effects of employees’ training on job engagement. As seen in the table, mean score for all items was between 2.50 and 3.49 denoting agreement with the statements. Particularly, respondents agreed that they have acquired innovative skills through training that have highly contributed to maximizing their job satisfactions.

Table 5: Employees job engagement factors

SN	Item in the Questionnaire	Min.	Max.	Mean	Interpretation
1.	I’m engaged in job at the institution as qualities obtained in training	1.00	4.00	3.28	Agree
2.	I acquired clear job engagement due to non & monetary benefits	1.00	4.00	3.48	Agree
3.	I’m engaged in jobs due to policies underpinning the organization	1.00	4.00	2.54	Agree
4.	I have acquired job engagement from good working conditions	1.00	4.00	2.63	Agree

The study found that the job engagement of employees in public institutions is mainly caused by monetary and non-monetary benefits; policies underpinning the organization, working condition, and training are the factors due to which the employees decide to fully involve in the organization. Nevertheless, of these mentioned factors training was rated as the second factor with 33% of the respondents behind monetary and non-monetary benefits with 45%, working conditions 12% and policies underpinning the organization 10% as illustrated in the figure 5.

Figure 2: Pie chart showing factors contributing to job engagement in Arusha Municipality



Source: Field Data (2019)

4.2 The employees’ perceptions of effects of training on employees’ performance in public institution.

In this theme, the researcher aimed at assessing the employee’s perceptions on effectiveness of training on employees’ performance in public institutions in Arusha Municipality. The data were gathered through questionnaires administered to the, employees of Arusha Municipality also documentary review was conducted to see in the open performance review appraisal system (OPRAS) from 2016, the following sub-themes were developed;-

4.2.1. The employees’ perceptions of effects of training on employees’ motivation in public institution.

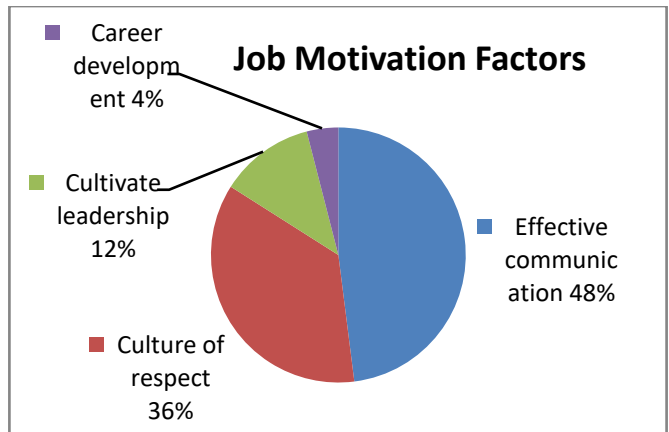
While job motivation to employees is another important variable that can result from employees training, Table 6 indicates perception of employees in public institutions toward the motivation effects of employees’ training on job performance. As seen in the table, mean score for all items was between 2.50 and 3.49 denoting agreement with the statements. Particularly, respondents agreed that they have acquired motivation experiences specifically when obtained the training.

Table 6 Employees job motivation effects

S N	Item in the Questionnaire	Min.	Max.	Mean	Interpretation
1.	Employee training have produced effective communication at work	1.00	4.00	3.28	Agree
2.	Employee training have produced high Morales at work	1.00	4.00	3.48	Agree
3.	Employee training have produced culture of respect in this institution	1.00	4.00	2.54	Agree
4.	Employee training encourages culture of respect in this institution	1.00	4.00	2.63	Agree

The study found that the job motivation of employees in public institutions is mainly explained in the areas of training as engines of producing effective communication, culture of respect, high Morales and encouraging honesty at work. Nevertheless, of these mentioned factors training was rated as a strong factor in effective communication by 48% of respondents, and culture of respect by 36% of respondents relative to other elements.

Figure 3: Pie chart showing training factors contributing to job motivation in Arusha Municipality



Source: Field Data (2019)

Of 80 respondents, 12% also agreed that they attended seminars and workshops to gain knowledge on how to cultivate leadership role and 4% for career development. Therefore, this indicates that training aspect is a key strategy that can be used to influence job motivation of employees at the Arusha Municipality.

4.2.2. The employees’ perceptions of effects of training on job satisfaction in public institution.

While job Table 7 satisfaction to employees is an important variable that can result from employees training, indicates perception of employees in public institutions toward the job satisfaction effects of employees’ training on job performance. As seen in the table, mean score for all items was between 2.50 and 3.49 denoting agreement with the statements. Particularly, respondents agreed that they had experiences of job satisfaction specifically when obtained the training.

Table 7 Employees job satisfaction effects

S N	Item in the Questionnaire	Min	Max	Mean	Interpretation
1.	Employee training have increased my non and monetary benefits	1.00	4.00	3.28	Agree
2.	Employee training have contributed to change of my job ranking	1.00	4.00	3.48	Agree
3.	Employee training have resulted to job promotion to me	1.00	4.00	2.54	Agree
4.	Employee training has increased my status of value in the institution	1.00	4.00	2.63	Agree

The study found that the job satisfaction of employees in public institutions is mainly explained in the areas of training as engine of increasing monetary and non-monetary benefits rated by 94% of all respondents, job ranking rated by 62% of all respondents and promotions rated by 73% of all respondents.

4.2.3. The employees' perceptions of effects of training on job engagement in public institution.

While job engagement to employees is an important variable that can result from employees training, Table 8 indicates perception of employees in public institutions toward the job engagement effects of employees' training on job performance. As seen in the table, mean score for all items was between 2.50 and 3.49 denoting agreement with the statements. Particularly, respondents agreed that they had experiences of job engagement specifically when obtained the training.

The study found that the job engagement of employees in public institutions is mainly explained in the areas of training as engines of increasing possibility of employees being attached to decision making 45% of all employees in the sample, leadership 26% of all employees in the sample, engaged in committees 38% of all employees in the sample and assigned certain office tasks 14% of all respondents.

Table 8 Employees job engagement effects

S N	Item in the Questionnaire	Min.	Max.	Mean	Interpretation
1.	I'm engaged at the institution in decision making due to training	1.00	4.00	3.28	Agree
2.	I acquired clear leadership engagement due to training	1.00	4.00	3.48	Agree
3.	I'm engaged in committee(s) due to training I acquired	1.00	4.00	2.54	Agree
4.	I have acquired job engagement in being assigned certain task	1.00	4.00	2.63	Agree

4.3. Examining the relationship between the employees' training strategies and employees' performance

This research objective three that wanted to examine the relationship between the employee's training strategies and employees' performance in the public institutions called for testing of a hypothesis three which states:

Ho3: There is no significant relationship between the employees' training strategies and employees' performance in public institutions.

Table 9: Training strategies Influencing Employees' performance

		Employees' performance	Seminars	Workshops	Short courses
Employees' performance	Pearson Correlation	1	.334**	.515**	.271*
	Sig. (2-tailed)		.009	.000	.036
	N	60	60	60	60
Seminars	Pearson Correlation	.334**	1	.027	.318*
	Sig. (2-tailed)	.009		.839	.013
	N	60	60	60	60
Workshops	Pearson	.515**	.027	1	.289*

	Correlation				
	Sig. (2-tailed)	.000	.839		.025
	N	60	60	60	60
Short courses	Pearson Correlation	.771**	.318*	.289*	1
	Sig. (2-tailed)	.036	.013	.025	
	N	60	60	60	60
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

The hypothesis was analyzed through Pearson product Moment Correlation Coefficient. Nature of existing correlations between the variables would be either positive or negative and was interpreted based on the following criteria: $\geq .70$ = strong relationship, $\geq .50$ = moderate relationship and $\leq .50$ = weak relationship. With a Pearson Correlation of .334 (Sig. of .009), there is a weak yet positive correlation between seminar training and employees' performance. Therefore, seminar training positively influences the employees' performance.

Furthermore, with a Pearson Correlation of .515 (Sig. of .000), there is a moderate yet positive correlation between employees' performance and workshop training. Therefore, workshop training strategy is a determinant for employees' performance in public institutions. With a Pearson Correlation of .771 (Sig. of .0036), there is a strong and positive correlation between short courses training and employees' performance in public institutions. Therefore, short courses training is an important factor for effective employees' performance in public institutions.

IV. DISCUSSION

The findings of the study show that employees' training have strong effect in ensuring employees' performance in public institutions. This finding concurs with the findings by Majeed, (2017): Hassan, (2011): Khan, (2015) who revealed that employees' trainings work in promoting motivations where workers improve marketing and innovations in service delivery. Also the findings relate with the findings by Memo, et al (2018) revealed that working conditions produces tremendous results on employees' performance of training.

Further, the findings agree with the findings by Khan (2015) who identified that short courses training are of significant value in enabling employees to follow diligently the procedures and policies that are common in public institutions practices. This implies that the rate of services provision in public institutions is desirable and probably demands employees of frequent training due to changing policies, plans, strategies and rules to enhance employees' performance.

Despite the fact that there are key successes of employees' training in influencing employees' performance in public institutions, it was evident in this study that only 15% of the respondents did not attend any form of training. The conditions that make training successful in promoting

employees' job performance are working conditions and leadership or. It was observed that some employees prefer getting short courses training as a most effective form of training relative to seminars, workshops, and forum.

Financial resources plan for training is imperative because of the changing development demand. New innovations, practices and procedures are discovered and old approaches are giving way to new which demand to be grasped by the practitioners. It was discovered that employees preferred variety of trainings and at least after two years they should undergo training. It was also evidenced that some employees had a good number of years with experience and training who had not obtained promotion, however their role of coaching junior employees are appreciated.

V. CONCLUSIONS AND RECOMMENDATIONS

This part presents conclusions and then gives recommendation based on research findings regarding employees' training on the employees' performance in the Arusha Municipality.

5.1 Conclusions of the Study

The findings of the study show that employees' training have strong effect in ensuring employees' performance in public institutions. This finding concurs with the findings by Majeed, (2017); Hassan, (2011); and Khan, (2015) who revealed that employees' trainings work in promoting motivations where workers improve marketing and innovations in service delivery. Also the findings relate with the findings by Memo, *et al* (2018) revealed that working conditions produces tremendous results on employees' performance of training.

Further, the findings agree with the findings by Khan (2015) who identified that short courses training are of significant value in enabling employees to follow diligently the procedures and policies that are common in public institutions practices. This implies that the rate of services provision in public institutions is desirable and probably demands employees of frequent training due to changing policies, plans, strategies and rules to enhance employees' performance.

5.2 Recommendations of the Study

The study recommended that public institutions should increase financial resources allocations to employees' short course training and seminars to adequately equip their workers with high capability. From time to time the Arusha Municipality should be reviewing its human resources development plans to cater for the new demands of the customers of an institutions so that whenever it send employees for training should aim at filling the identified gaps or fixing an observed development opportunity, the Arusha Municipality should constantly make assessment and ensure its performance stability prevails with the required skills of employees.

Despite the fact that there are key successes of employees' training in influencing employees' performance in public

institutions, it was evident in this study that only 15% of the respondents did not attend any form of training. The conditions that make training successful in promoting employees' job performance are working conditions and leadership or. It was observed that some employees prefer getting short courses training as a most effective form of training relative to seminars, workshops, and forum.

Financial resources plan for training is imperative because of the changing development demand. New innovations, practices and procedures are discovered and old approaches are giving way to new which demand to be grasped by the practitioners. It was discovered that employees preferred variety of trainings and at least after two years they should undergo training. It was also evidenced that some employees had a good number of years with experience and training who had not obtained promotion, however their role of coaching junior employees are appreciated.

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