The Effects of Training on Employee Performance: A Case of Tanzania Police Headquarters

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ABSTRACT

Human resources are considered valuable in any organization as they ensure every task is done smoothly. However, if these human resources are not well equipped with the right equipment, techniques and knowledge on how to perform their duties, they cannot be productive, and this is where training comes in as a solution to solving these problems. This study aims to show how training contributes to improved employee performance at Tanzania Police Headquarters. The study was guided by open innovation theory and organizational development theory. The study adopted a case design because it took a short time and was constructed as a single case study of the Tanzania Police Headquarters (TPF). Both probability and non-probability sampling methods were beneficial in helping the purpose underlying this study. The target population was the Tanzania Police Force (TPF) headquarters employees in Dar es Salaam city. The 125 sampled TPF employees were drawn from three nominated departments to offer information in the study using questionnaires, interviews, and literature reviews as instruments of data collection. Data was analyzed using social science statistical package. The findings revealed that in the study area, different types of training were provided to employees such as on job training, promotional training, refresher training, technological training and orientation training. Employees at TPF revealed that training has increased the morale of employees, reduced employee turnover, improved staff retention and improved job satisfaction as well as improved skills which have improved performance. Data findings indicated that the absence of training needs assessment, outdated curriculum, limited facilities; incompetent trainers and insufficient funds were barriers to conducting training. The study concluded that training has increased the morale of employees, reduced employee turnover, improved staff retention and improved job satisfaction as well as improved skills which has improved performance. It was recommended that TPF should establish strong strategic plans to support training and development to employees as well as reduce hindrances facing the proper utilization of training and all these can be considered when there is a strong policy for training and evaluation of training needs assessment.

Keywords: *Employee Performance, Productivity, Training*

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I.INTRODUCTION

Organizations worldwide have endeavoured to leverage the enhanced competencies, expertise and potential of their skilled labour force to establish a competitive advantage to increase employee's capacity, knowledge and desired skill set. Managers in charge of human resource training provide various training programs and place employees to carry out their duties. Abu Daqar and Constantinovits (2021) assert that these training programs assist in encouraging employees to become more committed to their work in addition to helping them become more familiar with their responsibilities. According to Al-Omari et al.(2020), companies create training programs to ensure that their staff members carry out their duties accurately and in compliance with established guidelines. Employee potential is maximized during training sessions which are designed by organizational personnel. Armstrong (2020) argues that most businesses would rather make long-term plans and invest in various programs that develop new talents. This will allow adjusting to any uncertainties that may arise in the future.

It is important to remember that workers are the foundation of any company. Employee performance is the ultimate indicator of an organization's potential for success or failure regardless of its size. To guarantee that the workplace has the right people who have been professionally trained and qualified to perform their responsibilities correctly. Firms are expected to produce more than they did in the past due to the economy's high degree of volatility. Because of the stress this demand causes on them, managers are compelled to put pressure on their staff to do better and produce at higher levels. But to have a productive workforce, employees must receive the necessary training. In exchange, organizations are required to periodically adopt updated employee training programs to boost staff productivity (Bhatti et al., 2021).

Hughes et al.(2020) explained that an organization needs capable and effective staff to function properly. The necessary knowledge and skills are not effectively taught in formal education settings or classrooms. Employees must receive broad and intensive training in this respect if they are to contribute to the expansion of the company. To win

the hearts and minds of the workforce, an organization must properly train each new hire and make them a vital part of it. Every organization is required to provide training since it helps employees perform better. Depending on the variables influencing it, which include those listed below; training varies from one organization to another. Degree of internal and external environment change, and the qualifications required for the job. Some businesses evaluate their employees' training needs before lying out and implementing the training programs they require. The economic prosperity of nations depends heavily on training. Training has helped the economies of industrialized nations like Finland, Germany, Sweden, and the United States expand (Hughes et al., 2020).

Moreover, deficiencies in the labour market should be the basis of employee training. This can be accomplished by identifying the talents that employees already possess and the ideal ones that are needed for the position. This method allows for the effective delivery of training that emphasizes employee motivation, skill mastery and development of critical thinking abilities. Developed countries have invested heavily in training compared to developing countries. This is simply because they are modernized, equipped with sophisticated tools and they are aware of how training can help improve employees' performance. To create useful and long-lasting skills for the workforce, training should be focused on real-world experience as well as classroom instruction. Training in technology, career development, management development, organizational development and communications is intended to be made available through the programs. Lussier and Hendon, (2020) posited that managers and supervisors are given training to equip them with appropriate skills that prepare them for promotion positions.

Garavan et al. (2020) pointed out that with all this sophisticated equipment at their disposal and professional training spanning four months or more, employees are guaranteed to pick up the abilities needed for the job description. Nearly all organizations offer training courses to their staff to help them develop and maximize their abilities, produce the greatest outcomes during the course and boost production. This also applies to police training aiming to produce expert staff in fulfilling their duties through on-job and off-job training. Change is unavoidable and uncontrollable. Training is necessary for people and organizations to adapt to these changes in the internal and external environment. This training is conducted to acquire the requisite information and abilities to traffic officers, heads of departments as well as police top management who participate in decision making. The issue that prompted the researcher to conduct this study was whether these training programs implemented in firms have any effect on improving employee performance.

1.1 Statement of the Problem

Training facilitates an organization's ability to retain talented employees which boosts revenues. An organization can overcome operational obstacles with exceptional personnel. In exchange, employees set forward well-thought-out initiatives and significant performance benchmarks are met. Employee training should help the organization achieve its strategic route even though it should not just be provided to recruit better jobs. Luo et al. (2021) claim that organizations that offer advanced training have seen profits increase three times faster than those that have not. Having workers and programs with such a high impact nevertheless is not easy; it takes a combination of preparation and alignment. This entails creating and planning training such that it achieves the main objectives of the company.

Employers throughout the world have been enrolling their staff members in training courses to improve their competencies, expertise and skills. Most of them enable training by creating programs that may be tailored to the requirements of their staff. However, Mahmud et al. (2019) stated that some firms give their staff members the chance to sign up for training courses run by other firms. Consequently, prior research has demonstrated that internal programs are more effective than external programs when executed properly. The internal programs are made to adapt to predetermined training needs which is where the difference originated. The external programs are less effective because they are made for s diverse demographic from various organizations.

Programs for training are implemented while keeping in mind the necessary approach for developing skills and knowledge. Wacheke and Rosemarie (2019) explained that the behavioural and cognitive approach is best to use in training programs. Ruttledge and Cathcart (2019) clarify that the two approaches can be used simultaneously in the same software. Giving managers or staff theoretical training is part of the cognitive approach. The trainees receive the theoretical knowledge either orally, nonverbally or both. Companies that provide cognitive training prioritize improving trainees' skills and knowledge.

With all this sophisticated equipment at their disposal and professional training spanning four months or more, employees are guaranteed to pick up the abilities needed for the job description. Nearly all companies offer training courses to their staff to help them develop and maximize their abilities, produce the greatest outcomes during the course and boost production. Change is unavoidable and uncontrollable. Training is necessary for people and organizations to adapt to these changes in the internal and external environment. This training is conducted to acquire the requisite information and abilities. The issue that prompted the researcher to conduct this investigation was

whether these training programs implemented in firms to adapt to ongoing change would ultimately result in improved employee performance (Kashif & Tahir, 2020).

Some scholars such as Raza, (2021), Yimam (2022), Nassary (2020), Safitri and Lathifah (2019) conducted their studies on the role of training in enhancing organization performance in light of the current radical changes in the economy, technology and even organization activities but none of these studies has examined the contribution of training on employee performance specifically using Tanzania Police Force (TPF) as a case study so in the light of the problem above, this study intends to examine the effects of training on employee performance.

1.2 Research Objective
To determine the extent to which training contributes in improving employee performance. A case study of Tanzania police headquarters.

II. LITERATURE REVIEW

2.1 Theoretical Review
2.1.1 Open Innovation Theory
Henry Chesbrough first proposed it in 2003. According to the theory, an external perspective on innovation is required to incorporate into the firms' internal strategies to incorporate the firm's resources and knowledge into the organization's innovation process. According to the open innovation model, firms should use both external and internal ideas for innovation as well as market channels (Chesbrough, 2003). Furthermore, firms cannot be constrained by market corridors and internal ideas but rather by deliberate external ones that can be equally important. The absence of managerial capabilities and resources leads to barriers to innovation being adopted in the organization (Chesbrough, 2003).

It is further noted that in this approach, a company's massive investment in boosting the value of inventions would constitute a crucial component of implemented innovations. For this reason, each company-using model must also practice intellectual property management to benefit from both internal plans and the knowledge and interventions of other companies (Shem & Ngussa, 2017). This idea can be used to explain how an organization uses its resources in a way that adds value and raises the likelihood that it will make money. It promotes the organizations' utilization of resources for knowledge management, training and development, as well as strategic intelligence.

Using both internal and external resources is advised for performance and management success, according to Murphy and Wilmot (2015). However, the open innovation theory directs organizations to rely on a specific type of resources, such as external resources rather than internal resources. Because the company will utilize the same technology, which may not be exclusive to other companies in the same field, there is a strong likelihood that it will lose knowledge and expertise.

2.1.2 Organizational Development Theory
The process in place within an organization that is aimed at change for the better is explained by the organizational development theory (Jones et al., 2015). Additionally, it explains an organization's training and development policies and organizational structure. According to Glanz et al.(2008), organizational development (OD) is a process of ongoing diagnosis, planning, execution, and assessment that aims to impart knowledge and skills to organizations so they can improve their capacity for dealing with problems and upcoming change.

The success or failure of an organization is determined by the standard of its policies, the management's abilities, the calibre of the people hired, and their ability to put the policies into practice. According to Jones et al. (2015), organization development is a continual process in the firm that strategically focuses on change by assessing whether the organization and its members or units evaluate the organization's success and failures. The strategic planning that results in the implementation of the required changes in the organization comes next.

Following competition in the implementation phase, the company is required to track and assess its development until the most effective change and development strategies are realized. Organization development theory, on the other hand, is criticized for being slow, linear, and simple even when swift and complex changes are required in an organization (Kritsonis, 2005). The idea was further criticized by Kritsonis (2005) for failing to consider individual elements that can affect organizational transformation, such as feelings, prior contributions, and employee experiences.

In addition, rather than focusing on the behaviour of the entire system, the theory places a strong emphasis on planned change. Additionally, Bushe (2011) contends that the theory is flawed since it skips several crucial phases in identifying and attempting to describe what needs to be altered in and of itself. Complete and successful innovation

must not only concentrate on the best aspects of what they are but also find ways to address any issues or obstacles that may arise for the company.

2.2 Empirical Review

A study by Yimam (2022) in Kenya evaluated factors that influence employee training and development decisions in state-owned hotels. Semi-structured questionnaires were employed as data collection tools. Data results indicated that some organizational factors influence employee training and development that are high business turnover, high employee turnover and costs involved in training and development programs. It was also known that decisions on employee training and development in the state-owned hotels were influenced by the need to amplify productivity and boost performance, the urge to introduce new techniques and approaches to business as well the need to match the employee specifications with the job needs and expectations of the stakeholders.

Al-Omari (2020) conducted a study concerning the relationships between training and employee performance using a correlation design. Findings revealed that there is a strong relationship between training and employee performance as stakeholder involvement in training improved individual skills, capacity, behaviour and competencies for better performance.

Raza and Muhammad (2021) conducted a study on the importance of training in improving employee performance. He discovered that training and development programs help people perform better on the job by improving their communication, teamwork and problem-solving skills in addition to their technical knowledge and capacities. This corresponds with results from the study from Amabile et al. (2018) who discovered that taking part in training sessions enables trainees to adopt a growth attitude, become more proactive and take responsibility for their job all of which eventually lead to increased creativity self-discipline and innovation.

III. METHODOLOGY

3.1 Research Design

The study employed a case study research design because it is a method of detailing a very broad field of study into one doable subject as it facilitates some insights that focus on a particular circumstance.

3.2 Study Population and Sample Size

This study was conducted at Tanzania Police Force (TPF) headquarters at the city centre of Dares Salaam city, TPF is located at Ohio/Ghana Avenue within Ilala district. The choice of a particular place is based on the accessibility of both information and permission to conduct research at a particular place. The random sample technique was employed to complete this study. In determining the sample size the "Rule of thumb for estimating the sample size by Roscoe (1975), was used which was four times the standard deviation in the distribution of the entire population of the study.125 respondents were chosen as a sample from the population.

Table 1
Showing the Number of People Taken as the Sample from each Department

Details	No of respondents	%
Police top management	25	20
Human resource department	50	40
Police officers from different departments	50	40
Total	**125**	**100**

3.3 Data Collection Methods

Data for this study were collected using questionnaires and interviews. Questionnaires were employed to gather structured information from a diverse group of respondents, including employees and heads of departments. These questionnaires featured both closed and open-ended questions, allowing for a comprehensive understanding of the participants' views (Kothari, 2004). This study used face-to-face interviews to attain the required information. This involved open-ended questions as well as close-ended questions. Also, the study used documents such as management conferences, training reports, employee performance appraisals and other literature written by scholars relating to the study (Kombo & Tromp, 2006).

After the data collection process, the data analysis process takes place. Primary data was verified for accuracy after the data-gathering activity before being coded, entered, and verified for analysis. For proper data administration, organization, and housekeeping, Ms. Excel was used. The study used percentage and frequency which were used to express how value or group of respondents within the data relates to a larger group of respondents in analyzing

quantitative data. On the other hand, for the qualitative data from the interviews to be conducted, the analysis employed content analysis. The content analysis was applied to analyze related attitudes, perceptions and challenges facing the Tanzania Police Force in implementing training on employee performance.

IV. FINDINGS & DISCUSSION

4.1 Response Rate

The sample size of the study was 125 employees at Tanzania police headquarters and the researcher was eager to collect data from them. 125 questionnaires were distributed to employees but only 110(88%) of respondents completed and returned the filled questionnaires, while 15(12%) respondents did not. The reasons behind this include limited time for data collection, insufficient budget for employing manpower for the data collection process, and the unwillingness of the respondents to return the questionnaires. The summary of the response rate of the sampled respondents is presented in Table 2

Table 2
Response Rate

Research tool	Response	Response	Percent (%)
Questionnaire	Returned	110	88
	Unreturned	15	12
	Total	**125**	**100**

The study revealed that the response rate through questionnaires and interviews was good to enable analysis and discussion of findings. Sekaran and Bougie (2016) elaborates that the response rate of 51% is adequate and good for analysis, 61% is very good, and 81% is excellent in quantitative data from questionnaires. This implied that the response rate of 88% was adequate for analysis and discussion of findings. Similarly, all respondents through the interview represented excellent responses.

4.2 Demographic Characteristics of Respondents

This part focused on questions related to the respondent's age, sex, marital status, and level of education. Also, the department and working experiences of respondents were collected. These were found to be important in helping to draw analysis and conclusions.

4.2.1 Age of respondents

The age of respondents determined the extent to which experiences shaped their understanding regarding to role of training on employee performance at TPF. However, it was found that 38 (34.5%) respondents were aged between 31- 45 years, 36 (32.7%) respondents age between 46 - 60 years, and 36 (32.7%) respondents were at the age between 21-30 years. The breakdown of age of respondents is presented in Table 3.

Table 3
Age of Respondents

Age category	Frequency	Percent (%)
21 – 30	36	32.7
31 – 45	38	34.5
46 – 60	36	32.7
Total	**110**	**100**

The findings obtained show that the majority of the respondents 38 (34.5%) were in the age category of 31- 45 years which is energetically active. This implies that the majority of the findings were from the middle age who are the working class, with many priorities, expectations, and much interest in motivating factors for improving their organization performance. These findings align with findings from Meryciana (2021) who emphasized that middle-aged people (30-45) can work efficiently and apply their knowledge to do tasks.

4.2.2 Sex of Respondents

The study collected data from 34 (30.9%) female respondents and 76 (69%) male respondents. The breakdown of the sex of respondents in the field is presented in Table 4.

Table 4
Sex of Respondents

Sex	Frequency	Percent (%)
Male	76	69
Female	34	30.9
Total	**110**	**100**

The findings in Table 4 reveal that information obtained from TPF employees have more men employed than women. These results are consistent with Khan et al.(2016) study that indicated gender disparities in participation and decision-making processes within the organization, highlighting the need for gender-sensitive approaches to ensure equitable representation and involvement.

4.2.3 Marital Status of Respondents

The results indicate that 52(47.2%) respondents were married, 44(40%) were single, and 14 (12.7%) respondents were either separated or divorced.

Table 5
Marital Status of Respondents

Marital status	Frequency	Percent (%)
Married	52	47.1
Single	44	40
Separated or divorced	14	12.7
Total	**110**	**100**

From the findings, it is evident that nearly all participants in the study are married so they have families to take care of in that case training should be considered crucial to increase organisational performance. These findings correspond with Kira (2013) who discovered that nearly all public organizations have spouses to take care of family obligations.

Table 6
Education Level of Respondents

Category	Frequency	Percentage
Secondary	40	36.3
Certificate	16	14.5%
Diploma	39	35.4%
University	15	13.6%
Total	**110**	**100.0**

According to data in Table 6, 36.3% of people attained secondary education, as opposed to 14.5% of people who completed a certificate, 35.4% of people had diploma level education, and 13.6% of people completed university education. The results show that the respondents had sufficient literacy to operate as in public organizations and respond to the questionnaire effectively.

Table 7
Working Experience in an Organization (TPF)

Category	Frequency	Percentage
1 to 5 years	16	15.4%
6 to 10 years	80	76.3%
More than 10 years	14	12.7%
Total	**110**	**100.0**

According to the data in the table above, 76.3% of respondents had experience between three to five years, as opposed to 15.4% who had experience within one to two years, and 9.7% who had experience of over five years. These results suggest that TPF had adequate professional experience. These results support the claim made by Hansen et al. (2017) that organizations with higher operational experience have higher performance and hence high productivity.

4.3 Extent of Training in Employee Performance

This objective aimed at responding to what extent training has contributed to employee performance at Tanzania Police Headquarters. Five variables were the most mentioned elements on how they have increased employee performance. Training has increased morale to employees 40(36.6%), reduce employee turnover 33(30%), staff retention 18(16.3%), improve job satisfaction 10(9%) and improve skills 9(8%) according to the data findings. The findings were presented in Figure 1.
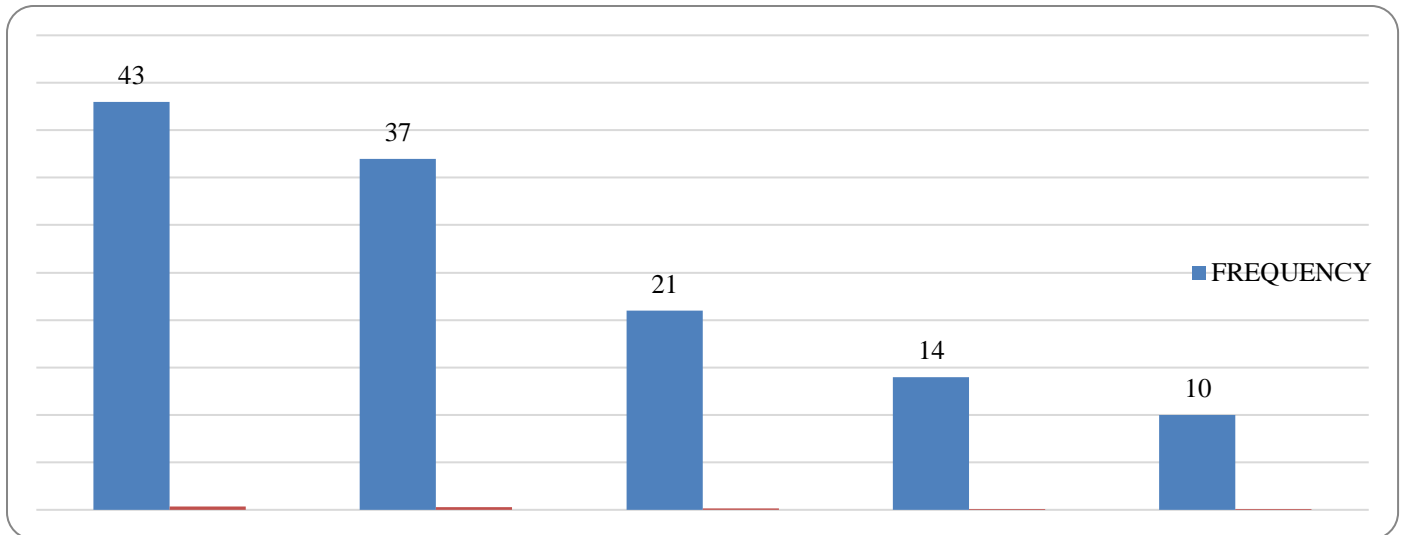

Figure 1
Extent of Training in Employee Performance

Employees who keep up with the latest developments and consistently hone their abilities report feeling more capable and self-assured which raises their level of satisfaction and enhances their calibre of output and a feeling of achievement. These findings are in line with Raza and Muhammad (2021) discovered that training and development programs help people perform better on the job by improving their communication, teamwork and problem-solving skills in addition to their technical knowledge and capacities. This corresponds with results from the study from Amabile et al. (2018) who discovered that taking part in training sessions enables trainees to adopt a growth attitude, become more proactive and take responsibility for their job all of which eventually led to increased creativity self-discipline and innovation.

Furthermore, Al-Dalahmeh et al. (2018) found that taking part in training programs improved employees' self-awareness, self-confidence and adaptation to new conditions, which is consistent with respondents' feedback. They emphasized that training initiatives help staff members recognize their assets and liabilities, establish objectives and become more self-actualized.

When considering how training influences workers to perform their tasks more effectively, a substantial portion of employees (83.6%) stated it was very helpful. When we consider the notion that effective training ought to be immediately applicable to our day-to-day work, this makes sense. Furthermore, people are more inclined to perform their jobs with confidence when they believe they have learned something valuable. About (79.2%) of respondents claimed that receiving training increased their productivity. This indicates that the knowledge they gained during training was very beneficial to their day-to-day work. Regarding innovation and experimenting in the workplace, 68.5% of employees said that training was beneficial in this regard as well. This demonstrates that people feel more comfortable thinking beyond the box when they acquire new knowledge.

One of the interviewees stated;

> *"Training aids in their professional and personal development. This implies that training improves people's outlook on the future in addition to imparting new abilities. Employee satisfaction at work is a key component of morale. Employees who receive training reported feeling more competent and satisfied in their roles. This demonstrates that when workers pick up new skills, they become more optimistic and think they can perform their jobs well"* (3rd Rank Officer, 2024).

Thoroughly employees' feedback indicates that TPF training is useful. Both in helping them do their jobs and in making them feel good about their work. The feedback also shows that when training is done right, it's good for both the employees and the company.

On the contrary data findings also indicated that bureaucratic obstacles to communication and organization structures impede the successful execution of training initiatives. In a similar vein, Abu and Constantinovits (2021) proposed that problems with bureaucracy and organizational structures often lead to employees looking for other ways to satisfy other line managers before the company meets its goals.

A study by Adeyi et al. (2018) reaffirmed the significance of striking up a conversation in a setting where supervisors and staff can enforce open and productive dialogue. Therefore, it has been discovered that openness and trust among employees are supported by efficient communication. As a result, this facilitates communication among staff members through idea exchange during group projects, teamwork or orientation training. Organizational culture is always essential to the successful execution of various activities. Afroz (2018) insists that no matter how important the training may be, companies with a culture that resists suggested changes are also likely to fail in implementing new training efforts.

Training programs should be designed with the careful consideration of different factors that influence choices of training methods. By doing so, the chances of achieving the desired goals increase tremendously. The choices for suitable methods can be determined by human factors such as the presence or availability of trainer (BDU-HRM, 2019). Other influential factors include subject area, training objectives, time and materials and availability (Khan et al., 2016). Buchanan and Badham (2020) described four stages of implementation of training programs which are training needs assessment, development of training program design, implementation and evaluation. Kenny and Nnamdi (2019) explain that management support is also a factor that makes organizations come up with strategies whose implementation requires the efforts of other employees. This implies that an absence of management support would lead to derailing activities needed to achieve an identified goal.

Since training programs offer chances for learning and skill development, which boost job satisfaction and a stronger sense of investment in one's work, the employees feel that they contribute to lower employee turnover rates. Training reduces staff turnover rates, according to 94.6% of respondents, but at varying rates. Additionally, the staff believe that training improves staff retention. They believe that training shows a dedication to their professional development, which in turn encourages greater allegiance and devotion to the organization.

Furthermore, 56% of the respondents at varying percentages agreed with this finding, indicating that training raises staff retention. Furthermore, staff members think that training raised employee organizational commitment levels. They are more inclined to be dedicated to the aims and objectives of the organization because they feel that their bosses regard them more. Furthermore, staff members believe that training initiatives improve workers' productivity. These findings correspond with organization development theory which insists that training focuses on enhancing people's abilities to lead to successful organizational change and performance.

In addition to that, Luo et al.(2021) insist that training helps to build competency for new and current employees to perform their jobs effectively. It also makes them prepared to overcome deficiencies in job-related areas so even employers have become willing to invest in training for the development of employees. Data findings indicated that training has helped bridge the gap between desired performance and actual performance by measuring the impact of training employees.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The study concluded that training helps increase employee productivity and behavior which improves employee growth. Key variables such as interpersonal interactions, teamwork, critical thinking and central leadership are improved through training. Regular training in these areas for staff members has ensured access and development to secure more opportunities and career growth for employees.

Moreover, an organization's investment in training has helped to shape employees to become better, feeling valued and improving their job tasks through the training they receive which in the end results in the expansion and success of the company as well as increase employees' morale and productivity.

5.2 Recommendations

Employee participation in the training program is advised. Employee involvement may ensure that the training program addresses the specific skills and information required to improve work performance by bringing significant views and perspectives to the table. This can be accomplished by asking workers directly for their opinions and views through one-on-one conversations, focus groups, or surveys. Through employee participation in the training process, TPF may cultivate a culture of ongoing learning and development by giving employees a sense of ownership and involvement. Workers who actively participate in training events will feel empowered and motivated, which will improve their retention and application of newly gained knowledge and skills.

Regular training sessions can assist staff members in identifying areas in which they require development. Employees can discover areas of weakness and self-assess their knowledge and abilities by attending regular training sessions. This may result in focused development initiatives and advancements in certain domains, augmenting motivation and job commitment. Additionally, regular training sessions give instructors a chance to assess the program's efficacy. Training can continue to develop and improve the training program by identifying areas that need improvement with the support of regular feedback and evaluations from participants.

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