

**ANALYZING THE IMPACT OF HUMAN RESOURCE TRAINING ON
EMPLOYEE PERFORMANCE IN TANZANIA: A CASE OF ARUSHA
INTERNATIONAL CONFERENCE CENTER**

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MBA/HRM/0003/2021/2022

**Master of Business Administration in Human Resource Management
Institute of Accountancy Arusha
November, 2022**

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**A Dissertation submitted in partial fulfillment of the Requirements for the
Master of Business Administration in Human Resource Management of the
Institute of Accountancy Arusha
November, 2022**

AUTHOR'S DECLARATION

I, Eliasenya Kanael Nnko solemnly declare that this is my original work. It is part of the work in progress towards a production of a dissertation entitled: **ANALYZING THE IMPACT OF HUMAN RESOURCE TRAINING ON EMPLOYEE PERFORMANCE IN TANZANIA: A CASE STUDY OF ARUSHA INTERNATIONAL CONFERENCE CENTER** in fulfillment of the requirements for the Award of Degree of Master of Business Administration in Human Resource Management at the Institute of Accountancy Arusha. It has never been presented for a degree in any University or for any other purpose in an institute. All the sources that have been used or quoted have been indicated and acknowledged by means of complete referencing.

Signature.....

Date.....

CERTIFICATION BY SUPERVISOR

The undersigned certifies that supervisor has read and hereby recommends for acceptance by the Institute of Accountancy Arusha a dissertation entitled **ANALYZING THE IMPACT OF HUMAN RESOURCE TRAINING ON EMPLOYEE PERFORMANCE IN TANZANIA: A CASE STUDY OF ARUSHA INTERNATIONAL CONFERENCE CENTER** in partial fulfilment of the requirements for the award of Masters of Business Administration in Human Resource Management at Institute of Accountancy Arusha.

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(Supervisor Name)

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ABSTRACT

This study assessed the effects of human resource training on employee performance at AICC. The study adopted quantitative research approach which involved descriptive correlation research design. The study was based on the population of 170 employees of AICC. The study targeted a sample size of 119 respondents, however only 109 respondents participated in this study. Data were collected by using structured questionnaires. Data were analyzed by using descriptive statistics and regression analysis. The first research objective was to examine respondents' perceptions about employee performance at AICC. This study found that show majority of respondents perceived that AICC employees are able to perform in working relationship and communication skills. This study found that AICC employees are able to perform in two aspects of service quality namely proper attire and showing empathy in serving customer. Furthermore, this study found that most of the respondents said that AICC employees are not able responsive and reliable on time in serving customers. The second research objective of this study was to assess effects of training methods on employee performance at AICC. This study has found that training methods have significant effect on employee performance ($t= 6.937$, $p= .000 \leq .05$). The third research objective was to assess effects of training policy on employee performance at AICC. This study found that human resource training policy has significant effect on employee performance ($t= 13.665$, $p= .000 \leq .05$). The fourth research objective was to assess effects of training resources on employee performance at AICC. This study found that availability of training resources has significant effect on employee performance at AICC ($t=14.365$, $p= .000 \leq .05$). Based on study findings, this study concludes that human resource training methods, training policy and training resources have significant effects on improvement of employee performance at AICC. This study recommends that AICC should implement training programmes to improve employee performance.

TABLE OF CONTENTS

Contents

AUTHOR'S DECLARATION	i
CERTIFICATION BY SUPERVISOR	ii
COPYRIGHT	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF ABBREVIATIONS.....	xi
CHAPTER ONE.....	1
GENERAL INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Problem	1
1.3 Statement of the Problem	4
1.4 General Objective	6
1.5 Specific Objectives	6
1.6 Research Questions	6
1.7 Significance of the Study	6
1.8 Limitations of the Study	7
1.9 Scope of the Study	7
1.10 Organization of the study.....	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Theoretical Literature Review	9
2.2.1 Definitions of Concepts and Terms	9
(i) Human Resource Training.....	9
2.2.2 Theoretical Literature Review	12
2.3 Empirical Literature Review	17
2.3.1 Empirical Literature about Levels of Employee Performance	17

2.3.2 Empirical Literature on Effects of Training Methods on Employee Performance ...	18
2.3.3 Empirical Literature on Effects of Training Policy on Employee Performance	20
2.4 Knowledge Gaps	24
2.5 Theoretical Literature Review	24
2.5.1 The Human Capital Theory	24
2.5.2 Social Learning Theory	24
2.6 Conceptual Framework.....	26
CHAPTER THREE	27
RESEARCH METHODOLOGY	27
3.1 Introduction	27
3.3 Research Design	27
3.4 Research Approach	28
3.5 Population, Sample Size and Sampling Techniques	28
3.5.1 Study Population.....	28
3.5.2 Sample Size	29
3.5.3 Sampling Techniques	29
3.6 Data Collection Methods.....	30
3.7 Pilot Study	31
3.8 Data Analysis Techniques	32
3.9 Validity and Reliability of the Instruments	34
3.9.1 Validity	34
3.10 Ethical Considerations	35
CHAPTER FOUR	36
PRESENTATION AND DISCUSSION OF FINDINGS	36
4.1 Introduction	36
4.2 Presentation of Findings	37
4.2.1 Respondents Demographic Characteristics.....	37
4.2.2 Respondents' Perceptions about Employee Performance at AICC	41
4.2.3 Effects of Training Methods on Employee Performance at AICC	46
4.2.4 Effects of Training Policy on Employee Performance at AICC.....	52
4.2.5 Effects of Training Resources on Employee Performance at AICC	56
4.3 Discussion of Findings.....	60
4.3.1 Discussion of Findings on Perceptions about Employee Performance at AICC	60

4.3.2 Discussion of Findings on Effects of Training Methods on Employee Performance at AICC	62
4.3.3 Discussion of Findings on Effects of Training Policy on Employee Performance at AICC	63
4.3.4 Discussion of Findings on the Effects of Training Resources on Employee Performance at AICC.....	64
4.4 Summary of Findings.....	65
CHAPTER FIVE	66
CONCLUSIONS AND RECOMMENDATIONS	66
5.1 Conclusions	66
5.2 Recommendations.....	67
5.3 Critical Evaluation of the Study	69
REFERENCES	70
APPENDICES	75
Duration and Schedule of Activities	78
Estimated Budget	79
Estimated Budget	79

LIST OF TABLES

Table 3.1 Reliability Results of Questionnaire	35
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Table 4.1-1 Perceptions about Employee Performance in Working Relationships.....	42
Table 4.1-2 Perceptions about Employee Performance in Communication.....	43
Table 4.1-3 Perceptions about Employee Performance in Service Quality	45
Table 4.2-1 Perceptions about Effects of On the Job Training Methods on Employee Performance at AICC.....	47
Table 4.2-2 Perceptions about Effects of Off the Job Training Methods on Employee Performance at AICC.....	49
Table 4.2-3 Model Summary on Effects of Training Methods on Employee Performance	51
Table 4.2-4 ANOVA on Effects of Training Methods on Employee Performance.....	51
Table 4.2-5 Coefficients on Effects of Training Methods on Employee Performance	52
Table 4.3-1 Perceptions about Effects of Training Policy on Employee Performance at AICC.....	53
Table 4.3-2 Model Summary of Effects of Training Policy on Employee Performance	55
Table 4.3-3 ANOVA on Effects of Training Policy on Employee Performance.....	55
Table 4.3-4 1 Coefficients on Effects of Training Policy on Employee Performance	56
Table 4.4-1 Perceptions about Effects of Training Resources on Employee Performance at AICC	57
Table 4.4-2 Model Summary of Effects of Training Resources on Employee Performance	59
Table 4.4-3 ANOVA for Effects of Training Resources on Employee Performance.....	59
Table 4.4-4 Coefficients of Effects of Training Resources on Employee Performance	60

LIST OF FIGURES

Figure 2.1 Conceptual Framework	26
Figure 4.1 Distribution of Respondents by Gender	37
Figure 4.3 Distribution of Respondents by Age.....	39
Figure 4.5 Distribution of Respondents by Job Positions	41

LIST OF ABBREVIATIONS

AICC	Arusha International Conference Center
SPSS	Statistical Package for Social Sciences
TPB	Tanzania Postal Bank
URT	United Republic of Tanzania

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This chapter highlights the main points of the study it gives the background of the study, statement of the research problems, research objectives, research questions/ hypothesis, significance of the study, scope and organization of the study

1.2 Background to the Problem

Globally, training and development programs ought to be part and parcel of organization's strategic plan. It is an indispensable strategic tool for enhancing staffs' and organizational performance. Companies that aim at competitive advantage have realized the importance of training, improving staffs' performance (Abok, 2017). Indeed, among the most important functions of human resource management, the crucial function is staffs' development through proper training and development programs. The rapid global and technological development has lead organisations in both developing and developed countries to face new changes and challenges (Abok, 2017); the advancement in technology has influenced the demand of advanced capabilities and competencies to do specific tasks, thus all organisations throughout the world have been embracing training and development as one of the strategies to cope with the changes, for instance in North America, most of organisations in USA have been training the staffs, and the trainings improved performance of the staffs, in view of the fact that majority of staffs are capable of employing current technologies and their efficiencies increased (Akpaniteaku, 2019). Also, in Pakistani there is strong relation among training and development of staffs on their performance and productivity.

In Africa, there is always a problem for every organization to manage its expanding and ambitious plans with staff that may not be well equipped. Training is therefore imperative. Training imparts skills and knowledge to employees in order to contribute to the organizational efficiency and be able to cope with the pressure of changing environment. Through training, the organization increases more on participation for improved performance in a particular job. Also training is concerned with imparting and developing specific skills for a particular purpose. Training suggest that productivity would not be improved by the offer of more money alone but should be based on well organized, clearly defined and fixed principles of the training techniques, (dessler,1994).

Mutahaba et al. (2018) pointed out that; "Many managers view training as a luxury, not a competitive and strategic necessity. They question," What if we train our employees and they leave," they ask. Well, what if you don't train them and they stay? Kelly, (2017). Training is one of the basic human resource activities in an organization that aims at enhancing competence and productivity in an organization. However, very often it is seen that training programmes does not yield the desired results. employee productivity does not rise in proportion to the training investment.

The objectives of the current and future training program in Arusha International Conference Centre (AICC) are to have a sustainable policy that will address present and future staff skills requirements to meet the company's business strategies. In Arusha International Conference Centre (AICC), training programmes are categorized into three major areas which are; Staff Training, Personal Development and Management and Leadership Development. AICC Human Resource Policy (2008).

Training programme can only be meaningful if it follows the essential components of

sequence of training. These consist of the reflection of the organizational and national training decision. The definition of training objectives, that is training must aim to achieve measurable goals expressed in terms of the improvements or changes expected in corporate, functional, departmental or individual performance. This must be in accordance with the overall goal and objectives of the organization, which is achievement of each training program against its objectives. It should reflect training needs assessment on three levels that is organizational level, individual level and the job level. The success of training programs therefore depends more on the organization's ability to identify training needs, success hinges on taking the information gained from needs analysis and utilizing it to design first-rate training programs. Experts believe that training design should focus on at least four related issues: (1) instructional objectives, (2) trainee readiness and motivation, (3) Principles of learning and (4) characteristics of instructors (Belcourt, *et al.*, 2008).

Arusha International Conference Centre (AICC) have been implementing a short and long course staff training programmes that aimed at improving staff skills and technical knowledge to cope with the worldwide technological changes. Viewing the outcome of the programme at the end of each budget year one finds that very few staff are trained as per programme and no follow up made to reveal whether the intended goals of the programme were achieved. On the other hand, employees who decides for self-sponsorship tend to study programmes that are not direct related to their field of expertise which eventually lead to misuse of training resources.

Studies have shown that lack of human resource training result to poor work performance. Ngirwa (2016) revealed that poor performance of many organizations in Tanzania is due to inadequate training of staffs and other members belonging to the organization. Also Brown

(2005) claims that, training staffs to their work place and their jobs is the most neglected function in many organizations in Tanzania. Therefore, the intention of this study was find out the effects of human resource training on employee performance at AICC.

Several studies have been conducted in Tanzania in relation to training. Among them includes; (Waziri, 2018, Ngir-wa, 2016, Mohamed, 2016, Mndeme, 2011, Magai, 2018, Kihongo, 2016, Karia, 2016, Bana, 2017) and others. However, most of these reviewed studies in Tanzania relied on examining the impact of training on employee satisfaction and the impact of training on organization performance. Among the reviewed studies in Tanzania, little study has assessed the training development programme and staff performance in the Ministry of Foreign Affairs and East African Co-operation. This reveal a gap in literatures. Hence, this study assessed thus there is a need to assess whether human resource training has effect on employee performance at AICC.

1.3 Statement of the Problem

The role of formal training in many organizational today appears to have declined significantly (Beardwell & Claydon, 2017). First, the speed with which skills requirement change in some sectors means that, formal, time consuming, class room based learning fails to deliver efficiently as required. And the growing recognition of human resource training as a tool to achieve competitive advantage has raised awareness of the need to embrace learning as a central strategic concern and to be part of the culture of the organization. Of which formal training is just one, often small component.

Staffs training play a very important role in the operations of organizations performance. However, in public organisations in Tanzania training and development is questionable. Studies have shown that training activities are not effective because of various factors. Either fund

allocated for training and Development purpose is misallocated, lack of training planning (Dominic and Kessy, 2009, URT, 2004 URT, 2003). As such, programs are not implemented effectively and this affects employees in their performance

However, for some years now it appears training in Arusha International Conference Centre (AICC) is haphazard, unplanned and unsystematic and several of its staffs such as Directorate of Hospital Services, Directorate of Finance and Human Resource, Directorate of Estate and Project, Directorate of Conference and Marketing, computer operators, secretaries, drivers and many other category of workers, have not qualified for any form of training nor is there any systematic process of staff development in place. Scholars such as (Waziri, 2018, Mohamed, 2016, Mndeme, 2011, Kihongo, 2016, Karia, 2016) revealed that in some organization, management see cost incurred in the acquisition and maintenance of plant and equipment as more relevant than that expense on training and development of its staff. With this misconception, it affects and demoralize employees' performance in the organization

The effectiveness of training development programme and staff performance at Arusha International Conference Centre (AICC) is questionable. This situation has left the Arusha International Conference Centre (AICC) vulnerable with respect to Training and Development programmes, while the Ministry of Foreign Affairs and East African Co-operation putting emphasis on all the staffs have to go for training according to the needs of the organization when it is required. For example, in 2017-2022, the staff who applied for long training were 20, but due to budget resources, the Management allow five (5) staff to attend long training from different department, therefore it is the intention of this study was assess effects of human resource training on employee performance at AICC.

1.4 General Objective

The general objective of this study was to assess the effects of human resource training on employee performance Tanzania at Arusha International Conference Center (AICC).

1.5 Specific Objectives

This study aimed at achieving four specific objectives.

- (i) To examine respondents' perceptions about employee performance at AICC.
- (ii) To assess the effects of training methods on employee performance at AICC.
- (iii) To establish the effects of training policy on employee performance at AICC.
- (iv) To establish the effects of training resources on employee performance at AICC.

1.6 Research Questions

- (i) What are the perceptions of respondents about employee performance at AICC?
- (ii) What is the effect of training methods on employee performance at AICC?
- (iii) What is the effect of training policy on employee performance at AICC?
- (iv) What is the effect of training resources on employee performance at AICC?

1.7 Significance of the Study

Findings of this study provide practical and academic contributions. In terms of practical contributions, this study provides knowledge that can help AICC to improve human resource training programmes for improvement of employee performance. AICC may uptake findings of this study to facilitate establishment of human resource training policy.

Findings of this study provides awareness to the Ministry of Foreign Affairs. Ministry of Foreign affairs can benefit from this study in terms of creation of human resource plans for employee training and development at AICC.

The study provides academic contributions. The study contributes to empirical literature of human resource management in Tanzania.

1.8 Limitations of the Study

This study encountered various limitations. The first limitation was delays in data collection. Delays in data collection was attributed to busy schedules of respondents. Data were collected during working hours. Hence, it took relatively three weeks to distribute and collect questionnaire forms from respondents. This limitation was addressed by directly contacting respondents to schedule time for filling and collecting questionnaires forms.

The second limitation was that some respondents did not fill questionnaires. Out of the 119 distributed questionnaires, only 109 questionnaires were filled and returned. 10 respondents did not fill and return questionnaire. This limitation was attributed by the fact that some respondents took leave while some respondents has travelled outside Arusha.

1.9 Scope of the study

The study was based on the human resource training at Arusha International Conference Center (AICC). The study assessed human resource training methods, training policy and training resources. In terms of scope of methodology, this study utilized quantitative research approach in sampling, data collection and data analysis. In terms of time, this study was done for four months from July 2022 to November 2022.

1.10 Organization of the study

This study is organized in five chapters. Chapter one presented the overview of the study, the background of the study statement of the problem. It carries on by providing the research objectives both general objective and specific objective, research questions, scope of the study, significance of the study and lastly the limitation of the study. Chapter two presents literature

review. The chapter presents theoretical and empirical literatures related to the study. The chapter also provides conceptual framework which indicates variables of this study.

Chapter three presents research methodology which was in this study. The chapter is composed of research design, research approach, area of the study, population, Sample, sample size and sampling techniques, data collection methods, pilot study, data analysis methods, validity and reliability and ethical considerations.

Chapter four is about presentation and discussion of findings. The chapter is presented in four sections including introduction to the chapter, presentation of findings, discussion of findings and summary of findings. Chapter five presents conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of literatures whereby, identified concepts are discussed. It is based on the definitions of the key terms, theoretical literature review, empirical literature review, conceptual framework and research gap. Also, the chapter described the previous studies which explained the gap that was filled by this study.

2.2 Theoretical Literature Review

2.2.1 Definitions of Concepts and Terms

(i) Human Resource Training

Training can be defined as a systematic process of acquiring knowledge, skills, abilities and the right attitudes and behaviors to meet job requirements (Gomez-Meja et al 2007). Training has been reckoned to help staffs do their current jobs or help them meet current performance requirements by focusing on specific skills required for the current organizational needs. The benefits of training staffs may extend throughout a person's career and help that person's future responsibilities. This training therefore ought to look at both current and future needs of the organization.

Researchers as Swart et al, (2005) indicate that an individual's improvement will be contingent on the quality of the training program, the motivation of the individual and the individual's needs. The model of improved organizational performance in general assumes that staffs' knowledge, skills and attitudes will change by the adoption of a training program. If employees believe there is an improvement in their knowledge and skills, there will be an increase in the person individual's performance, which subsequently leads to improved

organizational performance.

(ii) Employee Performance

According to Delow (2013) Staffs performance is defined as whether a person executes their job duties and responsibilities well. Many companies assess employee performance on an annual or quarterly basis in order to define certain areas that need improvement. Performance is a critical factor in organizational success. The job related activities expected of a worker and how well those activities were executed. Many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify.

Employee performance is measured on the basis of the set standards by the organization (Armstrong, 2020). A good performance illustrates how well an employee has performed his or her assigned tasks as per the required standards (Yiman, 2022). Employee performance is the level of success of employees in carrying out their duties and responsibilities. Staffs performance is generally influenced by two factors, namely internal and external factors. Internal factors are factors that come from within the employees, which include job satisfaction and organizational commitment, while external factors are factors that come from outside the self-staffs, which includes leadership, health and safety, and organizational culture.

One of the external factors affecting employee performance is organizational culture. Organizational culture is a growing value within an organization, where the values are used to direct the behavior of members of the organization. Staffs behavior is influenced by the environment where they work formed through the culture of the organization and the existence of culture within an organization is expected to improve employee performance. (Habibu, 2020).

Employee performance is measured by using various attributes. One of the measures of employee performance is task performance. Task performance includes job related behaviours and activities that are directly related to duties and responsibilities of the job position. Task performance is measured by ability to meet deadlines, ability to achieve perform objectives, ability to serve customers as per requirements, ability to attend work on the required time (Kalia & Bhardwaj, 2019). Another measure of employee performance is contextual performance includes behaviours that contribute to social and psychological relationships at work. Contextual performance is defined by attributes such as helping each other at work, volunteering to take extra work without expecting pay (Dogru, 2018).

2.2.2 Theoretical Literature Review

2.2.2.1 Effects of Training Resources on Employee Performance

In the study conducted by Burney in 1991, organization resources consist of assets, organization procedures, aptitudes, firm's qualities, information, knowledge and other things which owned by the organization. These resources help firm in achieve training and development programs to improve its productivity and obtain organization goal. Barney (1991) said that organization resources are firms' physical, human, intangible things and material things owned and managed by the organization. He further argued that these resources must have the ability to give competitive advantage so that the respective organization could survive and win in competitive business environment.

Kihongo (2016) in his study commented that organizational resources include capital, networks and trained staffs, and intangible things like funds, strategic alliances techniques, human intelligence and processes. The organization uses its own resources to develop strategic capability which in turn, it enhances competitive advantage which was impossible to be copied by other organizations found within same sector or industry. In addition to that, Kouhy (2019) suggest that organizational ability information and knowledge resources and financial resources are of paramount value in planning successful strategies to build competitive advantage. Moreover, at business sectors strong strategies are enhanced by effective management organization resources, once these resources are well managed they enable organization to strive successfully in competitive environment.

Furthermore, effective uses of organizational resources stimulate ability for competitive advantage. Hence it is proved that, poor administration of resources leads to failures in planning strategies to build competitive advantage in both sectors (Kum, 2018). Moreover, for a well-planned strategy of organization objectives, trained managers are inevitable because they are

the ones who plan, administer, link and ensure justifiable use of organizations' resources. Hence, having adequate and efficient resources like human and financial play is of paramount value in enhancing and heartening staffs' development and training. Kum (2018) further asserts that strategic management research has proved that organisational performance is well explained by the effective ownership and recruitment of the resources it controls.

According to Lyria (2013) the organisation resources are rooted in the Resource Based theory and in Dynamic capabilities theory. More so, various past and recent past literature often relate the organisational resources to the influence of firm performance more than any other factors. Long term performance is guaranteed due to the new resources being configured and always assuring the firm to perform as markets collide, evolve, fade and emerge (Magai,2018). The debate on organisational resources being an influence on performance cannot be stopped as the subject is dynamic and as well, there are still some un-resolved issues. In the initial instance, María (2011) debates that the resources that are well controlled by the organisation do enhance development and a competitive advantage while others may detach resources from the firm's growth meaning that there is need to establish the influence of the organisation's resources on the firm growth.

2.2.2.2 Effects of Training Policy on Employee Performance

Mohamed (2016) all organizations have training and development policy whether it is explicit or implicit, formal or informal. The policies pursued by the organization in relation to the management and development of human resources exert significant influence on the choice of training and development intervention (Mndeme, 2011). In general, formal training policy provides guidelines through which training and development activities within the organization were pursued. It defines the rights, roles, responsibilities of everyone in the organisation, in this

regards organizational training policy includes; resources to be allocated to training and development, nature and extent of training and development activities, how and whom training and development activities was undertaken, the manner in which training and development was processed (Reid et al., 1992).

Muya (2015) describes training agenda as a document which denotes assurance from the organisation's leadership to workforce training. In this agenda or policy, there should be a rules and procedures lay out to guide the whole training program and it should also specify the objectives of the organisation which enhance its workforces, outline the structure as well as execution of training programs, highlighting crucial fields where training have to be prioritized as well as giving out proper opportunities to staffs for their personal gain.

According to Nadeem (2019) objective of the staff, one among staff's target is to use training policy which provide guideline for assessment, management, and structural design without forgetting implementation of staffs' training and initiative programs. Usually organizations focus on improving knowledge, skills and capabilities of their staffs in order to achieve its goals. Moreover, organizations do this so as to impart and inherit learning habit to its existing and upcoming staffs.

A study by Naris (2012) has shown that training is a necessary exercise in a workplace without which, workers may not be well versed with some of their duties and responsibilities. It plays a key role in supporting the capabilities of new recruits as well as the ongoing workers of the organisation to better perform their duties. It goes further to assert that training prepares staffs for the future roles when they get to work in more superior positions of the organisation to which they can display full potential and become more productive. In this aspect, training is considered to be an investment by the organisation that yields quite high returns and builds a competitive

advantage, it helps the organisation to fill the gap between the required performance and the actual staff performance.

Human resource training improves the capabilities, skills and knowledge of the staffs undoubtedly is a vital source of competitive advantage for the firm in the market. The training and development policies of the firm therefore also have an effect on the motivation and commitment of the staff. In order to ensure that the jobs and duties are well executed by the workforce, the organisations ought to ensure that training and development is part of their policies (Ngirwa, 2016). A firm in applying sustainable policies considers investing in building new skills of the staffs to enable them get acquaintance with dynamic conditions that keep unfolding and stability as well as improvement in performance through this superior approach of motivation and commitment to work. This training policy by the organisation, if it is well perceived by the staffs as one that is of interest to the firm to promote skills of the workers, they turn their focus on striving to achieve the organisations goals.

2.2.2.3 Effects of Training Resources on Employee Performance

The structure reveals the systematic schedule of decision processes, interactions, procedures, systems as well as communications which cause organization to improve its roles and attain its goals (Noe,2019). Organizational structure similarly explains how knowledge and information are distributed in a firm, that impact efficiency of utilization. Accordingly, it extensively affects the categorization as well as management of the firm's resources, the communication procedures as well as social engagement between organization stakeholders.

According to Okioga (2012) training may occur at three organisational levels which are; Strategic level where the needs are set by the top management while considerations are made to the organisations' goals, vision, mission and strategy to focus on the problems that ought to

be solved; secondly, tactical level where needs are basically determined by the middle management after a series of considerations to the development needs that require the integration of the various departments in the training exercise and; thirdly, operational level, also being the lower level management together with other workers who evaluate the needs that ought to be fixed through training in consideration of the problems that are facing the operations to the individual workers and the various departments. The role of the organisation structure in formulating human resource training and development policies is essential to create a team of the workforce that is effective and competent.

Thus, the formation of organizational structure hampers or assists the ability of the organization to learn, to adapt to change, to invent or to develop its capacity to produce further clients' value. The structure does change its form since there is a fluctuation variation based on the new organizational conditions. Moreover, there is a chance for improvement so that members in the organization could have the ability to access and obtain new different skills which would assist them to solve varieties of problems as well as various circumstances in the organization (Pazey, 2013).

Hence, the structure is dynamic, since various organizations face varying forces within the environment that need the organizations to reiterate by coming up with suitable policies, structures and mechanisms. Pearce (2000) urged that organizational structure act as a basic role in an organization's ability to spot and acquire new knowledge desired, incorporating it into the organization as well as identifying its absorptive capability. Generally, alternatives organization structures are significant in improving organizational learning. Organization design comprise of processes whereby different managers use to show their structure, processes,

defining managerial processes as well as activities. It is also important in performance of the organization as it perpetuate the capacity to work effectively.

Also according to Mndeme (2011), organizational structure which is able to be adjusted is very crucial in training as it allow task to be restructured to boost human resource training and give time for exchange and reflection upon training. Despite that, if organizational structure is rigid to adopt training, it becomes hindrance factor. Therefore, the structure of organizations can prompt training need. Given example, flexibility and innovative structure literally desire training to adapt changes.

2.3 Empirical Literature Review

2.3.1 Empirical Literature about Levels of Employee Performance

Various studies have assessed levels of employee performance in public sector organizations. Basirudin, et al. (2016) assessed the role played by job satisfaction on performance of public sector in terms of organizational citizenship behaviours in working relationships at the Ministry of Women, Family and Community Development in Malaysia. The study has shown job satisfaction influence employee performance in terms organizational citizenship behaviour such as altruism, sportsmanship, courtsey and conscientiousness.

Another study by Dhammika (2013) measured employee performance in public sector in Sir Lanka. The study found that employee performance in Sir Lanka public sector is measured by considering attributes such as team work in terms of cooperation with co-workers, innovation and career development.

2.3.2 Empirical Literature on Effects of Training Methods on Employee Performance

A number of studies have assessed effects of training methods on employee performance. Some studies have assessed effects of induction training on employee performance. A study by Kebenei (2014) assessed effectiveness of induction programme on employee performance at Eldoret Water and Sanitation Company. The study employed quantitative research approach which involved random sampling in respondents selection and questionnaires in data collection and descriptive statistics in data analysis. The study findings have shown that induction programmes help to improve employee performance in terms of clarification of performance expectations, creation of awareness of organization rules and regulations and provision of roadmap for desired performance.

Another study by Agbo (2020) assessed the impact of induction on employee performance at Abia State Polytechnic in Nigeria. The study applied quantitative research approach which involved random sampling, questionnaires in data collection and pearson correlation in data analysis. The study found that induction programmes have significance role in improvement of employee performance.

Some studies have assessed the effect of job rotation on employee performance. Eltahir (2018) found that job rotation method of training has significant contribution in improvement of employee performance at Omdurman Ahlia University in Sudan. Similarly, Whyns (2015) assessed the effect of job rotation on employee performance at a printing company in Entebe in Uganda. The study found that job rotation has significant effect on employee performance.

Other studies have assessed effects of job coaching on employee performance. A study by Muriithi (2016) assessed effect of coaching on employee performance at Standard Chartered Bank in Kenya. The study applied quantitative approach which involved the use of structured

questionnaires, descriptive statistics and regression analysis. The study found that establishment of coaching plan has significance influence on improvement of employee performance. Romão et al. (2022) assessed the impact of leaders' coaching skills on employees' performance in terms of happiness and turnover intention. The study found that coaching has effect on improving employees' happiness at work and reduction of turnover intention. Additionally, another study by Mwangi et al. (2018) examined the effect of coaching on employee performance at State Corporation in Kenya. The study found that coaching is a predictor of employee performance. Mwangi et al. (2018) recommended that state corporations should deploy resources to ensure employees receive coaching that can help to improve performance.

Other studies have assessed effects of mentorship training on employee performance. Nyamori (2015) assessed the effect of workplace training on employee performance at SOS Childrens' Village in Kenya. The study utilized quantitative research approach which involved random sampling, and structured questionnaire in data collection. Data were analyzed through descriptive statistics and pearson correlation coefficient. The study found that mentorship enhance employee performance through elevating motivation and increasing work morale and productivity.

Some studies have focused on off the job training methods such as simulation, case studies, role plays. Elmohandes et al. (2018) investigated the effect of simulation training on performance of front office hotel employees at Greater Cairo Hotel in Egypt. The study utilized quantitative research approach which involved use of structured questionnaires in data analysis, and application of both descriptive statistics and pearson correlation in data analysis. The study

found that simulation training help to improve employee performance through stimulating minds of employees.

Raheja (2015) assessed training methods for employee performance. The study found that off the job training methods such as lectures, conferences, simulation exercises, sensitivity training have significant influence on improvement of employee performance. Another study by Martin et al. (2014) found that off the job training methods such as case studies , role plays and simulations have influence on employee performance.

2.3.3 Empirical Literature on Effects of Training Policy on Employee Performance

A number of studies have assessed the effects of training policy on employee performance. In a study on factors for effective staff training in Kisarawe and Temeke Districts by Kihongo (2016) a sample of 47 respondents was drawn to engage in completing questionnaires to collect primary data. As well documentary review was used in the process of collecting data that assisted in coming to the findings. It was discovered that short of training policies and programs in any organisation, insufficient funding of training programs or budget allocation and management dedication towards staff training and development as well as unfair treatment of workers that leads to staff divisions and groups, all these lead to obstacles in training and development and its objectives in the organization. From the findings of the study, four recommendations were forwarded to address the gap that was discovered and these were; first, the local government authorities need to come up with clear policies and strategies that lead to training and development of staffs through suitable training programs; secondly, increase in budget allocation towards staff training and development; thirdly, there should be management commitment towards staff training and development programs; lastly, a proper training process

should be bound to by considering the assessed training needs and intended training staffs under particular portfolios.

Mndeme (2011) conducted a study at Tanzania Electric Supply Company Limited (TANESCO) on "Factors Affecting the Implementation of Training Programmes in Parastatal Organizations in Tanzania: The research applied study design with a qualitative approach due to the nature of the study. The 274 sample size was used equivalent to 25% of the whole population. The simple random and purposive sampling methods were used to select a sample size from TANESCO Dar Salaam and Coastal Zone as part of the population. In this study, questionnaires and interviews were used to collect primary data. Findings showed that in Parastatal organization an effective implementation of training programs might be affected by various factors; but can mostly be classified according to organization factors such as, shortage of training budget, absence of training need analysis(TNA), absence of staff sensitization. To increase efficiency of training programmes, the study recommended increasing employee ability by allocating sufficient budget; perform evaluation after each training period and provide response to learners; initiate a constant TNA practice increase the percentage of level of training roles, scope and objectives; training functions can be facilitated openly and ensure participatory in describing the training need as well as adapt to the "Blended Learning Programme Model".

Dabale et al (2015), in the study on relationships between training and staff performance conducted in Mutare city council of Zimbabwe, it was revealed that performance of any organisation is determined by the workforce and the level of the skills gained from the training. In this study, the correlational research design was applied, with an attempt to define and measure the extent of association between performance and training. The purposive sampling technique deployed to select a sample size of one hundred and thirty-two (132) staffs from the

population of all staffs. Moreover, the study gathered data primarily by using specific structured questionnaires. Findings revealed a strong positive relationship between training and performance of workforces. In this regards the researcher recommended; there is a need of stakeholder's involvement in training in order to improve individual skills, capacity, behaviour, and competencies for better performance. In a study by Porter (1985) carried out at the Tanzania Posts Corporation that was focusing on the factors that influence staff training and development, the study pointed out a number of steps involved in conducting training; training participant's identification, launch of service or new product, facilities or technology, as well as enhancement of proper plans and lastly individual initiatives towards organisation performance increase. The results ascertained, 88% of workforces attended the training prior the recommendation of their department leaders. However, findings showed that the training at the TPC was not crystal clear since among staffs complained and doubted which characters were used in choosing staffs for training. This study moreover discovered that TPC lacked a standard formal assessment criterion to evaluate the training programs and the extent to which they contribute towards performance of the organisation.

A study by Julie (2015) on "Factors influencing staff training and development decisions in state-owned hotels in western Kenya". The study employed a case study design which also engaged both quantitative and qualitative approaches in coming to its findings. The population of the study was based on the staffs in all three state owned hotels in the west of the country including; Kericho Tea hotel, Golf Hotel Kakamega and Sunset hotel. Semi structured questionnaires were engaged as data collection tools in the process among the selected sample. It was revealed from the findings that there are some organisational factors that influence staff training and development and these include; high business turn over, high staff turnover as well as the costs involved in staff training and development programs. It was also known that decisions on staff

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 staff specifications with the job needs and expectations of the stakeholders. The study went further to recommend that an insight be done in the staff welfare that is facilitated by the management whenever training and development decisions are being made.

Waziri (2018) in the study assessing the influence of training and development to an organisation's performance carried out at the TPB Bank in Dar es salaam Tanzania, the study was seeking to identify training and development approaches that are adopted and implemented by the TPB as well as the factors known to influence the training program implementation process and the impacts that the programs have on the performance of the organisation. In the study, the sample of 150 participants was selected through purposive sampling technique and this was equivalent of 62% of the total population from the bank segment. Questionnaires and documentary review were the data collection tools used in the process of gathering data that included primary data and secondary data. It was revealed that on-job training had an impact that leads to development and performance of the workforce. A number of organisations have however employed a number of various study recommendations to make decisions in line with training and development programs among the staffs. Recommendations from the study suggest a number of undertakings that can be instrumental in improving organisation performance through implementation of effective training and staff development programs. This can be made by hiring experts or training professionals, ideal allocation of budget on training programmes, proper training programmes in place and also, the management's commitment to towards the entire process of training and development making it a priority and ensuring that it is a continuous program for better results.

2.4 Knowledge Gaps

Several studies have been conducted in Tanzania in relation to training. Among them includes; (Waziri, 2018, Ngirwa, 2016, Mohamed, 2016, Mdeme, 2011, Magai, 2018, Kihongo,, 2016, Karia, 2016, Bana, 2017) and others. However, most of these reviewed studies in Tanzania relied on examining the impact of training on staff's satisfaction and the impact of training on organization performance. Among the reviewed studies in Tanzania, little study has assessed the training development programme and staff performance in the Ministry of Foreign Affairs and East African Co-operation. Therefore, this study addressed knowledge gaps by assess the effects of human resource training on employee performance at AICC.

2.5 Theoretical Literature Review

2.5.1 The Human Capital Theory

In the 1960s, economists Gary Becker and Theodore Schultz pointed out that education and training were investments that could add to productivity Becker (1975). As the world accumulated more and more physical capital, the opportunity cost of going to school declined. Education became an increasingly important component of the workforce. The term was also adopted by corporate finance and became part of intellectual capital, and more broadly as human capital. Human capital and Intellectual are regarded as continuous productivity sources. Companies strive to create various sources in the hopes of improving creativity. Every now and then challenges faced by a company need more than simply new equipment or more funds (McConnell et al., 2009).

2.5.2 Social learning theory

Was proposed by Albert Bundara in the year 1977 who assumed that learning is a social interaction between individuals. For him learning is a series of information processing step set

in train by social interactions {Collins, 2013}. Social learning theory, emphasizes on the significance of observing, modelling, and imitating the actions, attitudes, and emotional responses of others. Social learning theory considers how cognitive and environmental factors intermingle to guide human learning and behavior. The three main concept of social learning include learning by observation, second is that mental state which is quite important in learning and lastly learning doesn't really necessary mean that it will lead to change in behavior. The main concepts in social learning theory are imitation, modeling, and reinforcement.

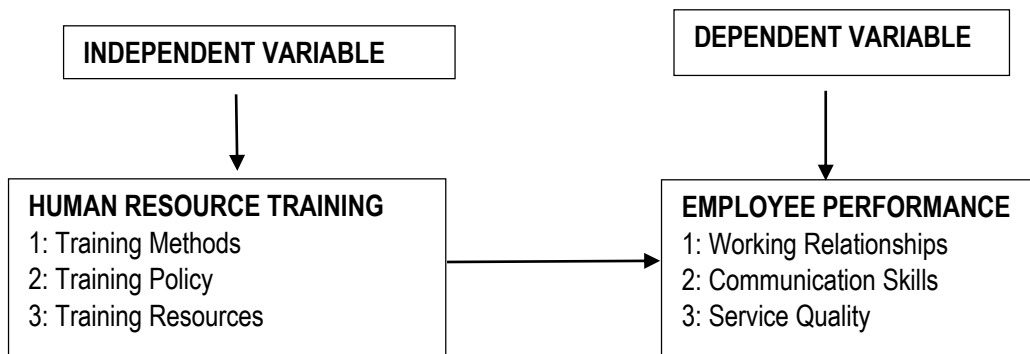
The key assumptions of social learning theory include Learning is not exactly behavioral, instead, it is a cognitive process that takes place in a social context. Learning can occur by observing a behavior and by observing the outcomes of the behavior {Sabrah, 2016}. Learning includes observation, extraction of information from those observations, and making decisions regarding the performance of the behavior (known as observational learning or modeling). Learning can occur beyond an observable change in behavior. Also, Reinforcement plays an important role in learning but is not completely responsible for learning. The learner is not a passive receiver of information. And lastly Understanding environment, and behavior all mutually influence each other.

Through training approaches, social learning method has been adopted to organizations. The idea has been used to train managers how to deal more efficiently with workplace human relations issues and to anticipate which employees would replicate their superiors' actions. A number of companies have trained their supervisors to deal more effectively with various interpersonal job problems (such as motivating the poor performer, overcoming resistance to change, handling a discrimination complaint (Edralin, 2014).

2.6 Conceptual Framework

Figure 2.1 shows that this study assessed effects of human resource training (independent variable) on employee performance (dependent variable). The first indicator of independent variable was training methods which was related to the second specific objective on effects of training methods on employee performance. The second indicator of independent variable was training policy which was related to the third specific objective on effects of training policy on employee performance. The first third indicator of independent variable was training resources which was related to the fourth specific objective on effects of training resources on employee performance.

Figure 2.1 Conceptual Framework



Source: Researcher (2022)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the description of the research methodology used in this study. The chapter includes study area, research design, research approach, population, sample size and sampling techniques, data collection methods, pilot study, data analysis methods, validity and reliability, and ethical considerations.

3.2 Study Area

The study was conducted in Arusha International Conference Center (AICC) in Arusha City. AICC is a government organization which operates under the Ministry of Foreign Affairs. The organization offers diverse services such as conference services, health services and commercial real estate services. The organization operates through its institutions including AICC, AICC hospital located in Arusha and Julius Nyerere International Convention Centre (JNICC) located in Dar es Salaam City.

AICC was selected because it is one among the institution within the Ministry of Foreign Affairs and East African Co-operation where employees are given little chances for long term training. Hence, this study assessed effects of human resource training on employee performance at AICC.

3.3 Research Design

This research adopted descriptive-correlation research design. Descriptive-correlation research design is a type quantitative research which is used to describe variables and establish their significant relationships. Descriptive correlation design uses Pearson correlation and regression analysis to establish relationship between variables (Gray and Grove, 2020).

Descriptive correlation was appropriate because it helped to establish the effects of human resource training (independent variable) on employee performance. This was achieved through application of regression analysis to test the significance effect of human resource training on employee performance.

3.4 Research Approach

The study utilized quantitative research approach. Quantitative approach is characterized by the collection of information which can be analyzed numerically. Quantitative research approach helps to collect data that describe perceptions about research problem. Quantitative research approach also helps to establish relationship and significant impact between variables (Bouma, 2010).

Quantitative research approach was appropriate for this study because it matched the objective of this study which was to assess the effects of human resource training on employee performance at AICC. Quantitative research approach helped to test hypothesis which confirmed whether or not human resource training has significant effect on employee performance. Quantitative research approach also helped to assess perceptions of respondents about effects of human resource training methods, training policy and training resources on employee performance.

3.5 Population, Sample Size and Sampling Techniques

3.5.1 Study Population

Population refers to the group of units with common features which a researcher is interested (Gerrish & Lacey, 2010). This study was based on the population of 170 employees working at AICC and AICC hospital in Arusha City.

3.5.2 Sample Size

Sample refers to the number of participants or observations included in a study. It is a representative of the population in which the study findings are generalized (Alvi, 2016). In this study, the sample size will be calculated using the Yamane (1967) formula of calculating sample size whereby;

$$n = \frac{N}{1+N(e)^2}$$

Where

n= sample size

N= 150

E= desired precision (0.05)

$$n = \frac{150}{1+150(0.05)^2}$$

n= 119

This study targeted a sample size of 119 respondents from the population of 170 employees. However, only 109 respondents participated in this study. 10 respondents were not able to participated due to work schedules.

3.5.3 Sampling Techniques

This study applied simple random sampling to select respondents. Simple random sampling refers to the sampling technique in which every member in the population had an equal chance of being selected (Gray and Grove, 2020). Simple random sampling helped to eliminate biasness during selecting a representative sample. Reasons for using this kind of sampling is that every member of the population had an equal chance of being selected.

Three procedures were applied to administer simple random sampling. The first procedure was creation of sampling frame which included a list of all 170 employees of AICC. The second

procedure was assigning serial numbers to represent each member of the population. The third procedure was random selection by using table of random numbers.

3.6 Data Collection Methods

This study applied structured questionnaire to collect primary data from respondents. Questionnaire was preferred because they helped to ensure respondent's anonymity during data collection. Questionnaire was also appropriate for this study because they helped collection of numeric data which helped application of statistical techniques of data analysis. This helped to measure responses' perceptions and establish effect of independent variable on the dependent variable.

Questionnaire was composed of two parts. The first part included closed ended questions about respondents' demographic characteristics which included gender, age, education levels, job positions and years worked at AICC. Items for demographic characteristics were coded by using nominal scale which helped to describe respondents' characteristics for each demographic variable. For instance, gender had two dummy variables which were coded as 1= males, 2= females.

The second part included closed ended items for research questions. The first research question composed of 12 items which were grouped into three performance indicators. The first indicator was *working relationships* which included 4 items. The second indicator was *communication* which included 4 items, and the third indicator was *service quality* which included 4 items. All items were coded by using five-point ordinal Likert Scale for measuring levels of agreements. Respondents were asked to rate AICC employee performance by describing their levels of agreements ranging from 1= Strongly Agree, 2= Agree, 3= Neither Agree Nor Disagree, 4= Agree, and 5= Strongly Agree.

The first second research question composed of 10 items which were grouped into two indicators. The first indicator was *on the job training methods* which included 5 items. The second indicator was *off the job training methods* which included 5 items. Respondents were asked to assess effects of training methods on employee performance at AICC by indicating their levels of agreements ranging from 1= Strongly Agree, 2=Agree, 3= Neither Agree Nor Disagree, 4= Agree, and 5= Strongly Agree.

The third research question composed of 5 items for assessing effects of human resource policy on employee performance. All items were coded by using five-point ordinal Likert Scale for measuring levels of agreements. Respondents were asked to rate their levels of agreements ranging from 1= Strongly Agree, 2=Agree, 3= Neither Agree Nor Disagree, 4= Agree, and 5= Strongly Agree.

The fourth research question composed of 5 items for assessing effects of human resource on employee performance. All items were coded by using five-point ordinal Likert Scale for measuring levels of agreements. Respondents were asked to rate their levels of agreements ranging from 1= Strongly Agree, 2=Agree, 3= Neither Agree Nor Disagree, 4= Agree, and 5= Strongly Agree. The questionnaire is attached in Appendix I.

3.7 Pilot Study

In this study, a researcher pre- tested the instrument before being used. The purpose of this testing was obtain responses in order to complete research objectives, to tests whether the wording of questions is suited and clear to the understanding of the respondents, to develop suitable procedure for administering the instrument with reference to field conditions and to test whether the content of the instrument is relevant and adequate (Cohen, 2011).

Furthermore, this act of pre testing the questionnaires aimed to assess whether the questions are answerable, clear, specific, interconnected and substantial (Baxter, 2008). The whole process enabled the researcher to fine tune the questions, also some ambiguous questions were removed and others were re-phrased.

A pilot study was carried out to determine the validity of the questionnaire, where the responses of the subjects were checked against the research objectives. The questionnaire was pilot tested on fifteen (15) respondents who are part of target population but not in the sample for final data collection. After pilot testing, the questionnaire was revised to incorporate the feedback that were provided by respondents that participated in the pilot test.

3.8 Data Analysis Techniques

Data were analysed by using quantitative techniques which included descriptive statistics and regression statistics. Variables were coded on SPSS on the variables view section. Then, data were entered on SPSS according to the respective variables. Data for demographic characteristics of respondents were analysed by using percentages. Findings were presented by using pie charts composed of percentages. Pie charts provided visual presentation of demographic characteristics of respondents such as gender, age, education, job positions and years of work experience.

The first research of this study was *“What are the perceptions of respondents about employee performance at AICC?”* Data collected for this question were analyzed by using percentages and mean values. Findings were presented by using tables. The mean values were interpreted by using the following mean range scale. 1.00-1.80= Strongly Disagree. 1.81-2.60= Disagree. 2.61-3.40= Neither Agree Nor Disagree. 3.41-4.20= Agree. 4.21-5.00= Strongly Agree (See Table 4.1-1 and Table 4.1-2).

The second research question of this study was “*What is the effect of training methods on employee performance at AICC?*” Data for the second research question were analyzed by using both descriptive statistics and regression statistics. First, descriptive statistics composing of percentages and mean values were applied to assess respondents’ opinions about effects of job training methods on employee performance. Findings were presented by using tables. The mean values were interpreted by using the following mean range scale. 1.00-1.80= Strongly Disagree. 1.81-2.60= Disagree. 2.61-3.40= Neither Agree Nor Disagree. 3.41-4.20= Agree. 4.21-5.00= Strongly Agree (See Tables 4.2-1 and 4.2-2). Then, regression analysis was applied to test hypothesis to establish effects of training methods on employee performance at AICC. Hypothesis was tested as significance level of .05 (See Table 4.2-3 to Table 4.2-5).

The third research question was “*What is the effect of training policy on employee performance at AICC?*” Data for the third research question were analyzed by using both descriptive statistics and regression statistics. First, descriptive statistics composing of percentages and mean values were applied to assess respondents’ opinions about effects of job training policy on employee performance. Findings were presented by using tables. The mean values were interpreted by using the following mean range scale. 1.00-1.80= Strongly Disagree. 1.81-2.60= Disagree. 2.61-3.40= Neither Agree Nor Disagree. 3.41-4.20= Agree. 4.21-5.00= Strongly Agree (See Table 4.3-1). Then, regression analysis was applied to test hypothesis to establish effects of training policy on employee performance at AICC. Hypothesis was tested as significance level of .05 (See Table 4.3-2 to Table 4.3-4).

The fourth research question was “*What is the effect of training resources on employee performance at AICC?*” Data for the second research question were analyzed by using both descriptive statistics and regression statistics. First, descriptive statistics composing of

percentages and mean values were applied to assess respondents' opinions about effects of job training resources on employee performance. Findings were presented by using tables. The mean values were interpreted by using the following mean range scale. 1.00-1.80= Strongly Disagree. 1.81-2.60= Disagree. 2.61-3.40= Neither Agree Nor Disagree. 3.41-4.20= Agree. 4.21-5.00= Strongly Agree (See Table 4.4-1). Then, regression analysis was applied to test hypothesis to establish effects of training resources on employee performance at AICC. Hypothesis was tested as significance level of .05 (See Table 4.4-2 to Table 4.4-4).

3.9 Validity and Reliability of the Instruments

3.9.1 Validity

Validity is the degree to which a study accurately reflects the specific concept that the instruments intended to measure (Kombo & Tromp, 2006). The validity of the instruments for data collection in this study will be done through expert review. Experts in research reviewed the data collection instruments and any correction or adjustments were made accordingly in relation to the topic under study. This ensured the validity of data collection tools. Also questionnaire was checked by the supervisor and panel of research experts that examined the research proposal. The experts checked the questionnaire to ensure the language used was simple to every respondent involved in this study.

3.9.2 Reliability

Reliability is the degree to which a test is consistent and stable in measuring whatever it is measuring. Reliability requires the administration of the same test to the same respondents twice (Kothari, 2011). After pilot study, reliability of the questionnaire was checked by using Cronbach Alpha test which helped to determine internal consistency of questionnaire items for each research question.

According to Leedy (2006) when Cronbach alpha is greater than 0.9 (>0.9) it means that the internal consistency reliability is excellent. When it is greater than 0.8 (>0.8) the reliability is good, while greater than 0.7 is accepted and greater than 0.6 is still acceptable. When it is 0.5 to 0.58 is poor and when it is less than 0.5, internal consistency is unacceptable. In this study Cronbach Alpha of 0.75 was used as a minimum score to determine internal consistency of the questionnaire. The reliability was diagnosed on SPSS and the results are shown in Table 3.1.

Table 3.1 Reliability Results of Questionnaire

SN	Research Questions	Number of Items	Cronbach Alpha	Interpretation
1	What are the perceptions of respondents about employee performance at AICC?	12	.830	Reliable
2	What is the effect of training methods on employee performance at AICC?	10	.957	Reliable
3	What is the effect of training policy on employee performance at AICC?	5	.890	Reliable
4	What is the effect of training resources on employee performance at AICC?	5	.859	Reliable

Source: Field Data (2022).

3.10 Ethical Considerations

Ethical considerations are moral principles that guide researchers to conduct and report research without deception or intention to harm the participants of the study or members of the society as a whole, whether knowingly or unknowingly. Practicing ethical guidelines while conducting and reporting research is essential to establish the validity of research (Mason, 2013).

During this study, the following ethical issues were considered. The researcher obtained data collection permit from the Institute of Accountancy Arusha and government authorities. The researcher ensured that all respondents voluntarily participate in the study and the information

collected were kept confidentially and were used for research purpose only. The researcher informed the respondents prior to data collection sessions.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The general objective of this study was to examine the effects of human resource training on employee performance Tanzania at Arusha International Conference Center (AICC). This study involved 99 respondents which represented 83% of the targeted sample size. This chapter covers presentation and discussion of findings. The chapter is organized into four sections. Section 4.1 introduces the chapter. Section 4.2 is about presentation and interpretation of

findings. Section 4.3 is about discussion of findings, and Section 4.4 is about summary of findings.

4.2 Presentation of Findings

Findings of this study are presented in five sub-sections. Sub-section 4.2.1 covers distributions of respondents' characteristics. Sub-section 4.2.2 covers findings of the first research objective on respondents' perceptions about employee performance at AICC. Sub-section 4.2.3 covers findings of the second research objective concerning effects training methods on employee performance AICC. Sub-section 4.2.4 presents findings of the third research objective about the effects of training policy on employee performance at AICC. Sub-section 4.2.5 is about findings of the fourth research objective regarding the effects of training resources on employee performance at AICC.

4.2.1 Respondents Demographic Characteristics

This study involved respondents with various characteristics such as gender, age, education levels, job positions and years of work. These demographic variables were described because they indicate sample size representation of various employees working at AICC. Findings are presented in Figure 4.1 to 4.5.

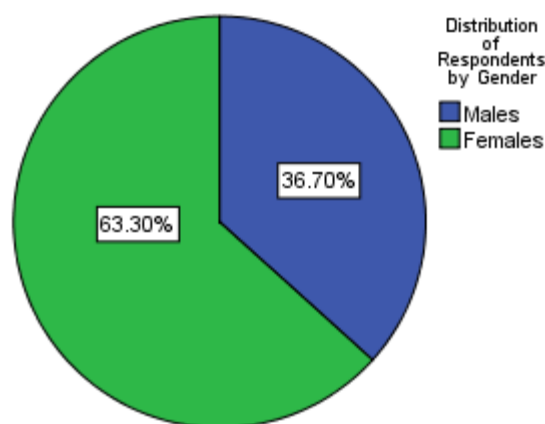


Figure 4.1 Distribution of Respondents by Gender

Findings that are presented in Figure 4.1 indicate that 36.70% of the respondents were males while 63.30% of the respondents were females. These findings suggest that most of the respondents were females. This is attributed to the fact that AICC is mostly composed of female employees. Out of 170 employees of AICC, 107 (63%) are females while 63 (37%) are males. Hence, the findings of this study represent perceptions of both female and male employees of AICC.

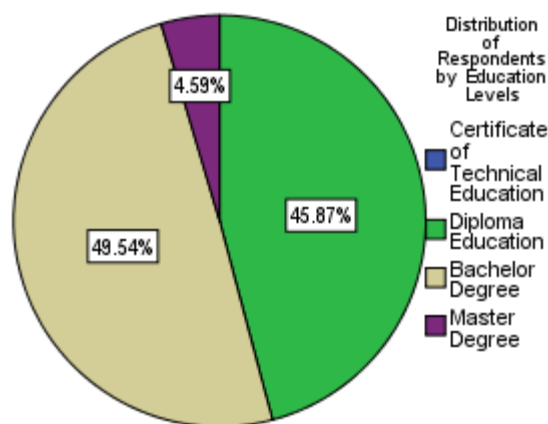


Table 4.2 Distribution of Respondents by Education Levels

Findings presented in Figure 4.2 show that 45.87% of the respondents held Diploma Education, 49.54% of the respondents held Bachelor Degrees, and 4.53% of the respondents held Master Degrees. These findings reveal that AICC hires employees with diverse education levels. These findings also suggest that AICC employs professionals that have received higher education training for preparation into employment.

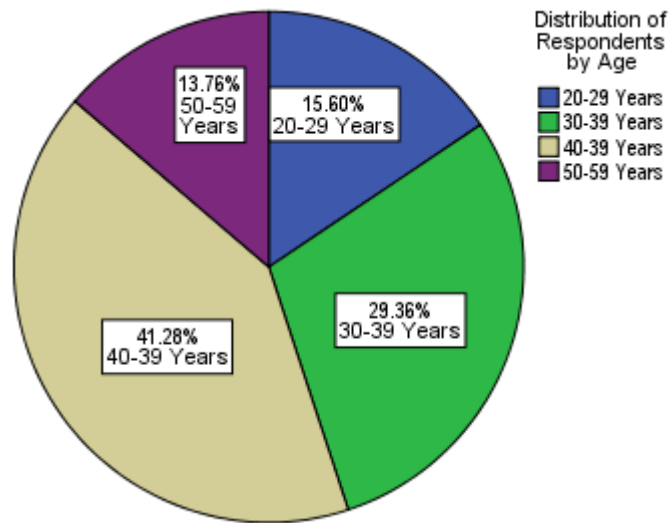


Figure 4.3 Distribution of Respondents by Age

Regarding age groups, findings presented in Figure 4.3 show that 20-29 age group accounted for 15.60% of the respondents. Findings from Figure 4.3 also show that 30-39 age group accounted for 29.36% of the respondents, 40-49 age group accounted for 41.2% of respondents, and 50-59 age group accounted for 13.76% of the respondents. These findings imply that the study was represented by opinions of respondents with diverse age groups ranging from youth age group which include early career, middle age group which includes middle level career and senior age group which include employees that are approaching the retirement age.

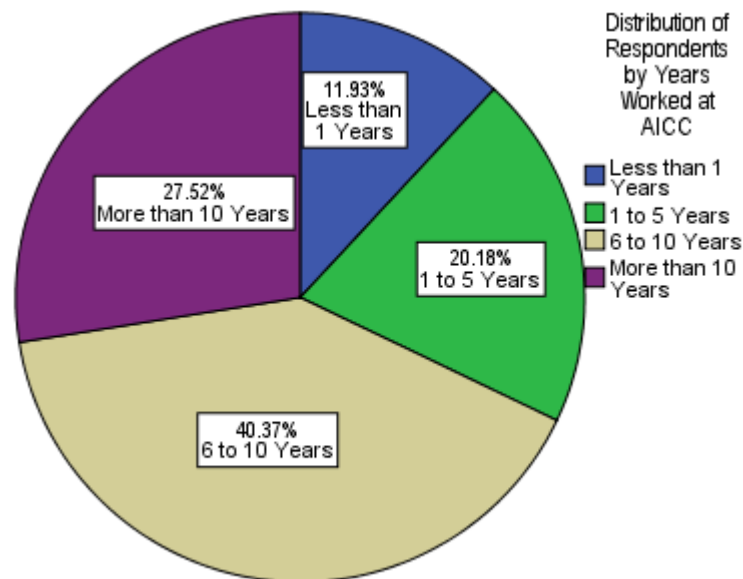


Table 4.4 Respondents by Years Worked at AICC

Findings that are presented in Figure 4.4 show that 11.33% of the respondents have been working at AICC for less than 1 year. Findings also show that 20.18% was accounted for respondents who have been working at AICC for 1 to 5 years. Moreover, findings indicate that 40.37% was accounted for by respondents who have been working at AICC for 6 to 10 years. Findings also show that 27.52% was accounted for respondents that have been working at AICC for more than 10 years. These findings reveal that the study included both less experience and experienced respondents that have provided informed opinion regarding the effects of human resource training on employee performance.

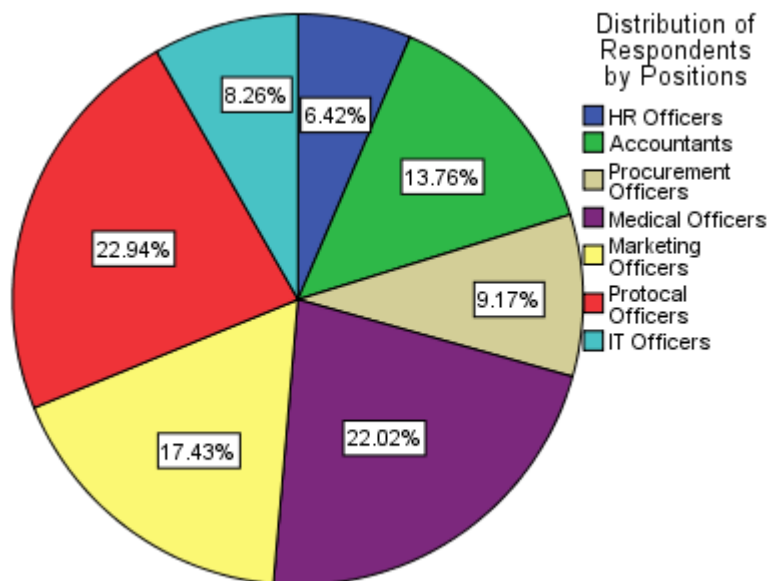


Figure 4.5 Distribution of Respondents by Job Positions

Findings that are presented in Figure 4.5 indicate that HR Officers accounted for 6.42% of the respondents, Accountants were represented by 13.76% of the respondents, Procurement Officers were represented by 9.17% of the respondents, Medical Officers were represented by 22.02% of the respondents, Marketing Officers were represented by 17.43% of the respondents, Protocol Officers were represented by 22.94% of the respondents, and IT Officer were accounted by 8.26% of the respondents of this study.

4.2.2 Respondents' Perceptions about Employee Performance at AICC

This sub-section presents findings of the first research objective which was to examine respondents' perceptions about employee performance at AICC. Employee performance was examined by three attributes namely working relationships, communication and service quality. Findings are presented in tables that include percentages and mean values. Mean values are interpreted by using the following mean range scale for measuring levels of agreement: 1.00-1.80= Strongly Disagree (SD). 1.81-2.60= Disagree (D). 2.61-3.40= Neither Agree Nor Disagree

(NADS). 3.40-4.20= 4.21-5.00= Strongly Agree (SA). Findings are presented in Tables 4.1-1 to Table 4.1-3.

Table 4.1-1 Perceptions about Employee Performance in Working Relationships

SN	Items	Rating in Percent (%)					Mean	Interpretation
		SD	D	NAND	A	SA		
1	Employees are able to interact with co-workers	0	4.7	14.7	59.6	21.1	3.9725	Agree
2	Employees are willing to help team members in accomplishing tasks	0	7.3	25.7	44	22.9	3.8252	Agree
3	Employees are able to show flexibility in performing different roles	0	1.8	11	33.9	53.2	4.3853	Strongly Agree
4	Employees are willing to learn from other team members	0	8.3	16.5	54.1	21.1	3.8807	Agree

Source: Field Data (2022).

Findings presented in Table 4.1-1 show that employee performance in working relationships was examined by four items. The first item was ability to interact with co-workers. Findings show that 4.6% (5) said they disagree which means they perceived that employees are not able to interact with co-workers in team assignments. The findings also show that 14.7% (16) said they neither agree nor disagree, which means they were not sure. Findings also show that 59.6% (65) said they agree and 21.1% (23) said they strongly agree. The mean value for the first item is 3.9725 which signify that most of the respondents agreed that AICC employees are able to interact with co-workers in team assignments. The second item examined respondents' perceptions about willingness to help team members. Findings show that 7.3% (8) said they disagree, 25.7% (28) said they neither agree nor disagree, 44% (48) said they agree, and 22.9% (25) said they strongly agree. The mean value for the second item is 3.8257, which denotes that responses were concentrated at the agree level (Table 4.1-1). These findings suggest that most of the respondents agreed that AICC employees are willing to help team members in

accomplishing tasks. The third item examined flexibility. Findings show that 1.8% (2) said they disagree, 11% (12) said they neither agree nor disagree, 33.9% (37) said they agree, and 53.2% (58) said they strongly agree. The mean value is 4.3853, which indicates that respondents were concentrated on the strongly agree level (Table 4.1-1). These findings indicate that most of the respondents strongly agreed that AICC employees are able to show flexibility in performing different roles.

The fourth item examined was willingness to learn. Findings show that 8.3% (9) said they disagree, 16.5% (18) said they neither agree nor disagree, 54.1% (59) said they agree and 21.1% (23) said they strongly agree. Mean value is 3.8807, which indicates that most respondents said they agree (Table 4.1-1). Generally, findings in Table 4.1-1 show that majority of the respondents perceived that AICC employees are able to perform in working relationship aspects including interaction with co-workers, willingness to help team members, flexibility in serving various roles and learning from other team members.

Table 4.1-2 Perceptions about Employee Performance in Communication

SN	Items	Rating in Percent (%)					Mean	Interpretation
		SD	D	NAND	A	SA		
1	Employees are able to listen effectively	0	0	14.7	58.7	26.6	4.1193	Agree
2	Employees are able to present their work in written reports	0	0	27.5	55	17.4	3.8991	Agree
3	Employees are able to communication effectively with co-workers in performing collaborative tasks	0	0	17.4	59.6	22.9	4.0550	Agree
4	Employees are able to communicate clearly with customers in service provision	0	13.8	30.3	44	11.9	3.5413	Agree

Source: Field Data (2022).

Findings presented in Table 4.1-2 show that employee performance in communication was examined by four items. The first item was listening skills. Findings indicate that 14.7% (16) said they neither agree nor disagree, 58.7% (64) said they agree and 26.6% (29) said they strongly agree. The mean value for this item is 4.1193, which implies that most respondents agreed. These findings indicate that most of the respondents agreed that AICC employees are able to listen effectively.

The second item of communication skills was writing skills. Findings show that 27.5% (30) said they neither agree nor disagree, 55% (60) said they agree, and 17.4% (19) said they strongly agree. The mean value for this item is 3.8991 (Table 4.1-2). These findings denote that most of the respondents agreed that AICC employees are able to present their work in written reports.

The third item of communication skills was communication skills with co-workers. Findings show that 17.4% (19) said they neither agree nor disagree, 59.6% (65) said they agree and 22.9% (25) said they strongly agree. The mean value for this item is 4.0550, which indicates that responses were centred on the agree level (Table 4.1-2). These findings signify that most of the respondents agreed that AICC employees are able to communicate with co-workers in performing collaborative tasks.

The fourth item for examining communication skills was communication skills with customers. The mean value for this item is 3.5413 which most most of the respondents said they agree (Table 4.1-2). These findings signify that most of the respondents agreed that AICC employees are able to communicate with customers in service provision.

Generally, findings presented in Table 4.1-2 show that most of respondents agreed that AICC employees are able to communicate in terms of listening, communication with co-workers, communication with customers and writing reports.

Table 4.1-3 Perceptions about Employee Performance in Service Quality

SN	Items	Rating in Percent (%)					Mean	Interpretation
		SD	D	NAND	A	SA		
1	Employees are able to respond to customer needs on time	0	73.4	21.1	5.5	0	2.3211	Disagree
2	Employees are reliable in addressing customers' problems	0	69.7	14.7	15.6	0	2.4587	Disagree
3	Employees show empathy when serving customers	0	11	22	52.3	14.7	3.7064	Agree
4	Employees are dressed in acceptable attire when serving customers	0	16.5	59.6	23.9	0	4.0734	Agree

Source: Field Data (2022).

Findings presented in Table 4.1-3 show that performance in service quality was examined in four items. The first item was responsiveness. Findings show that 73.4% (80) said they disagree, 21.1% (23) said they neither agree nor disagree, 5.5% (6) said they agree. The mean value for this item is 2.3211. These findings denote that most of the respondents said that AICC employees are not able to respond to customer needs on time.

The second item used to examine service quality was reliability. Findings show that 69.7% (76) disagreed, 14.7% (16) said they neither agree nor disagree, and 15.6% (17) said they agree. The mean value is 2.4587 which denotes that most of the respondents disagreed (Table 4.1-3). These findings suggest that most of the respondents said that AICC employees are not reliable in addressing customers' problems on time.

The third item used to examine service quality was empathy. Findings show that 11% (12) said they disagree, 22% (24) said they neither agree nor disagree, 52.3% (57) said they agree, and 14.7% (16) said they strongly agree. The mean value for this item is 3.7064 which denotes that

most of the respondents agreed (Table 4.1-3). These findings suggest that majority of the respondents said that AICC employees show empathy when serving customers.

The fourth item used to examine service quality was tangibility attire. Findings show that 16.5% (18) said they neither agree nor disagree, 59.6% (65) said they agree, and 23.9% (26) said they strongly agree. Mean value for this item is 4.0734 which means that most of the respondents agreed (Table 4.1-3). These findings suggest that most of the respondents said that AICC employees dress in acceptable attire when serving customers.

Generally, findings presented in Table 4.1-3 show that most of the respondents said that AICC employees are able to perform in two aspects of service quality namely proper attire and showing empathy in serving customer. Findings in Table 4.1-3 also show that most of the respondents said that AICC employees are not able responsive and reliable on time in serving customers.

4.2.3 Effects of Training Methods on Employee Performance at AICC

This sub-section presents findings of the second research objective which was to assess effects of training methods on employee performance at AICC. Two training methods were assessed. They included on-the-job training methods and off-the-job training methods. Findings are presented by using descriptive statistics (percent and mean values) and regression analysis.

4.2.3.1 Descriptive Statistics for Effects of On the Job Training Methods on Employee Performance

Perceptions about the effects of the job training methods on employee performance were described by using percentages and mean values. Mean values are interpreted by using the

following mean range scale for measuring levels of agreement: 1.00- 1.80= Strongly Disagree (SD). 1.81-2.60= Disagree (D). 2.61-3.40= Neither Agree Nor Disagree (NANDS). 3.40-4.20= 4.21-5.00= Strongly Agree (SA). Findings are presented in Table 4.2-1.

Table 4.2-1 Perceptions about Effects of On the Job Training Methods on Employee Performance at AICC

SN	Items	Rating in Percent (%)					Mean	Interpretation
		SD	D	NAND	A	SA		
1	Induction training helps to improve employee performance	0	0	11.9	38.5	49.5	4.3761	Strongly Agree
2	Mentorship training helps to improve employee performance	0	8.3	18.3	39.4	33.9	3.9908	Agree
3	Coaching helps to improve employee performance	0	4.6	19.3	23.9	52.3	4.2385	Strongly Agree
4	Training through job rotation helps to improve employee performance	0	8.3	16.5	48.6	26.6	3.9358	Agree
5	Understudy training helps to improve employee performance	0	6.4	16.5	30.3	46.8	4.1743	Agree

Source: Field Data (2022).

Findings in Table 4.2-1 show that respondents were asked to indicate the levels of agreement about five statements about effects on the job training on employee performance at AICC. The first on the job training method was *induction*. Findings show that 11.9% (13) said they neither agree nor disagree, 38.5% (42) said they agree, and 49.5% (54) said they strongly agree. The mean value for this statement is 4.3761, which means responses were concentrated on the strongly agree level (Table 4.2-1). These findings suggest that most of the respondents strongly agreed that induction training helps to improve employee performance at AICC.

The second on the job training method was *mentorship*. With regards to mentorship, findings presented in Table 4.2-1 show that 8.3% (9) said they disagree, 18.3% (20) said they neither agree nor disagree, 39.4% (43) said they agreed, and 33.9% (37) said they strongly agree. The mean value for perceptions about mentorships is 3.9908, which means responses were centered on the agree level. These findings suggest that most of the respondents agreed that mentorship training helps to improve employee performance at AICC.

The third on the job training method was *coaching*. With regards to coaching, findings presented in Table 4.2-1 show that 4.6% (5) said they disagree, 19.3% (21) said they neither agree nor disagree, 23.9% (26) said they agreed, and 52.3% (57) said they strongly agree. The mean value for perceptions about coaching is 4.2385, which means responses were centered on the strongly agree level. These findings suggest that most of the respondents strongly agreed that coaching training method helps to improve employee performance at AICC.

The fourth on the job training method was *job rotation*. With regards to job rotation method, findings presented in Table 4.2-1 show that 8.3% (9) said they disagree, 16.5% (18) said they neither agree nor disagree, 48.6% (53) said they agreed, and 26.6% (29) said they strongly agree. The mean value for perceptions about job rotation is 3.9358, which means responses were centered on the agree level. These findings suggest that most of the respondents agreed that job rotation training helps to improve employee performance at AICC.

The fifth on the job training method was *understudy*. With regards to understudy method, findings presented in Table 4.2-1 show that 6.4% (7) said they disagree, 16.5% (18) said they neither agree nor disagree, 30.3% (33) said they agreed, and 46.8% (51) said they strongly agree. The mean value for perceptions about understudy method is 4.1743, which means responses were centered on the agree level. These findings suggest that most of the

respondents agreed that understudy training method helps to improve employee performance at AICC.

Generally, findings in Table 4.2-1 show that on most of the respondents perceived that the job training methods including induction, mentorship, coaching, job rotation and understudy help to improve employee performance at AICC.

Table 4.2-2 Perceptions about Effects of Off the Job Training Methods on Employee Performance at AICC

SN	Items	Rating in Percent (%)					Mean	Interpretation
		SD	D	NAND	A	SA		
1	Simulation exercises help to improve employee performance	0	6.4	17.4	45.9	30.3	4.0000	Agree
2	Classroom lecturers help to improve employee performance	0	10.1	15.6	48.6	25.7	3.8991	Agree
3	Case studies help to improve employee performance	0	9.2	24.8	45	21.2	3.7798	Agree
4	Role playing helps to improve employee performance	0	5.5	24.8	43.2	26.6	3.9083	Agree
5	Conferences and seminars help to improve employee performance	0	7.3	18.3	48.6	25.7	3.9266	Agree

Source: Field Data (2022).

Findings in Table 4.2-1 show that respondents were asked to indicate the levels of agreement about five statements about effects off the job training on employee performance at AICC. The first off the job training method was *simulation*. Findings show that 6.4% (7) said they disagree, 17.4% (19) said they neither agree nor disagree, 45.9% (50) said they agree, and 30.3% (33) said they strongly agree. The mean value for this statement is 4.0000, which means responses were concentrated on the agree level. These findings indicate that most of the respondents

agreed that provision of training through simulation method helps improve employee performance at AICC.

The second off the job training method was *classroom lectures*. Findings show that 10.1% (11) said they disagree, 15.6% (17) said they neither agree nor disagree, 48.6% (53) said they agree, and 25.7% (28) said they strongly agree. The mean value for this statement is 3.8991, which means responses were concentrated on the agree level. These findings indicate that most of the respondents agreed that provision of training through classroom lecturers helps improve employee performance at AICC.

The first off the job training method was *case studies*. Findings show that 9.2% (10) said they disagree, 24.8% (27) said they neither agree nor disagree, 45% (49) said they agree, and 21.1% (23) said they strongly agree. The mean value for this statement is 3.7798, which means responses were concentrated on the agree level. These findings indicate that most of the respondents agreed that provision of training through case study method helps improve employee performance at AICC.

The fourth off the job training method was *role playing*. Findings show that 5.5% (6) said they disagree, 24.8% (27) said they neither agree nor disagree, 43.1% (47) said they agree, and 26.6% (29) said they strongly agree. The mean value for this statement is 3.9083, which means responses were concentrated on the agree level. These findings indicate that most of the respondents agreed that provision of training through role playing method helps improve employee performance at AICC.

The fifth off the job training method was *conferences and seminars*. Findings show that 7.3% (8) said they disagree, 18.3% (20) said they neither agree nor disagree, 48.6% (53) said they agree, and 25.7% (28) said they strongly agree. The mean value for this statement is 3.9266,

which means responses were concentrated on the agree level. These findings indicate that most of the respondents agreed that provision of training through conference and seminar methods helps improve employee performance at AICC.

4.2.3.2 Regression Analysis on the Effects of Training Methods on Employee Performance

Regression analysis was applied to test the effects of training methods on employee performance at AICC. The following hypothesis was tested with a significance level of 0.05. The hypothesis tested was;

H0-1 training methods do not significantly effect on employee performance at AICC.

Hi-1 training methods have significant effect on employee performance at AICC.

Table 4.2-3 Model Summary on Effects of Training Methods on Employee Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 ^a	.310	.304	.43178
a. Predictors: (Constant), Training Methods				

Source: Field Data (2022).

According to the model summary presented in Table 4.2-3, the value of $R^2 = .310$. These results mean that training methods account for 31% variance in employee performance at AICC. This means that positive improvement of training methods will significantly cause improvement in employee performance at AICC by 31%.

Table 4.2-4 ANOVA on Effects of Training Methods on Employee Performance

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.970	1	8.970	48.115	.000 ^b
	Residual	19.948	107	.186		

	Total	28.918	108			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Training Methods						

Source: Field Data (2022).

ANOVA results presented in Table 4.2-4 show that $F(1, 107) = 48.115$, $P = .000 \leq .05$. This means the regression model is significant to determine effects of training methods on employee performance.

Table 4.2-5 Coefficients on Effects of Training Methods on Employee Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.192	.229		9.561	.000
	Training Methods	.389	.056	.557	6.937	.000
a. Dependent Variable: Employee Performance						

Source: Field Data (2022).

Regression coefficient results in Table 4.2-5 show that $t = 6.937$, $p = .000 \leq .05$. The significant value is less 0.05, and hence the null hypothesis is rejected and alternative hypothesis is confirmed. Therefore, training methods have significant effect on employee performance at AICC.

4.2.4 Effects of Training Policy on Employee Performance at AICC

This sub-section presents findings of the third research objective which was to assess effects of training policy on employee performance at AICC. Findings are presented by using descriptive statistics (percent and mean values) and regression analysis.

4.2.4.1 Descriptive Statistics for Effects of Training Policy on Employee Performance

Respondents' perceptions about the effects of the training policy on employee performance were described by using percentages and mean values. Mean values are interpreted by using

the following mean range scale for measuring levels of agreement: 1.00- 1.80= Strongly Disagree (SD). 1.81-2.60= Disagree (D). 2.61-3.40= Neither Agree Nor Disagree (NADS). 3.40-4.20= 4.21-5.00= Strongly Agree (SA). Findings are presented in Table 4.3-1.

Table 4.3-1 Perceptions about Effects of Training Policy on Employee Performance at AICC

SN	Items	Rating in Percent (%)					Mean	Interpretation
		SD	D	NAND	A	SA		
1	Availability of training policy helps to improve employee performance	0	0	16.5	33	50.4	4.3394	Strongly Agree
2	Setting clear policy objectives helps to improve employee performance	0	0	15.6	60.6	23.9	4.0826	Agree
3	Setting duration of training helps to improve employee performance	0	0	15.6	30.3	54.1	4.3853	Strongly Agree
4	Post training evaluation helps to improve employee performance	0	0	12.8	76.1	11	3.9817	Agree
5	Setting responsibilities of employees in training helps to improve employee performance	0	0	17.4	66.1	16.5	3.9908	Agree

Source: Field Data (2022).

Findings in Table 4.3-1 show that respondents were asked to indicate the levels of agreement about five statements about effects on training policy on employee performance at AICC. The first statement was *availability of training policy*. Findings show that 16.5% (18) said they neither agree nor disagree, 33% (36) said they agree, and 50.4% (55) said they strongly agree. The mean value for this statement is 4.3394, which means responses were concentrated on the strongly agree level (Table 4.3-1). These findings suggest that most of the respondents strongly agreed that availability of training policy helps to improve employee performance at AICC.

The second statement was about *clarity of policy objectives*. The findings show that 15.6% (17) said they neither agree nor disagree, 60.6% (66) said they agree, and 23.9% (26) said they strongly agree. The mean value for this statement is 4.0826, which means responses were concentrated on the agree level (Table 4.3-1). These findings suggest that most of the respondents agreed that setting clear policy objectives helps to improve employee performance at AICC.

The third statement was about *duration of training*. The findings show that 15.6% (17) said they neither agree nor disagree, 30.3% (33) said they agree, and 54.1% (59) said they strongly agree. The mean value for this statement is 4.3853, which means responses were concentrated on the strongly agree level (Table 4.3-1). These findings suggest that most of the respondents strongly agreed that setting duration of training helps to improve employee performance at AICC.

The fourth statement was about *post training evaluation*. Findings show that 12.8% (14) said they neither agree nor disagree, 76.1% (83) said they agree, and 11% (12) said they strongly agree. The mean value for this statement is 3.9817, which means responses were concentrated on the agree level (Table 4.3-1). These findings suggest that most of the respondents agreed that post training evaluation helps to improve employee performance at AICC.

The fifth statement was about *setting responsibilities for training*. The findings show that 17.4% (19) said they neither agree nor disagree, 66.1% (72) said they agree, and 16.5% (18) said they strongly agree. The mean value for this statement is 3.9908, which means responses were concentrated on the agree level (Table 4.3-1). These findings suggest that most of the respondents agreed that Setting responsibilities of employees in training helps to improve employee performance at AICC.

4.2.4.2 Regression Analysis on the Effects of Training Policy on Employee Performance

Regression analysis was applied to test the effects of training policy on employee performance at AICC. The following hypothesis was tested with a significance level of 0.05. The hypothesis tested was;

H0-2 training policy does not have significantly effect on employee performance at AICC.

Hi-2 training policy has significant effect on employee performance at AICC.

Table 4.3-2 Model Summary of Effects of Training Policy on Employee Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.636	.632	.31377
a. Predictors: (Constant), Training Policy				

Source: Field Data (2022).

According to the model summary presented in Table 4.3-3, the value of $R^2 = .636$. These results mean that training policy account for 63.6% variance in employee performance at AICC. This means that positive improvement of training policy will significantly cause improvement in employee performance at AICC by 63.6%.

Table 4.3-3 ANOVA on Effects of Training Policy on Employee Performance

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.384	1	18.384	186.738	.000 ^b
	Residual	10.534	107	.098		
	Total	28.918	108			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Training Policy						

Source: Field Data (2022).

ANOVA results presented in Table 4.3-3 show that $F(1, 107) = 186.738, P = .000 \leq .05$. This means the regression model is significant to determine effects of training policy on employee performance at AICC.

Table 4.3-4 Coefficients on Effects of Training Policy on Employee Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.406	.175		8.051	.000
	Training Policy	.593	.043	.797	13.665	.000

a. Dependent Variable: Employee Performance

Source: Field Data (2022).

Regression coefficient results in Table 4.3-4 show that $t = 13.665, p = .000 \leq .05$. The significant value is less 0.05, and hence the null hypothesis is rejected and alternative hypothesis is confirmed. Therefore, training policy has significant effect on employee performance at AICC.

4.2.5 Effects of Training Resources on Employee Performance at AICC

This sub-section presents findings of the fourth research objective which was to assess effects of training resources on employee performance at AICC. Findings are presented by using descriptive statistics (percent and mean values) and regression analysis.

4.2.5.1 Descriptive Statistics for Effects of Training Resources on Employee Performance

Respondents' perceptions about the effects of the training resources on employee performance were described by using percentages and mean values. Mean values are interpreted by using the following mean range scale for measuring levels of agreement: 1.00- 1.80= Strongly Disagree (SD). 1.81-2.60= Disagree (D). 2.61-3.40= Neither Agree Nor Disagree (NADS). 3.40-4.20= 4.21-5.00= Strongly Agree (SA). Findings are presented in Table 4.4-1.

Table 4.4-1 Perceptions about Effects of Training Resources on Employee Performance at AICC

SN	Items	Rating in Percent (%)					Mean	Interpretation
		SD	D	NAND	A	SA		
1	Allocation of adequate budget for training facilitates improvement of employee performance	0	0	11	48.6	40.4	4.2936	Strongly Agree
2	Allocation of adequate training facilities help to improve employee performance	0	0	16.5	60.6	22.9	4.0642	Agree
3	Availability of instructional materials helps to improve employee performance	0	0	13.8	58.7	27.5	4.1376	Agree
4	Availability of training experts help to improve employee performance	0	0	8.3	36.7	55	4.4679	Strongly Agree
5	Usage of appropriate technology to deliver training helps to improve employee performance	0	0	14.7	61.5	23.9	4.0917	Agree

Source: Field Data (2022).

Findings in Table 4.4-1 show that respondents were asked to indicate the levels of agreement about five statements about effects on training resources on employee performance at AICC. The first statement was about *allocation of adequate budget*. Findings show that 11% (12) said they neither agree nor disagree, 48.6% (53) said they agree, and 40.4% (44) said they strongly agree. The mean value for this statement is 4.2936, which means responses were concentrated on the strongly agree level (Table 4.4-1). These findings suggest that most of the respondents strongly agreed that allocation of adequate budget for training facilitates improvement of employee performance at AICC.

The second statement was about *allocation of adequate training facilities*. Findings show that 16.5% (18) said they neither agree nor disagree, 60.6% (66) said they agree, and 22.9% (25) said they strongly agree. The mean value for this statement is 4.0642, which means responses were concentrated on the agree level (Table 4.4-1). These findings suggest that most of the respondents agreed that Allocation of adequate training facilities help to improve employee performance at AICC.

The third statement was about *availability of instructional materials*. Findings show that 13.8% (15) said they neither agree nor disagree, 58.7% (64) said they agree, and 27.5% (30) said they strongly agree. The mean value for this statement is 4.1376, which means responses were concentrated on the strongly agree level (Table 4.3-1). These findings suggest that most of the respondents strongly agreed that availability of instructional materials helps to improve employee performance at AICC.

The fourth statement was about *availability of training experts*. Findings show that 8.3% (9) said they neither agree nor disagree, 36.7% (40) said they agree, and 55% (60) said they strongly agree. The mean value for this statement is 4.4679, which means responses were concentrated on the agree level (Table 4.4-1). These findings suggest that most of the respondents strongly agreed that Availability of training experts help to improve employee performance at AICC.

The fifth statement was about *usage of appropriate technology in training*. Findings show that 14.7% (16) said they neither agree nor disagree, 61.5% (67) said they agree, and 23.9% (26) said they strongly agree. The mean value for this statement is 4.0917, which means responses were concentrated on the agree level (Table 4.4-1). These findings suggest that most of the respondents agreed that Usage of appropriate technology to deliver training helps to improve employee performance at AICC.

4.2.5.2 Regression Analysis on the Effects of Training Resources on Employee Performance

Regression analysis was applied to test the effects of training resources on employee performance at AICC. The following hypothesis was tested with a significance level of 0.05. The hypothesis tested was;

H0-3 training resources does not have significantly effect on employee performance at AICC.

Hi-3 training resources has significant effect on employee performance at AICC.

Table 4.4-2 Model Summary of Effects of Training Resources on Employee Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811 ^a	.659	.655	.30379
a. Predictors: (Constant), Training Resources				

Source: Field Data (2022).

According to the model summary presented in Table 4.4-2, the value of $R^2 = .659$. These results mean that training resources account for 65.9% variance in employee performance at AICC. This means that positive improvement of training resources will significantly cause improvement in employee performance at AICC by 65.9%.

Table 4.4-3 ANOVA for Effects of Training Resources on Employee Performance

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.044	1	19.044	206.349	.000 ^b
	Residual	9.875	107	.092		
	Total	28.918	108			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Training Resources						

Source: Field Data (2022).

ANOVA results presented in Table 4.4-3 show that $F(1, 107) = 206.349, P = .000 \leq .05$. This means the regression model is significant to determine effects of training resources on employee performance at AICC.

Table 4.4-4 Coefficients of Effects of Training Resources on Employee Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.703	.215		3.276	.001
	Training Resources	.731	.051	.811	14.365	.000

a. Dependent Variable: Employee Performance

Source: Field Data (2022).

Regression coefficient results in Table 4.4-4 show that $t=14.365, p = .000 \leq .05$. The significant value is less 0.05, and hence the null hypothesis is rejected and alternative hypothesis is confirmed. Therefore, training resources have significant effect on employee performance at AICC. These findings suggest that availability of training resources is important for facilitating provision of training that has positive effects on improvement of employee performance.

4.3 Discussion of Findings

4.3.1 Discussion of Findings on Perceptions about Employee Performance at AICC

The first research objective was to examine respondents' perceptions about employee performance at AICC. This study found that show majority of respondents perceived that AICC employees are able to perform in working relationship aspects including interaction with co-workers, willingness to help team members, flexibility in serving various roles and learning from other team members (Table 4.1-1). These findings are consistent with previous findings by

Basirudin et al. (2016) who also found that when public sector employees are satisfied they are likely to display performance behaviours such as sportsmanship which portrays ability of treating each other with respect, civic virtue, courtesy and conscientiousness. Similarly, another study by Dhammika (2013) found that employee performance in Sri Lanka public sector is measured by considering attributes such as team work in terms of cooperation with co-workers in task performance.

This study also found that most of respondents agreed that AICC employees are able to communicate in terms of listening, communication with co-workers, communication with customers and writing reports (Table 4.1-2). These findings are similar with previous findings of Onifade et al. (2018) who showed that communication skills are important for employee performance in Nigeria. Similarly, a previous study by Akankwasa et al. (2018) have shown that communication with co-workers and communication with supervisors are important dimensions of employee performance in public sector in Uganda.

This study found that 4.1-3 show that most of the respondents said that AICC employees are able to perform in two aspects of service quality namely proper attire and showing empathy in serving customer.

Findings in Table 4.1-3 also show that most of the respondents said that AICC employees are not able responsive and reliable on time in serving customers. These findings are in agreement with a previous study by Kajungu (2014) who has also shown that customers are not satisfied with quality of services of public service organizations such as weights and measure agency in Tanzania.

4.3.2 Discussion of Findings on Effects of Training Methods on Employee Performance at AICC

The second research objective of this study was to assess effects of training methods on employee performance at AICC. This study has found that on the job training using induction method help to improve employee performance at AICC. These findings are similar to a previous study by Kebenei (2014) assessed effectiveness of induction programme on employee performance at Eldoret Water and Sanitation Company and that induction programmes help to improve employee performance in terms of clarification of performance expectations, creation of awareness of organization rules and regulations and provision of roadmap for desired performance.

This study has found that on the job training using mentorship method help to improve employee performance at AICC (Table 4.2-1). These findings are similar to previous study by Nyamori (2015) who has also found that mentorship programmes have significant impact on improving employee performance at SOS Children Village in Kenya.

This study has found that on the job training using coaching method help to improve employee performance at AICC (Table 4.2-1). These findings are similar to previous study by Muriithi (2016) who also found that job coaching has significant effect on employee performance at Standard Chartered Bank in Kenya. Similarly, another study by Mwangi et al. (2018) has shown that coaching activities produce knowledge which help to improve employee performance.

This study has found that on the job training using job rotation method help to improve employee performance at AICC (Table 4.2-1). These findings are similar to a previous study by Eltahir (2018) who also found that job rotation method of training has significant contribution in improvement of employee performance at Omdurman Ahlia University in Sudan. Similarly,

Whyms (2015) assessed the effect of job rotation on employee performance at a printing company in Entebbe in Uganda. The study found that job rotation has significant effect on employee performance.

This study found that off the job training such as simulation training are important for improving employee performance at AICC. These findings are similar to a previous study by Elmohandes et al. (2018) who investigated the effect of simulation training on performance of front office hotel employees at Greater Cairo Hotel in Egypt, and found that simulation training help to improve employee performance through stimulating minds of employees.

This study found that off the job training methods such as classroom lecturers and seminars have significance influence on employee performance at AICC (Table 4.2-2). These findings are similar to the previous study Raheja (2015) who found that off the job training methods such as lecturers, conferences, sensitivity training have significant effect on employee performance.

This study found that off the job training methods such as case studies and role plays help to improve employee performance at AICC. These findings are similar to previous findings of the study by Martin et al. (2014) who also found that off the job training methods such as case studies , role plays and simulations have influence on employee performance.

4.3.3 Discussion of Findings on Effects of Training Policy on Employee Performance at AICC

The third research objective was to assess effects of training policy on employee performance at AICC. This study found that human resource training policy has significant effect on employee performance (Table 4.3-1). These findings are similar to previous study Nassazi

(2013) who found that effective implementation of training policies influence improvement of employee performance among selected companies in Uganda.

This study found that setting clear policy objectives has significant effect on improvement of employee performance at AICC (Table 4.3-1). These findings are in line with analysis of Melton (2014) who observed training objectives are important to attract employees to engage in training. Furthermore, Swart et al. (2012) have also observed that training objectives should be linked to employee performance.

This study found that post training evaluation has effect on employee performance at AICC (Table 4.3-1). These findings are consistent with previous study by Diamantidis and Chatzoglou (2014) who also found that post training evaluation has significant effect on employee performance among Greek organizations.

This study found that setting clear duration of training has significant effect on employee performance of AICC (Table 4.3-1). These findings are similar to the analysis of Bhattacharyya (2015) who also observed that clear duration of training is important for motivating employees to remain in training and implement knowledge and skills gained from training in performing tasks.

4.3.4 Discussion of Findings on the Effects of Training Resources on Employee Performance at AICC

The fourth research objective was to assess effects of training resources on employee performance at AICC. This study found that availability of training materials and facilities is important for employee performance. These findings are similar to the previous study by Hajjar and Alkhanaizi (2018) who also found that availability of training materials and facilities is

important factor that affect successful implementation of human resource training programmes in Bahrain.

This study found that allocation of adequate training budget has significant effect on employee performance at AICC. These findings are consistent with analysis of Owens (2006) who recommended that organizations should allocated training budget to ensure employees receive appropriate training to improve performance.

4.4 Summary of Findings

The first research objective was to examine respondents' perceptions about employee performance at AICC. This study found that show majority of respondents perceived that AICC employees are able to perform in working relationship aspects including interaction with co-workers, willingness to help team members, flexibility in serving various roles and learning from other team members (Table 4.1-1). This study also found that most of respondents agreed that AICC employees are able to communicate in terms of listening, communication with co-workers, communication with customers and writing reports (Table 4.1-2). This study found that 4.1-3 show that most of the respondents said that AICC employees are able to perform in two aspects of service quality namely proper attire and showing empathy in serving customer. Findings in Table 4.1-3 also show that most of the respondents said that AICC employees are not able responsive and reliable on time in serving customers.

The second research objective of this study was to assess effects of training methods on employee performance at AICC. This study has found that on the job training methods such as induction, mentorship, coaching and job rotation has significant effect on performance. This study found that off the job training methods such as simulation, case studies, lectures, and role plays to improve employee performance at AICC.

The third research objective was to assess effects of training policy on employee performance at AICC. This study found that human resource training policy has significant effect on employee performance (Table 4.3-1). This study found that setting clear policy objectives has significant effect on improvement of employee performance at AICC (Table 4.3-1). This study found that post training evaluation has effect on employee performance at AICC (Table 4.3-1). This study found that setting clear duration of training has significant effect on employee performance of AICC (Table 4.3-1).

The fourth research objective was to assess effects of training resources on employee performance at AICC. This study found that availability of training materials and facilities is important for employee performance. This study found that allocation of adequate training budget has significant effect on employee performance at AICC.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The first research objective was to examine respondents' perceptions about employee performance at AICC. On basis of study findings, this study concludes that AICC employees demonstrate contextual performance in terms of cooperation with other employees, flexibility and learning from co-workers. This study further concludes that AICC employees are not

effective in aspects of task perform such as providing services on time and addressing customer concerns on time.

The second research objective of this study was to assess effects of training methods on employee performance at AICC. On basis of study findings, it is concluded both on the job and off the job training methods have significance effect on employee performance at AICC. Hence, application of varieties of training methods that fit employee training needs is important for improving employee performance.

The third research objective was to assess effects of training policy on employee performance at AICC. On basis of study findings, this study concludes that improvement of employee performance depends upon availability of training policy which has clear objectives, clear duration and post training evaluation.

The fourth research objective was to assess effects of training resources on employee performance at AICC. On the basis of study findings, this study concludes that presence of sufficient resources plays significant role in successful implementation of training policy. Both human and material resources such as experts, budget, training facilities and training manuals are important for success of training.

5.2 Recommendations

5.2.1 Recommendations to AICC

- (i) AICC should hire qualified training experts to provide off the job training to employees. Off the job training should focus on aspects such as customer service, solving interpersonal conflicts at work, and innovation.

- (ii) AICC should assign experienced employees to mentor new employees. Mentorship is important to orient new employees with job related skills and strategies for coping with work related challenges and career development.
- (iii) AICC should regularly update its training policy in order to meet current human resource requirements and organizational goals. The training policy should state clear objectives, adequate training duration, various types of training, methods of training and responsibilities of employer and employees in training.
- (iv) AICC should ensure that new employees are provided on the job training through job rotation method. Job rotation helps to inform new employees on operation of various aspects of the organization. Job rotation also helps employees to interact with co-workers in various sections.
- (v) AICC should ensure training facilities are available for specialized training. Training facilities should include training rooms and instructional training technology to facilitate efficiency in delivery of training.
- (vi) AICC should ensure that middle level employees that are expected to assume leadership positions are placed under coaching of senior level employees. This can help to ensure succession leadership which is necessary to prepare future leaders. Coaching is also important for boosting confidence of employees and build resilience against challenging work environments.

5.2.2 Recommendations for Future Research

This study was limited to AICC employees in Arusha City. Future studies should be done to assess effects of human resource training on employee performance at Julius Nyerere International Convention Centre (JNICC) in Dar es Salaam City.

This study was also limited in methodology. It used quantitative approach. Hence, future studies should be done to explore employees' experiences with human resource training at AICC Hospital in Arusha.

Future studies should also assess specific training methods such as:

- (i) Effects of orientation and induction training on employee performance at AICC.
- (ii) Effects of coaching on employee performance.
- (iii) Effects of mentorship training on employee performance.
- (iv) Effects on job rotation on employee.

5.3 Critical Evaluation of the Study

This study was able to assess effects of human resource training on employee performance at AICC. This was achieved through application of regression analysis which helped to determine effects of training methods, training policy and training resources on employee performance. Regression analysis helped to test hypothesis and establish effects of the independent variable on the dependent variable.

In terms of limitations, this study utilized solely quantitative research approach which was not sufficient to explore in depth opinions of respondents about effects of various aspects of training on employee performance. The use of structured questionnaires was not sufficient to generate detailed opinion.

Moreover, this study was narrow in scope as it only covered AICC institutions in Arusha Region. They were AICC and AICC Hospital. The study did not cover JNICC. Hence, findings of this study are generalized in AICC Arusha region.

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APPENDICES

Appendix 1: Questionnaires for Data Collection from AICC Employees

Dear Sir/Madam,

Dear Madam/ Sir,

A student pursuing a master degree in MBA –HRM as part of the requirements for the award of Master degree at IAA. The study will be based on the effects of human resource training on employee performance at AICC. Therefore, I am looking for your assistance to fill the questionnaires as attached below. The research results will be used for academic purposes only and will be treated with maximum confidentiality

Thank you in advance for your cooperation

Instructions:

1. *Indicates the most appropriate answer by ticking (✓) in the bracket.*
2. *Each question should have only one tick (✓) for your chosen answer, unless stated.*
3. *Where the space is provided, write your answer in it.*
4. *Please use a pen to answer this questionnaire.*

PART A: Demographic Information of Respondents

1. Indicate your gender

male female

2. Indicates your age?

18-34 35 – 54 Over 55

3. What is your educational level?

Secondary Education Certificate of Technical Education
Diploma Bachelor Degree Master Degree

4. How long have you been working at AICC?

Less than 1 Year 1-5 Years
6-10 Years More than 10 Years

PART B:

Question 1: For each of the following statements, Indicate your perception about employee performance at AICC. Using a scale of “Strongly Agree”, “Agree”, “Neither Agree Nor Disagree”, “Disagree”, and “Strongly Disagree” please indicate by a tick [√] the degree of your agreement with the following statements

Items	Strongly agree	Agree	Neither Agree Nor Disagree	Strongly disagree	Disagree
1 Employees are able to interact with co-workers					
2 Employees are willing to help team members in accomplishing tasks					
3 Employees are able to show flexibility in performing different roles					
4 Employees are willing to learn from other team members					
5 Employees are able to listen effectively					
6 Employees are able to present their work in written reports					
7 Employees are able to communicate effectively with co-workers in performing collaborative tasks					
8 Employees are able to communicate clearly with customers in service provision					
9 Employees are able to respond to customer needs on time					
10 Employees are reliable in addressing customers' problems					
11 Employees show empathy when serving customers					
12 Employees are dressed in acceptable attire when serving customers					

Question 2: For each of the following statements indicate your level of agreement about the effect of training methods on employee performance at AICC. Using a scale of “Strongly Agree”, “Agree”, “Neither Agree Nor Disagree”, “Disagree”, and “Strongly Disagree” please indicate by a tick [√] the degree of your agreement with the following statements

Items	Strongly agree	Agree	Neither Agree Nor Disagree	Strongly disagree	Disagree
1 Induction training helps to improve employee performance					
2 Mentorship training helps to improve employee performance					
3 Coaching helps to improve employee performance					
4 Training through job rotation helps to improve employee performance					
5 Understudy training helps to improve employee performance					
6 Simulation exercises help to improve employee performance					
7 Classroom lectures help to improve employee performance					
8 Case studies help to improve employee performance					
9 Role playing helps to improve employee performance					
10 Conferences and seminars help to improve employee performance					

Question 3: For each of the following statements, indicate your level of agreement on the effect of training policy on employee performance at AICC. Respond by Using a scale of “Strongly Agree”, “Agree”, “Neither Agree Nor Disagree”, “Disagree”, and “Strongly Disagree” please indicate by a tick [√] the degree of your agreement with the following statements

Items	Strongly agree	Agree	Neither Agree Nor Disagree	Strongly disagree	Disagree
1 Availability of training policy helps to improve employee performance					
2 Setting clear policy objectives helps to improve employee performance					
3 Setting duration of training helps to improve employee performance					

4	Post training evaluation helps to improve employee performance					
5	Setting responsibilities of employees in training helps to improve employee performance					

Question 4: For each of the following statements, indicate your level of agreement on the effect of training resources on employee performance at AICC. Respond by Using a scale of “Strongly Agree”, “Agree”, “Neither Agree Nor Disagree”, “Disagree”, and “Strongly Disagree” please indicate by a tick [√] the degree of your agreement with the following statements

Items		Strongly agree	Agree	Neither Agree Nor Disagree	Strongly disagree	Disagree
1	Allocation of adequate budget for training facilitates improvement of employee performance					
2	Allocation of adequate training facilities help to improve employee performance					
3	Availability of instructional materials helps to improve employee performance					
4	Availability of training experts help to improve employee performance					
5	Usage of appropriate technology to deliver training helps to improve employee performance					

THANK YOU FOR YOUR TIME

Appendix II: Research Plan and Budget

Duration and Schedule of Activities

		Milestone per month
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S/NO	ACTIVITY	Mar - may	Jun- Aug	sept	Oct	Oct
1.	Proposal design					
2.	Tools designing and pilot study					
3.	Data collection and analysis					
4.	Draft report writing and submission					
5.	Final report presentation and submission					

Estimated Budget

Estimated Budget

SN	Activity	Unit	Quantity	Unit Cost	Total cost
1	Stationery	Lump sum	Lumpsum	Lumpsum	70,000
2	Meals	TZS	5	60000	300,000
	Collection of Data				
3	Transport	Km	1200	100	120,000
4	Payment for enumerators	TZS	5	30000	150,000
	Data Analysis				

5	Coding and entering	TZS	100	1000	100,000
6	Data Analysis	TZS	110	5000	550,000
	Report				
7	Typing, printing, and binding	TZS	200	1000	200,000
	Report presentation				
8	Binding	Lumpsum	Lumpsum	300,000	300,000
Grand total					1,790,000