

Perceptions and Attitudes toward Staff Training Practices among Employees in Public Organizations in Tanzania: A Case Study of the Higher Education Students' Loans Board Headquarters in Dar es Salaam

Fatuma Mohamedi¹
Kanty P.F. Mtey²

¹fatumamohamedy6@gmail.com

²kmtei@mzumbe.ac.tz

^{1,2}Mzumbe University, Tanzania

ABSTRACT

This paper explores the less well-known perceptions and attitudes regarding staff training practices among employees of public organizations in Tanzania. The study, conducted at the Higher Education Students' Loans Board (HESLB) Dar es Salaam Office, aimed to address three specific objectives: first, to examine the perceived roles of staff training practices among public organization employees; second, to assess employees' attitudes toward these training practices; and third, to identify factors affecting the implementation of staff training practices in the study area. Utilizing a descriptive research design, data was collected from sixty (60) respondents through observations, interviews, and questionnaires. The study, guided by Human Capital Theory, revealed that the perceived roles of staff training practices included managing the risk of asset loss, ensuring reasonable job assurance, restructuring for future growth, compliance with laws and regulations, achieving organizational objectives, building a resilient competitive environment, ensuring financial reliability, and enhancing stakeholder value. The target population comprised 289 employees of HESLB, including both higher officials and regular employees. A simple random sampling technique was used to select a sample of 60 employees, representing approximately 5% of the total population, with 30 employees from each of the two selected departments: the Department of Administration and Human Resources and the Department of Loan Repayment and Recovery. Data analysis involved both quantitative and qualitative methods, with quantitative data analyzed using descriptive statistics and inferential analysis through SPSS software and qualitative data analyzed via thematic analysis. The study concluded that the majority of respondents viewed staff training practices as extremely useful and identified several individual, institutional, and economic factors influencing their implementation. Based on these findings, the study recommends that both private and public organizations regularly conduct human resources training and development practices to enable employees to continuously and effectively contribute to organizational performance and productivity.

Keywords: Attitudes, Public Organizations' Employees, Perceptions, Staff-Training-Practices, Tanzania

I. INTRODUCTION

Training is the most basic function of human resources management in any given organization. It is the systematic application of formal processes to help people acquire the knowledge and skills necessary for them to perform their jobs satisfactorily (Armstrong, 2020). These activities have become widespread human resource management practices in organizations worldwide (Hughes et al., 2019). In today's business world, training is the main strategy to perform and attain the institutional objectives. It helps to improve employee and employer performance, as employees are the most precious asset for any organization in building up or destroying its reputation and profitability (Sara, 2022). According to Armstrong and Baron (1998), people and their collective skills, abilities, and experience, coupled with their ability to deploy these in the interests of the employing organization, are now recognized as making a significant contribution to organizational success and as constituting a major source of competitive advantage. The practices of human resources such as recruitment, selection, resourcing, training and development, employee relations, and reward management are concerned with how people are employed and managed in organizations so as to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce in present and future moments (Prasad, 2005; Khawaldeh, 2023).

Across the globe, organizations, particularly those interested in achieving and maintaining exceptional performance in the industry, have paid significant attention to human resource training and development processes. According to Laban et al. (2017), training spawns within the realms of learning in the context of human and organizational development, such that it is identified as one of the most effective vehicles for learning, which in turn will contribute to quality and performance improvements of people in their job. Effectiveness of training pivots on the purpose of the training and successful training for the organization to meet the needs under the objectives (Prasad,

2005; Armstrong, 2006). Human resources training and development is one of the most important elements in an organization's performance function (Torrington et al., 2005). This is the mechanism through which the knowledge, talent, and attitudes required for the successful operation of organizations are passed on to those who create them. Failure to do so can and will jeopardize any organization's development and progress over time. Effectively functioning firms and agencies, on average, plan and invest appropriately in training and development (Armstrong, 2006; Bullah, 2016).

Training holds the key to unlocking potential development and growth in opportunities to achieve a competitive edge (Olanipekun, 2022). Similarly, in Tanzanian public and private organizations, human resource training stands as the most basic function of human resources management. It is the systematic application of formal processes to help people acquire the knowledge and skills necessary for them to perform their jobs satisfactorily. The practice is useful in preparing the organizational workforce to face future performance challenges (Landa, 2018; Armstrong, 2020; Nnko, 2022). Several studies have been conducted in Tanzania in relation to training; among them include Ngirwa (2009), Mohamed (2016), Mndeme (2019), Kihongo (2011), Karia (2016), Landa (2018), and Sara (2022). However, most of these reviewed studies have covered both private and public organizations in Tanzania and relied mostly on examining the impact of training on employee satisfaction and the impact of training on organization performance.

The role of on-the-job training has significantly been appreciated in many private and public organizations in today's rapidly changing world of work (Armstrong, 2020; Sara, 2022). Training practices have been useful in fostering employees' performance since skills requirement change in some sectors means that formal, time-consuming, classroom-based learning fails to deliver efficiently as required. The growing recognition of human resource training as a tool to achieve competitive advantage inside and outside organizations has raised awareness of the need to embrace learning as a central strategic concern and to be part of the culture of any form of organization. It is widely posited that staff training plays a very important role in the operations of organizations performance, similarly to the majority of private and public organizations in various developing countries, including Tanzania (United Republic of Tanzania [URT], 2004; Dominic and Kessy, 2009; Samwel, 2018; Landa, 2018; Sara, 2022). Among the reviewed studies in Tanzania, there have been fewer studies that have assessed the perceptions and attitudes toward staff training practices among public organizations' employees in Tanzania. From a business perspective, human resources development practices can be seen as a powerful tool for creating a sustainable competitive advantage across the industry; hence, the perceptions and attitudes of the organization staff should all reflect the same (Younas et al., 2018; Yimam, 2022; Khawaldeh, 2023).

1.1 Statement of the Problem

The role of on-the-job training has significantly been appreciated in many private and public organizations in today's rapidly changing world of work (Armstrong, 2020; Sara, 2022). Training practices have been useful in fostering employees' performance since skills requirement change in some sectors means that formal, time-consuming, classroom-based learning fails to deliver efficiently as required. The growing recognition of human resource training as a tool to achieve competitive advantage inside and outside organizations has raised awareness of the need to embrace learning as a central strategic concern and to be part of the culture of any form of organization. It is widely posited that staff training plays a very important role in the operations of organizations performance, similarly to the majority of private and public organizations in various developing countries, including Tanzania (URT, 2004; Dominic & Kessy, 2009; Samwel, 2018; Landa, 2018; Sara, 2022).

Despite the fact that training plays a vital role in the performance of employees and organizations as well, most of the organizations do not pay much attention to enhancing and embracing training programs at an adequate level, hence rendering them to affect employees' performance and organizational performance as well. Furthermore, despite the widely known challenges, roles, impacts, and contribution of staff training practices on various private and public organizations (Amos *et al.*, 2004; Prasad, 2005; Armstrong, 2006; Landa, 2018; Armstrong, 2020; Nnko, 2022; Sara, 2022), less remains to be known on the perceptions and attitudes toward the staff training practices among public organizations' employees in Tanzania. Given the usefulness of the staff training practices in preparing the organizational workforce to face future performance challenges (Armstrong & Baron, 2004; Komba, 2013; Armstrong, 2020), this study serves to fill the revealed backdrop in the body of knowledge by assessing the perceptions and attitudes toward the staff training practices among public organizations' employees in Tanzania, where the Higher Education Students' Loans Board Dar es Salaam Office was used as a case study. Findings and recommendations from this study are expected to stand as a useful source of information to many other public organizations, such as the human resources officers and practitioners as they plan and implement staff trainings as a means of enhancing weaknesses in their human resources' skills and capacities towards enhanced organizational performance.

1.2 Research Objectives

- i. To assess the perceived roles of staff training practices among public organizations' employees in the High Education Students' Loans (HESLB).
- ii. To assess employees' attitudes on the staff training practices in the HESLB.
- iii. To assess the factors affecting the implementation of the staff training practices in the HESLB.

II. LITERATURE REVIEW

2.1 Theoretical Review

The study was pegged on the human capital theory. This theory was developed by Becker (1964) as a basis for the prospect of worthwhile investment in training and development. The emphasis revealed how training and development can influence the effectiveness and productivity of employees through an increasing mental stock (Olaniyan & Okemakinde 2008). The theory of human capital demonstrates that investments in people benefit economically from individuals and from the whole community.

Basing on the theory's arguments, the matter of investing in human capital, as well as investing in physical capital, is vital for improving labor productivity. This develops the workforce both qualitatively and quantitatively, primarily by increasing efficiency and investment in enterprises through a skilled workforce. Becker (1964) has acknowledged that education and training are the main elements of investments in human capital and that the revenue of a better educated individual is generally above the average salary level.

Adoption of this theory in any given form of an organization is underpinned on the fact that humans as capital can be effectively utilized within an organization when they possess the required competency in terms of knowledge and skills. It is therefore adhering to the aspect of employee's training as an important practice that should be given serious consideration in line with practice initiatives to support implementation of such trainings, particularly at workplaces. Since this study is intending to reveal the perceptions and attitudes toward staff training practices among public organizations' employees in Tanzania, it gives room for enhancing and underscoring the perceptions and attitudes of public organizations human resources through effective participation in training practices.

2.2 Empirical Review

2.2.1 The Perceived Roles of Staff Training Practices among Public Organizations' Employees

Scholars have discussed the influence of training practices on employees' performance in various dimensions such as satisfaction, motivation, and career development. Mostly focused on practices that encourage attitude and productivity of the employee, which in turn determine the employee's job performance. For instance, Ahmad and Manzoor (2017) conducted a study to examine the influence of teamwork and empowerment training practices on employees' performance in Pakistan. Their study employed a questionnaire to collect data from a sample size of 150 respondents. Findings disclosed that teamwork and empowerment practices had a strong positive effect on employees' performance. In addition, these practices tend to add a competitive advantage within the organization. Manzoor et al. (2011) also examined the influence of teamwork training practices on employees' performance in the Pakistani higher education sector. Their study adopted a questionnaire as a data collection tool to administer a sample size of 242 higher education staff. Results evinced that teamwork and other practices, including rewards and team trust, have a positive relationship with the performance of employees.

In Kenya, Onyango (2014) analyzed the effect of employees' rewards practices on employees' performance in public primary schools. The study was descriptive in nature, guided by equity theory. A sample size of 403 was involved in the survey under the self-administration of the questionnaire as a data instrument. Using correlation analysis, results found that there is a positive correlation between training practices, compensation, incentives, employee benefits, and employees' performance.

In the USA, Elei (2016) analyzed the effect of workplace discrimination and training practices on employees' performance. Interviews and questionnaires were adopted as means of data collection. Analysis of the findings yielded that a high level of discrimination in an organization is associated with a high level of less productive, bored 13 employees, and anxieties. Additionally, training policies were found to be positively related to employees' performance.

2.2.2 Employees' Attitudes on the Staff Training Practices

Shahzadi et al. (2014) investigated the effect of motivation on employees' performance with regards to perceived training practices effectiveness. A total of 160 participants were involved in data collection using a questionnaire. Multiple linear regression analysis yielded that perceived effectiveness of training practices, motivation, and rewards have a significant positive link with employees' performance. However, there was a negative association between training practices and the motivation of employees.

Awadh and Saad (2013) studied the role of organizational culture, training, and performance of organizations and employees. The study was empirical in nature, whereas reviewed literature determined the findings of the study. Based on the literature reviewed, it was found that culture dimensions encourage strategy design in terms of training practices and motivation, which significantly enhanced performance level.

Ramya (2016) assessed the effectiveness of training practices on the performance of Indian employees. The study employed questionnaires and interviews to collect primary data, whereas books and websites were used as secondary sources. Results found that training practices have an important role to play on employees' performance in terms of attitude, knowledge, and skills. Nevertheless, programs of training enhanced work quality by updating employees with the current changes of environment and technology. Asfaw et al. (2015) also examined the effectiveness of training and development practices on employees' performance in the Ethiopia district administration office. The study adopted a cross-sectional design involving 100 randomly sampled participants. A questionnaire was used as a research collection tool. Findings analysis revealed that 14 practices related to training and development had a positive effect on employees' performance.

Another study was conducted by Hammond and Churchill (2018) and assessed the influence of training and development practices on attaining organizational objectives. The study was empirical in nature. Results revealed that better training practices influenced learning opportunities and growth. Further, achievement of organizational goals was attained by improvement in employees' performance.

Nugroho and Afif (2014) examined factors that affect the performance of staff in marketing and trading organizations. The research was non-experimental, consisting of 30 participants. Results evinced that training practices and working location influenced the performance of the employees. However, education level reflected no influence on employees' performance.

Thaief et al. (2015) studied the impact of training practices, working discipline, and compensation on the job performance of private organization workers. The research adopted an explanatory design to gather data from 44 participants. Results showed 15 that training practices and compensation have a significant effect on the job performance of employees. Employee job performance was also found to be associated with quality and quantity of work as well as punctuality.

2.2.3 Factors Affecting the Implementation of the Staff Training Practices

Diab (2015) assessed how training practices influence service quality, commitment, and staff performance in medical facilities. The study employed a questionnaire in gathering data from 380 respondents. Results yielded that training practices and processes have a strong relationship with performance of employees and quality of services. According to Becker et al. (2001), organizational high-performance work systems are highly idiosyncratic and must be tailored carefully to each firm's individual situation and specific context in order to provide maximum performance. These high-performance work practices will only have a strategic impact, therefore, if they are aligned and integrated with each other and if the total HRM system supports key business priorities. This approach therefore ignores potentially significant differences between organizations, industries, sectors, and countries.

III. METHODOLOGY

In the course of assessing the perceptions and attitudes toward the staff training practices among public organizations' employees in Tanzania, the Higher Education Students' Loans Board Dar es Salaam Office in Dar es Salaam, Tanzania, was used as a study area representing all other public organizations in Tanzania. For purposes of this study, a case study design was adopted in the course of availing a clear framework for guiding this study. In the course of undertaking this study, both quantitative and qualitative approaches were employed. The population for this study comprised of 289 workers who are the higher officials and normal employees from the Higher Education Students' Loans Board Dar es Salaam Office. Boyd et al. (1981) recommend a sampling intensity of 5% of the total number of variables of interest in a study site. Boyd et al. (1981) further posit that the study sample size was considered adequate and able to fit statistical analyses if and only if it entails the reasonable proportion of the units from the sampling frame but being not less than 30 units. For the purpose of this study, a sampling intensity of 5% was adopted. This was equivalent to 60 workers, meaning that 30 workers were randomly sampled from each of the two selected departments, namely the Department of Administration and Human Resources as well as the Department of Loan Repayment and Recovery.

This research used two types of data, namely primary data and secondary data. This study employed questionnaires and in-depth interviews as the type of primary data collection technique from targeted respondents in the study area, while document reviews were used in collecting secondary data from related literature, which involves journals, circulars, regulations, and papers done by various professionals in the field of study. Data analysis was performed for all forms of quantitative and qualitative data involved in this study. Statistical Package for Social

Sciences (SPSS) version 20.0 was used during data processing and analysis. The data analysis process used a range of statistical analysis and methods, mainly descriptive analysis, which used frequencies and percentages, simple classifications of data, distribution, and measures of dispersion for quantitative analyses, which were later presented in tables, charts, and figures. On the other hand, the content analysis was used for qualitative descriptions and explanations related to the perceptions and attitudes toward the staff training practices among public organizations' employees in Tanzania towards more enriched study findings.

IV. FINDINGS & DISCUSSION

4.1 Characteristics of Respondents in Study Area

This study contains responses from the 60 respondents who participated in the questionnaire survey. In the course of undertaking this study, 10 respondents were also consulted through in-depth interviews and focus group discussions. Relevant characteristics of the 60 respondents who took part in the questionnaire survey include age, sex, education, and working experience in the study area. The characteristics were summarized and presented in Table 1. Respondents' characteristics were important in order to provide a snapshot on the background of the respondents and their suitability for this inquiry.

The characteristics of respondents are presented in Table 1 and show important characteristics of the total of the 60 respondents who took part in this study. The respondents were randomly drawn from the selected departments and units in the study area; however, the selection of the mentioned departments and units was purposefully done to fit statistical analyses, hence meeting a total of 60 people. In the course of reporting the study findings that were derived in this study, the characteristics of the 60 respondents who participated in the questionnaire survey were presented. The study respondents were also the employees from the HESLB and were selected due to their suitability for this inquiry as summarized and presented in previous sections. This study findings contained relevant characteristics of the 60 respondents who took part in the questionnaire survey, including age, sex, education, and working experience in the study area as presented herein.

Table 1

Characteristics of Respondents

Characteristic	Frequency	Percent (%)
Sex of respondents		
Males	45	75
Females	15	25
Age of respondents		
18-29 years	24	40
30-49 years	30	50
50-60 years	6	10
Education level of respondents		
Secondary education	11	18.3
Diploma Education	24	40.0
Tertiary Education	25	41.7
Work experience in the study area		
1-10 years	9	15
11-20 years	15	25
21-30 years	36	60
Positions held by respondents		
Administration and Human Resource officers	36	60
Finance Officers	12	20
Planning Officers	7	11.7
Office attendants	5	8.3

The study sample consisted of both male and female respondents. The study findings showed that 45 (75%) and 15 (25%) of the 60 respondents interviewed during the questionnaire survey were male and female respondents, respectively. The respondents who were involved in this study were of different ages. The study findings show that 24 (40%) of all study respondents interviewed during the questionnaire survey were aged between 18 and 29 years, followed by 30 (50%) who were aged between 30-49 years. Furthermore, 6 (10%) of the all respondents interviewed

during the questionnaire survey were aged between 50 and 60 years. The study findings imply the presence of a young and energetic workforce (18-49 years) who also refer to a steady workforce among the entire population of respondents, who were composed of all 60 employees from the study area who were interviewed during the questionnaire survey. Study findings further showed that the education levels of the respondents who took part in the study were 11 (18.3%) with secondary education, 24 (40.0%) had acquired diploma-level education, and 25 (41.7%) had acquired tertiary education.

The study findings further showed the varied levels of the working experience of the respondents who were involved in the questionnaire survey, such that 9 (15%) of all respondents had experienced human resources training and development practices in the study area for 1-10 years, 15 (25%) of the respondents had working experience in the study area for 11-20 years, and 36 (60%) of the interviewed respondents had worked in the study area for 21-30 years. It was further revealed from the study findings that the respondents involved in the study were of different positions. These include administration and human resources officers 36 (60%) of all of the 60 respondents interviewed in the questionnaire survey, finance officers 12 (20%), planning Officers 7 (11.7%), and office attendants 5 (8.3%) of all of the 60 respondents interviewed in the questionnaire survey, respectively. The study respondents formed a reliable source of information to inform the subject matter under study.

4.2 The Perceived Roles of Staff Training Practices among Public Organizations' Employees

The first objective of this study was to assess the perceived roles of staff training practices among public organizations' employees in the study area. The study findings cover the holistic perceived contribution of human resources training and development on the performance of organizational employees in the study area. Since the existing human resources training and development practices in the study area were sought to be useful in the course of revealing the exact practices and their influence towards enhancing organization performance across the entire operational spectrum at the HESLB. In the course of revealing the perceived roles of staff training practices among public organizations' employees in the study area, the revealed study findings are summarized in Table 2 below.

The revealed findings summarized and presented in Table 2 of the perceived roles in the organization include Manage the risk of asset loss, which was revealed by 12 (20%) of the interviewed respondents. The study findings further revealed impacts such as providing reasonable job assurance (10%), restructuring for future growth (10%), compliance with laws and regulations (7%), achievement of the organization's objectives (7%), building a resilient competitive environment (5%), ensuring the reliability of financial management (4%), and creating, enhancing, and protecting stakeholder value (4%), respectively. The interviewed respondents revealed numerous perceived roles to the extent of the abovementioned impacts, as summarized in Table 2 below:

Table 2

The Perceived Roles of Staff Training Practices among Public Organizations' Employees (N=60)

Perceived roles of staff training practices	F	%
Manage and control risk of asset loss	12	20
Provide reasonable job assurance	10	16
Restructuring for future growth	10	16
Compliance with professional requirements	8	14
Achievement of organization's objectives	7	12
Building resilient competitive environment	5	8
Ensure the reliability of financial management	4	7
Creating, enhancing, and protecting stakeholder value	4	7
Total	60	100

The study aimed to uncover the perceived roles of staff training practices, emphasizing the significance of human resources training and development on organizational performance. The findings revealed that the existing training practices in the study area are considered useful in enhancing overall organizational performance. Specifically, respondents from the designated department at the HESLB in Tanzania highlighted that one of the key perceived impacts of staff training practices is the ability to manage the risk of asset loss, with 12 respondents (20%) identifying this as a significant outcome.

In exploring the perceived roles of staff training practices among public service organizations, the study underscores the crucial contribution of human resources training and development practices to organizational success. These practices are seen as instrumental in improving performance and managing risk, which are essential for the long-term sustainability and effectiveness of public service organizations.

4.3 The Employees' Attitudes on the Staff Training Practices in the Study Area

The second objective was to assess the employees' attitudes toward the staff training practices in the study area. The study sought to reveal the attitude toward existing human resources training and development practices among the employees in the study area. The existing human resources training and development practices in the study area were sought to be useful in the course of revealing the exact practices and their influence towards enhancing the staff training practices in the study area. The study findings revealed the mainly four aspects that present the employees' attitudes toward the staff training practices in the study area, as summarized in Table 3 below.

Table 3

The Employees' Attitudes on the Staff Training Practices in the Study Area N=60

Employees' attitudes on the staff training practice	F	%
Extremely Useful	36	60
Very useful	12	20
Useful	7	11.7
Not useful	5	8.3
Total	60	100

The findings presented in Table 3 reflect employees' attitudes toward staff training practices, showing that they are considered extremely useful in the study area. As indicated in Table 3, 36 (60%) of the respondents stated that staff training practices are extremely useful, while 12 (20%) rated the practices as very useful. Additionally, 7 respondents (11.7%) found the staff training practices useful, whereas only 5 respondents (8.3%) indicated that the practices were not useful. The findings in Table 3 highlight that the majority of employees perceive staff training practices in the study area as extremely useful.

These findings align with several aspects of human resource training and development, which are crucial components of an organization's governance system. Effective training and development practices are vital for managing risk, achieving organizational objectives, and enhancing stakeholder value, as reflected in the perceived roles of staff training.

Since the study shows that the majority (36 or 60%) of respondents view staff training practices as extremely useful, it suggests that these practices play a significant role in performance enhancement. Human resource training and development practices contribute to an organization's ability to meet performance and profitability targets, prevent resource losses, and promote efficient internal operations. They also help organizations comply with laws and regulations, thereby protecting their reputation and avoiding negative consequences (International Federation of Accountants [IFAC], 2012).

In line with the study's findings, staff training practices are highly beneficial in the study area. This is consistent with the work of Atiomo (2000) and Fajana (1997), who suggest that performance appraisals help organizations identify employees' performance levels and areas for improvement to maximize the use of human resources.

According to Atiomo (2000), organizations should ensure that employees are clearly aware of their functions and responsibilities to make staff training practices more effective. Rao (1999) states that performance appraisal is the process through which an organization assesses its workforce in terms of current performance, individual aptitude, interests, strengths, weaknesses, and growth potential. The data collected from such appraisals form the basis for individual development plans and should be communicated to employees. This process enables organizations to quickly identify and address training and development needs.

4.4 Factors Affecting the Implementation of the Staff Training Practices in the Study Area

The third research objective of the study was to determine factors affecting the implementation of the staff training practices in the study area. Basing on the study findings, these factors include individual factors, institutional factors, economic factors, and leadership style factors. Since the study sought to assess factors affecting the implementation of the staff training practices in the HESLB, the analysis of the data was presented in tables. To a greater end, the study provides a descriptive analysis of the respondent's views on the overall issues of factors affecting the implementation of the staff training practices in the study area in the course, revealing the perceptions and attitudes toward the staff training practices among public organizations' employees in Tanzania.

The revealed aspects include the extent to which individual factors affect the implementation of the staff training practices in the study area; the extent to which institutional factors affect the implementation of the staff training practices in the study area; the extent to which economic factors affect the implementation of the staff training

practices in the study area; as well as the extent to which leadership in power affects the implementation of the staff training practices in the study area.

4.4.1 Extent to which Individual Factor Affect the Implementation of the Staff Training Practices in the Study Area

According to data findings, every individual perceives differently regarding staff training practices in the organization. Variables such as experience, level of awareness, education, and training determine the level of an individual's adherence and commitment towards these practices. For instance, respondents indicate that most of them do not know their rights towards the training programs they are supposed to attend in every annual organizational training calendar. However, some respondents reveal that employees have negligence to adhere to these staff training practices despite being given a training roster openly, but they just perceive training as a means of gaining income instead of working sessions for updating working skills. The data obtained are as stipulated in Table 4 below:

Table 4

Extent to which Individual Factor Affect the Implementation of the Staff Training Practices in the Study Area

S/N	Option	F	%
1	Small Extent	05	4.5%
2	Moderate Extent	15	13.6%
3	Large Extent	60	54.5%
4	Very Large Extent	20	18.9%
5	Not at all	10	9.0%

According to table 3.4, which included multiple responses out of the entire pool of 60 respondents, in total of various responses, 60 respondents (54.5%) indicated in Table 3.4 above answered that there was an individual factor affecting the implementation of the staff training practices in the study area. Whereby 20 respondents (18.9%) answered that the individual factor affects to a very large extent, 10 respondents (9.0%) delivered that not at all that the individual factor might affect the implementation of the staff training practices in the study area. From the summary of the above table 3.4, it is well concluded that, to a large extent, the majority of the respondents from the study area (54.5%) acknowledge the potential of individual factors towards affecting the implementation of the staff training practices in the study area.

4.4.2 Extent to which Institutional Factor Affect the Implementation of the Staff Training Practices in the Study Area

In the course of revealing institutional factors that affect the implementation of the staff training practices in the study area, the findings of this study indicate that for operational, occupational, safety, and hygiene practices, the need for on-the-job training practices was useful to be effectively implemented in the organization. In line with these findings, there should be various forms of supportive mechanisms in allocating budget to support staff training-related activities and implementing training and development policies, and the organization should commit to a vision of implementing and executing a staff training calendar and all forms of on-the-job training practices. Results from respondents are shown in Table 5 below.

Table 5

Institutional Factors Affect the Implementation of the Staff Training Practices in the Study Area.

S.N	Options	F	%
	Supportive budget	27	24.5%
	Presence of training policies	16	14.5%
	Organization vision	33	30%

From the data acquired in table 3.5 above, it implies that institutional factors are least taken into consideration in relation to administering staff training practices at the HESLB, as only 27 (24.5%) respondents indicated the availability of supportive budgets, 16 (14.5%) respondents are aware of staff training policies, and only 33 (30%) respondents agree of the existence of the organization vision towards executing staff training and development practices. This interview was quoted from one planning officer from the Policy and Planning Department, revealing:

"It is true that HESLB funds higher learning students in the country. On the other hand, the level of attention given to funding of internal employees is not reflected in the HESLB agenda. Often in budget reallocation the element of the local staff training matters is often not given much priority and frequently

the budget related to internal staff training and development practices matters is not implemented on a timely basis manner. Apart from staff lacking general awareness of the available capacity building programs, the need for the organization to continue putting emphasis on the role and essence of staff training practices. This includes the need of building awareness among HESLB employees on the training opportunities and how they can utilize them". (Planning Officer-02 from Policy and Planning Department, 28th April, 2024).

4.4.3 Economic Factors

Based on the study findings, economic factors affecting the implementation of the staff training practices in the study area include equipment that has been used for a long time without replacement. Several reports of employees imply that they are dissatisfied with tools and equipment that they use in their work places as the tools have torn out or started to malfunction, decreasing productivity and hence hindering their performance across the entire HESLB operational spectrum as presented in Table 6.

Table 6

Economic Factors Affecting the Implementation of the Staff Training Practices in the Study Area (N=60)

S.N	Options	F	%
1	Financial resources	90	10
2	Human resources	60	40
3	Infrastructures	52	48

In the view of ascertaining economic factors affecting the implementation of the staff training practices in the study area, the respondents reveal that top management may decide deliberately on enhancing human capabilities by insisting on the role of training by allocating enough resources. The study findings as they can be reflected in Table 3.6 above concur with the findings from Okanya (2008), which opines the activities aimed at improving the human capital in organizations, which training is translated to mean depends on the ability of organizations to develop the skills and knowledge of their employees to do present and future jobs. According to Okanya (2008), the activities aimed at improving the human capital in organizations, which training is translated to mean depends on the ability of organizations to develop the skills and knowledge of their employees to do present and future jobs.

This is in line with the revealed economic factors that have led a number of authors in the majority of literature to recognize the purpose of training as being to develop the capacities and skills of employees and, by extension, represent an investment in human resources (Ulrich and Lake, 1990; Pigors and Myers, 1981). Relying on what many of the respondents responded, the concurring assertion from Armstrong (2006) asserts that training is done to help the organization achieve its purpose by adding value to its key resource—the people it employs. To this end, he is alluding to the view that an investment in human resources is one of the most important investments for organizations. The success of any business is determined by a number of elements, the most significant and critical of which is the performance of its personnel, often known as skilled human resources (Klerck, 2009).

The study sought to reveal the attitude and perception on the level of organizational performance of any given organization, including ascertaining the essence of economic factors in affecting the implementation of the staff training practices in the study area. The respondents reveal that top management may adjust or repair the role of training by allocating enough resources, including all of the required equipment, since most of the spare parts are not available in the country until making purchases from abroad, which is expensive and costs a lot of money.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The present study sought to enrich the less known perceptions and attitudes toward staff training practices among public organizations' employees in Tanzania. The study findings were drawn from the Higher Education Students' Loans Board Dar es Salaam Office, which was treated as the case study for this study. Following the revealed study findings, the study concludes human resources training and development practices are widely being practiced as they were contended to have a greater influence towards enhancing organization performance across the entire operational spectrum at the HESLB. The study findings further conclude the perceived roles of staff training practices among public organizations' employees, including managing risk of asset loss, providing reasonable job assurance, restructuring for future growth, compliance with laws and regulations, achievement of the organization's objectives, and building a resilient competitive environment, to mention a few. Furthermore, the study findings further concluded that individual, institutional, and economic factors were the major factors affecting the implementation of the staff training practices in the study area.

5.2 Recommendations

Based on the study findings, it is hereby recommended that the business organizations should conduct routine human resources training and development practices and capacity-building programs. The organizations in the public service are further urged to create awareness among their employees and administrators on the rights, duties, and responsibilities as required by the Act and Laws, as well as professional bodies, in the course of implementing human resources training and development practices among staff in their working areas. Furthermore, the study recommends that the individual workers in the study area change their attitude on the way towards adopting human resources training and development practices and the way of making them useful to them and to their fellow colleagues and the workforce in the study area. This is envisaged to enhance their artificial intelligence and all forms of ICT capabilities to be able to adopt many ongoing technological disruptions that favor staff training practices to enhance employees' skill sets.

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