



Effect of Training Programs on the Performance of Police Officers in Tanzania: A Case of Arusha City

Eliza John Chezue

ORCID: <https://orcid.org/0009-0000-0058-3523>

Department of Postgraduate Studies, Institute of Accountancy Arusha, Tanzania

Email: eliazajohn7@gmail.com

*Elias Elisha Mbuti

ORCID: <https://orcid.org/0000-0002-5840-3684>

Department of Postgraduate Studies, Institute of Accountancy Arusha, Tanzania

Email: eliasmbuti@gmail.com

*Corresponding Author: eliasmbuti@gmail.com

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Abstract: This study explored the Effect of training programs on the performance of police officers in Arusha City, Tanzania using the descriptive-correlational research design. Through simple random sampling, 168 police officers participated in the study by filling a questionnaire. Data analysis involved descriptive statistics and regression analysis. Based on the findings, the study concludes that training takes place in the police force organization. The kinds of training that take place include orientation, on-the-job training, off-the job training and coaching. The performance of the police officers was relatively good. Regardless of its shortcomings, coaching was found to be an important factor for maximized performance. Based on the conclusions, the study recommends that the police force management should use competence criteria to determine who should conduct the coaching and compensate those who do the coaching. Finally, the management should come up with a systematic roadmap on how coaching can be effectively done to enhance performance.

Keywords: Training programs; police; performance; coaching; orientation; mentoring.

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Introduction

Training is the heart of effective performance in any organization. Obi-Anike and Ekwe (2014) argued that training is the crucial area of human resource management. Their study findings in Nigeria revealed a positive relationship between training and organizational effectiveness. According to Gudeta and Argaw (2019), the delivery of efficient and effective training is required to enhance productivity of employees and to improve their performance. Rumman and Al-Rahahalh (2016) reported a positive correlation between commitment of senior management, adoption of

training strategies and employees' level of performance.

While training of employees is essential in any kind of organization, it is applicable in the police force organization as well. This is justified by Mwakyosi (2013) who conducted a study in Tanzania on police force training in connection to performance in selected units. The study established that training affected the performance in a positive manner as it led to prevention of crime, preservation of peace, effective protection of property and reduction of traffic accidents.

Studies have indicated a need for continuous education for police officers to perform their duties effectively. The study of Marenin (2014), for instance, concentrated on police training for democracy and revealed that the best way to prepare officers for policing is through mutual involvement of experts and the novice staff in the learning process rather than through the traditional pedagogy approach. The study of Lino (2004) revealed that police training is the main prerequisite to enable effective law enforcement in a given country and it has a positive effect on the quality of life in society.

Police officers are likely to experience multipole challenges due to day to day innovations by criminal offenders. Thus, a need to equip police officers with new skills for accomplishing their daily duties. In response, this study sought to establish the relationship between various forms of training and the performance of police officers in Tanzania, and particularly in Arusha City.

Literature Review

Much has been researched about the contribution of training on effectiveness of individual employees and organizations at large. Obi-Anike and Ekwe (2014) revealed that training is the crucial area of human resource management. Mubarak (2019) concluded that training has a significant effect on employees' performance. This section, therefore, reviews the literature about training and performance in the context of police officers.

Police Training and Performance

The performance of police officers in Tanzania has been questionable. Throughout the mid-1990s and early 2000s, Tanzania experienced rising crime rates and deteriorating public trust in the police. The poor performance was characterized by various indicators including high crime rates and pervasive police misconduct, including illegal arrest and detention, torture and excessive use of force, corruption, favoritism and extra-judicial executions (Police Reform in Tanzania, 2018). The study of Marwa (2020) revealed that unethical practices by Tanzania Police Force have impact to not only the police force but also to the general public.

The study of Innocent (2019) in Uganda linked the performance of police officers with recruitment procedures. The study concluded that appropriate internal recruitment methods positively influenced employees' performance. The study of Mwakyosi

(2013) regarding the role of training in improving the performance of police force in Tanzania revealed that training leads to prevention and reduction of crimes.

Literature indicates that training is an important initiative for organizations to increase performance and productivity. According to Gomez-Mejia et al. (2008), training is a planned effort to provide employees with particular skills which can help to improve their performance in the organization. Training further helps to improve the morale of employees. The authors further differentiated the on-the-job training from the off-the-job training. While on-the-job training takes place in the actual work setting, off-the-job training takes place away from the employment site.

Linstead et al. (2004) suggested that training programs need to be organized to provide appropriate knowledge and to allow employees to learn new skills which are necessary for the organization. Gerber et al. (1995) gave the following benefits of training employees: first, training gives workers direction in their jobs and acquaints them with their working environment, thereby helping them to become productive. Secondly, good training provides employees with information tailored to make them more productive. Thirdly, training helps to increase the loyalty and raise the morale of employees.

On- the Job Vs Off-the- Job Training

On the job training is an essential aspect for capacity building among employees in organizations. It is a kind of training that takes place after a person has been employed in a particular organization. This kind of training takes place while the employee is continuing with daily operations in a given organization. According to Timsal (2016), on the on-job training takes place while the employee is doing his or her job. Whereas the off-job training is conducted at a remote location which is away from employee's normal working environment, on-the-job training is a type of training that takes place within the working environment.

Orientation and Performance

Literature holds that orientation is the very first stage toward effective job performance. Mosley et al. (2008), for instance, considered orientation as a very important training stage in the sense that the first day on a new job might be confusing, if not handled properly. Therefore, effective orientation

programs must take place for future promising performance.

Orientation is defined by Sango (2008) as a technique by which new employees are rehabilitated when joining organizations. Studies have highlighted the importance of orientation for effective productivity in organizations. The study of Mishra and Strait (1993), for example, established that effective orientation help to meet the needs of organizations and improves performance. According to Acevedo and Yance (2011), orientation helps to socialize newcomers and increase their knowledge, skills, and abilities upon completion.

According to Gomez-Mejia et al. (2008), orientation programs help employees to learn more about the company and what is expected of them. The author further suggest that orientation programs should be organized to reduce initial anxiety during transition into a company. According to Greenberg and Baron (2000), organizations should have procedures to help new employees adjust to their new jobs.

Coaching and Performance

Coaching is another approach to training. According to Gomez-Mejia et al. (2008), coaching involves spontaneous meetings between managers and employees to discuss career goals, roadblocks and potential opportunities for the organizational development. Gerber et al. (1995) considered coaching as entailing instructions given by superiors with the purpose of developing the subordinates' potentials. It includes daily guidance by the supervisors to develop the subordinates for promotion. The author furthers argues that coaching is a low cost means to improve employees' performance.

Mentorship and Performance

According to Sprafka and Kranda (2008), mentoring is a mutually beneficial relationship in which a knowledgeable and skilled veteran officer provides insights, guidance and developmental opportunities to a lesser-experienced colleague. Mentorship has been identified as an important factor for employees' effective performance. While this is true in any kind of organization, it has been proven true in the Police Force Organization (Lavender& Todak, 2022).

Methodology

Design

This study used the descriptive-correlational research design. The descriptive part dealt with the

first and second research questions by describing the extent of training and performance. The correlational aspect dealt with the third research question to determine whether various forms of training affect performance.

Population and Sampling

This section presents the population, the sample and the techniques used in sampling. The police officers were 546 in Arusha City by the time of data collection. Through simple random sampling, the researchers selected 168 police officers, which is 30% of the total population to participate in the study through filling a questionnaire.

Statistical Treatment of Data

Data analysis involved descriptive statistics in terms of frequencies, percentages, mean scores and standard deviation. Furthermore, the analysis involved the inferential statistics whereby the regression analysis determined the relationships between the dependent and the independent variables.

Validity and Reliability

A pilot results helped the researchers to identify ambiguous terms in the questionnaire and address them before the actual data collection took place. Prior to the pilot study, the questionnaire was given to experts in research and management fields to check whether it addresses all the research questions. The experts gave their views for better results to be attained. To establish the acceptable reliability, the pilot study data was processed through the statistical package for social sciences and it yielded the Cronbach's Alpha of above 0.6. Therefore, the questionnaire was reliable.

Results and Discussion

Demographic Factors of Respondents

In this study, respondents were categorized into gender, age, education and whether they had gone for training. Male participants were 115 (68.5%) compared to their female counterparts who were 51 (30.4%). In this sense, the majority of those who participated in this study were males. In terms of age, different age groups of the police officers participated. Those in the age group of 30 years and below were 22 (13.3%). Those in the age group of 31 to 40 were 93 (56%). Those in the age group of 41 to 50 were 46 (27.7%). Those in the age group of 51 and above were five (3%). Therefore, the majority of respondents were in the age group of 31 to 50. They

were matured and experienced enough to give required details.

Education level ranged from certificate to postgraduate attainments. Those who possessed certificates were 49 (29.5% while those who possessed diploma were 27 (16.3%). Those with Bachelor's Degrees were 77 (46.4%) while those with postgraduate attainments were only 13 (7.8%). Therefore, the majority of the police officers who participated in this study were highly educated with either bachelor's degree or postgraduate education. A total of 119 (71.1%) police officers had received opportunities for training while only 47 (28.3%) had not received opportunity for training since they joined the police force.

Research Question 1: To what extent does training take place among police officers in Arusha City?

This research question sought to establish the extent to which orientation, on-the-job training, off-the job training and coaching take place among police officers in Arusha City as appears in table 1 to table 4.

Orientation

Orientation is the first stage of training employees. It takes place soon after employees have just joined organizations as novice workers. This is a very critical stage as it throws light on various aspects of the job before the newly employed individuals embark into the operation of their daily routine.

Table 1: Orientation Programs

SN	Orientation Status	Mean	Std. Dev	Interpretation
1	Terms and conditions of employment were made clear to me	3.4762	.53559	Agree
2	I was made aware of key policies and procedures soon after employment	3.4702	.55721	Agree
3	I went through orientation when I was recruited at this institution.	3.4643	.54600	Agree
4	I was given job description immediately after employment.	3.4337	.57615	Agree
5	I was encouraged to express my expectations for the new job.	3.2798	.57831	Agree
6	The institution's culture was made known to me as new employee	3.2560	.56861	Agree
7	The institution clearly expressed its expectations to me during orientation.	3.1790	.5170	Agree
OVERALL		3.3661	.40709	Agree

Table 2: On-the job Training

SN	Orientation Status	Mean	Std. Dev	Interpretation
1	On the job training exists at this institution	3.3452	.52470	Agree
2	My institution has well-documented procedures for on the job training	3.1726	.54714	Agree
3	Supervisors provide regular report on the on the job training	3.0893	.52289	Agree
4	I am well conversant with on the job training policies	2.9940	.49545	Agree
5	Employees' suggestions for on the job training are considered	2.9167	.58337	Agree
6	I attend seminars and workshops within the institution	2.8571	.53930	Agree
7	There is adequate budget for on the job training	2.1845	.45963	Agree
OVERALL		2.9371	.30504	Agree

The overall mean score for the seven items in table one is 3.3661, which shows that respondents agreed that orientation took place when they joined the police force as new employees. Specific items in the table were in the same category. For example, respondents agreed that terms and conditions of employment were made clear to them, that they were made aware of key policies and procedures soon after employment, that they went through orientation when they were recruited and that they were given job description immediately after employment.

Furthermore, respondents agreed that they were encouraged to express their expectations for the

new jobs, the institution's culture was made known to them and the institution clearly expressed its expectations to them during orientation. This is an indication that orientation programs takes place effectively. These results are commended by Isaiah et al. (2019) who argues that to enhance productivity, it is imperative for both the private and public sectors to adopt a strategic approach to employee orientation and placement. The study of Mishra and Strait (1993) established that effective orientation programs help to meet the needs of organizations and to improves performance.

On-the-Job Training

The second aspect of training is on-the job training. This is the type of training which takes place while the employees continue with daily operations at their working place. According to Timsal et al. (2016), the on the on-job training takes while the employee continues with daily routine at work.

The overall mean score of the seven items in table two is 2.9371, which shows that respondents generally agreed that on-the job training takes place in their working places. The specific items in the table were in the same category. For example, respondents agreed that on the job training exists at their organization, that the organization has well-

documented procedures for the on the job training program and that they are well conversant with on the job training policies. Furthermore, respondents registered their agreement that employees' suggestions for on the job training programs are considered, that they have attended seminars and workshops within their organization and that there is adequate budget for on the job training. The existence of the on-the job training is commended by the available literature. Khaemba et al. (2016), for instance, argues that on -job training enables employees to know their work expectations and tends to exhibit desired behavior at work place.

Table 3: Off-the job Training

SN	Orientation Status	Mean	Std. Dev	Interpretation
1	I am given time off to attend short courses.	3.2917	.57236	Agree
2	I went through off the job training for the past two years.	3.1964	.64982	Agree
3	Training policy concerning off the Job Training is clear.	2.8869	.64209	Agree
4	I am given opportunity to attend seminars and workshops outside this institution.	2.8802	.62866	Agree
5	There is equal chance for further study sponsorship to every employee.	2.6190	.67291	Agree
6	The institution has ever sponsored me for full time courses.	2.4405	.68081	Agree
OVERALL		2.8859	.37207	Agree

Table 4: Coaching

SN	Orientation Status	Mean	Std. Dev	Interpretation
1	There is effective communication between my mentor and I.	3.2143	.51496	Agree
2	My mentor does a good job to ensure my professional development.	3.1726	.53609	Agree
3	My mentor evaluates my performance and gives feedback.	3.0298	.73758	Agree
4	There is a close working relationship between my mentor and I.	2.9760	.62046	Agree
5	The institution uses competence criteria in mentor selection.	2.3333	.62547	Disagree
6	There is compensation for the mentors' time.	1.9107	.69066	Disagree
OVERALL		2.7724	.32359	Agree

Off the Job-Training

Regarding the off the job training, six items in the questionnaire were exposed to respondents. This is the type of training that takes place after some time since the employee joined the organization. According to Timsal et al.(2016), off-job training is conducted at a remote location. It is often used to improve skills and it teaches how to use particular tools or equipment at the work place. The overall mean score for off-the job training was 2.8859, which denotes a general agreement with the statements in the table.

Specific items in the table further indicate the mean score of between 2.50 and 3.49, which means that respondents agreed with all the statements in the table. They particularly agreed that they were given time off to attend short courses, they went through

off the job training for the past two year, training policy concerning off the Job Training is clear, they are given opportunity to attend seminars and workshops outside their organization, there is equal chance for further studies and the organization sponsors employees for full time courses. The results revealed that off the job training opportunities do exist in the organization. Literature recommends that police officers need to undergo training for better efficiency. In his study, Mwakyosi (2013), for instance, revealed that police training leads to effective prevention of crime and recommended appropriate measures to be taken for improved performance through training.

Coaching

Regarding coaching, table 4 shows the overall mean score of 2.7724, which indicates a general

agreement with the statements in the table. According to Gomez-Mejia et al. (2008), coaching involves spontaneous meetings between managers and employees to discuss career goals, roadblocks and potential opportunities for the development of the organization. Gerber et al. (1995) considered coaching as entailing instructions from superiors with the purpose of developing the subordinate's potentials. It includes daily guidance by the supervisors to develop the subordinates into their present position and to prepare them for promotion. The study of Marenin (2014), for instance, concentrated on police training for democracy and revealed that the best way to prepare officers for policing is through mutual involvement of experts and the novice staff in the learning process rather than through the traditional pedagogy approach.

While some specific items scored the mean of 2.50 to 3.49, two items were below the line of agreement, indicating some deficiencies in the provision of coaching. Particularly, the mean score

of between 1.50 and 2.49 revealed shortcomings in the use of competence criteria to determine mentors and in the compensation to those who do the coaching. It is therefore important for concerned persons in the organization to ensure the use of competence criteria and to compensate those who are carrying out the coaching as the use of coaching is comparatively cheaper than other forms of training (Gerber et al., 1995).

Research Question 2: What is the perceived performance of the police officers in the Arusha City?

To come up with response to the second research question regarding perceived performance, police officers were required to do a self-evaluation using nine items that appear in table 5. As seen in the table, the overall mean score on the perceived performance was 3.3119 with the standard deviation of .38907. These findings suggest that the police officers considered their performance to be high.

Table 5: Perceived Performance of Police Officers

SN	Orientation Status	Mean	Std. Dev	Interpretation
1	I have been experiencing improvement in job satisfaction	3.4940	.55798	Agree
2	My productivity keeps improving.	3.4643	.52361	agree
3	Management is satisfied with my performance.	3.4398	.56621	Agree
4	My innovativeness has increased.	3.4226	.57385	Agree
5	I have experienced an increased job performance.	3.4048	.56056	Agree
6	Employee turnover and absence is minimal.	3.3095	.59892	Agree
7	My performance meets institutions' expectations.	3.2321	.52453	Agree
8	The quality of my work is very high.	3.1845	.60576	Agree
9	Employees work independently without close supervision.	2.8571	.74453	Agree
OVERALL		3.3119	.38907	Agree

Table 6: Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	COACHING	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: PERFORMANCE

Specific items in the table scored between 2.50 and 3.49. This indicates that respondents agreed with all the items in the table. The self-assessment of the police officers under investigation seem to contradict with external eyes as the performance of police officers in Tanzania has been questionable. Throughout the mid-1990s and early 2000s,

Tanzania experienced rising crime rates and deteriorating public trust due to high crime rates and pervasive police misconduct including illegal arrest and detention, torture and excessive use of force, corruption, favoritism and extra-judicial executions (Police Reform in Tanzania, 2018). This suggests a need to conduct a comparative study

about the view of police officers against the views of external eyes.

Research Question 3: Is there significant relationship between training programs and the performance of police officers in Arusha City?

This research question sought to establish the relationship between the independent and the dependent variables. The research question called

for testing of the following null hypothesis: there is no significant relationship between training programs and the performance of police officers in Arusha City. Since the independent variables were multiple, against one dependent variable, this research question with its subsequent hypothesis were treated with regression analysis as seen in table 6 to table 10.

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.162 ^a	.026	.020	.38507

a. Predictors: (Constant), COACHING

Table 8: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.665	1	.665	4.487	.036 ^b
	Residual	24.614	166	.148		
	Total	25.280	167			

a. Dependent Variable: PERFORMANCE

b. Predictors: (Constant), COACHING

Table 9: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.771	.257		10.782	.000
	COACHING	.195	.092	.162	2.118	.036

a. Dependent Variable: PERFORMANCE

Table 10: Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	ORIENTATION	.070 ^b	.898	.370	.070	.965
	ONTHEJOB	.045 ^b	.562	.575	.044	.920
	OFFTHEJOB	.016 ^b	.199	.842	.015	.895

a. Dependent Variable: PERFORMANCE

b. Predictors in the Model: (Constant), COACHING

The coefficient of determination is .020 in table 7, which is interpreted as 2% of the variance in performance is accounted for by coaching. Therefore, the model explains 2% and that the model is a significant predictor of performance. These findings are similar to those by Jarosz (2021) about the impact of coaching on performance. It is therefore important to embrace coaching in organizations to realize improved performance.

Conclusions and Recommendations

Conclusions

Based on the findings, the study concludes that training takes place in the police force organization. The kinds of training that take place include

orientation, on-the-job training, off-the job training and coaching. Much as coaching took place in the organization, the management of coaching had some deficiencies in terms of failure to use competence criteria and lack of compensation to those who do the coaching. The performance of the police officers was relatively good. This is against previous findings that indicated poor performance by police officers as reflected in the reviewed literature section. While coaching is a significant determinant of the performance, orientation, on the job and off the job training are not significant predictors of performance. Therefore, the study concludes that coaching is an important factor for maximized performance of police officers.

Recommendations

Based on the conclusions, the study appreciates the existing training opportunities. However, the study recommends that the police force management should use the competence criteria to determine who should conduct the coaching and compensate those who do the coaching. Since the performance of the police officers was relatively good, there is still a room for improvement. The management should therefore use various motivational strategies apart from training to improve performance. Finally, since coaching was found to be the only training program that affects performance, the management should come up with a systematic roadmap on how the coaching can be effectively done. This can be accomplished through identifying outstanding police officers and assigning junior staff under them to gain more experience.

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