

Effect of Training on Employees' Performance: A Case of Institutions of Higher Learning in Arusha City, Tanzania

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Abstract: *This study aimed to determine the effect of job training on employee performance among Institutions of Higher Learning in Arusha City. The study employed questionnaire which was randomly distributed to 149 teaching and non-teaching staff and the responses were analyzed by using descriptive and inferential statistics. Before actual data collection, a pilot study was conducted at one institution which was not part of study sample where Cronbach's Alpha of greater than 0.7 in each category of the questionnaire was obtained, signifying that the instrument was reliable. Findings revealed that the level of employee's performance effectiveness was high. This might be due to the fact that they were provided with regular training in terms of orientation, off-job training, on-job training and coaching/mentoring. The study further found no significant difference in performance of employees categorized according to gender and positions. It was also revealed that orientation, off-job training, on-job training and coaching/mentoring, are positively correlated with job performance. Therefore, it was concluded that training is a key factor for improved performance as it enhances the level of employees, performance. Based on these findings, the study recommends that Institutions of Higher Learning should conduct training program on regular basis since this is a key factor that positively affects job performance effectiveness.*

Keywords: Training, performance, institutions, Higher Learning, Arusha, Tanzania

1. Introduction

Qualified staffs are key ingredient for effective running of Institutions of Higher Learning (IHL). According to Crawford (2008), to ensure that academic and management staffs are prepared for challenges facing the rapid changing world, training must be given priority. Training prepares employees to use new technologies, communicate effectively and cooperate with peers from diverse backgrounds (Noe & Peacock, 2002). While human resources are the main asset for IHL to operate effectively, special skills mastery by employees, is an important factor in determining the current situation as well as the future of institutions (Al-Mzary, Al-rifai & Al-Momany 2015). It is also important to note that, institutional performance depends on employees' professional development. Therefore, to improve performance in IHL, training must be given priority (Khan, Khan & Khan, 2011). While performance of staff members has an impact on students' learning, there is a need to continuously enhance staff skills through regular training in terms of seminars, workshops and related aspects whilst providing them with important resources for effective performance (Naris & Ukpere, 2012). According to the Tanzania Commission for Universities guidelines for Staff Career Development, in order to acquire the needed academic competitiveness, every Higher Learning Institution is required to put in place Capacity Building and Development Plans supported by training policies and programs. In addition, all Institutions of Higher Learning are required to put in place training programs on pedagogical skills and teaching methodology. The institutions are therefore expected to focus on capacity building in relevant disciplines. (Tanzania Commission for Universities 2014).

A number of studies have confirmed that job training has tremendous positive effect on job performance. Githinji (2014), for instance, investigated on effect of job training on employee performance in Somalia and established that training enhances employee engagement in change processes, innovation and better performance. Al-Mzary, Al-rifai, and Al-Momany (2015) studied about training and its impact on the performance of employees at Jordanian Universities his findings indicated that there is a relationship between effective training and job performance. Usman (2014) assessed training and development and its effect on employees' job performance in Yaba College of Technology in Nigeria and concluded that training and development programs are essential tools for effective job performance. Khan and Khan (2011) studied the impact of training and development on organizational performance among employees of different organizations of Islamabad, a capital of Pakistan and concluded that training and development of staff have positive effect on organizational performance. Odinga, (2010) conducted a study on staff development programs and job performance of lecturers at Moi University in Kenya and the study concluded that training has a positive effect on job performance.

In Tanzania, a number of studies have been conducted to link staff training to performance. Hassan (2011), for instance, studied the impact of training and development on the performance of administrative staff in the public sector organizations at the Second Vice President's Office-Zanzibar. The results indicated that training had a positive impact on the performance of the staff. In addition, Mwakyosi (2013) sought to establish the role of training in improving the Performance of police force in Tanzania. The study revealed that training has impact on the performance improvement and suggested appropriate measures to bring

about improvement of performance through training. Further, Mwaibako (2013) examined the impact of employee training and development on organizational performance using a case of Tanzania Commission for Aids (TACAIDS). The results indicated that training had improved organizational performance through new ideas and skills that was introduced to the organization through training.

While professional development is a key ingredient for improvement of university functioning, it is clear that one of the biggest factors affecting job performance of academic staff in institutions of higher learning is training. Nevertheless University educators' professional development has not been effective as revealed by the fact that many remain in the same academic ranking for many years (Higher education Agency report, 2016). While the uttermost challenge by IHL is to have their academic staff well trained for effective performance (Nega, 2001), it is sad to note that IHL do not realize this fact and a lot is still to be realized. While this is true in global perspective, IHL in Tanzania and in Arusha particularly are not exceptional. Therefore, this study sought to determine the training and its effect on employee's performance among employees in Institutions of Higher Learning in Arusha City.

2. Review of Related Studies

In this section, the researchers reviewed related literature and studies to throw more light on the influence different types of training such as on the job, off the job, orientation and mentoring/ coaching on job performance.

2.1 On-the Job Training and Performance

Studies have established that on the job training is essential for proper functioning of employees in organizations. Ndunguru (2015), for instance, investigated on the impact of on the job training on employee's performance using a case of Secondary School Teachers in Songea Municipality, Tanzania. The findings established that training has positive effect on performance as trained employees showed willingness to continue working while those who did not undergo on the job training were unwilling to continue with their work. From this study it is evident that training motivates employees and makes them feel that the management appreciates their improved skills. As such, employees feel the desire to continue working for the organization.

Tukunimulongo (2016) investigated on the effect of on-the-job training on employee performance in Kenya using a case of Mumias Sugar Company Limited. The study found out that on-the-job-training programs are more likely to enhance employee capability. Particularly, there was a significant direct correlation between on-the-job-training and employee performance. In Taiwan, Lin and Hsu (2017) investigated on impact of on-the-job training on job performance of employees in a catering industry. The research findings showed significant positive effects of on-the-job training on work achievement, work behavior, and employee personality. Results further revealed that on the job training enhances employees' personality and in turn the employees

work behavior is improved and therefore attract more customers to the organization.

2.2 Orientation and Performance

Orientation involves adaptation of new employees to the new working environment through giving them information on how business is conducted in the organization as well as goals and objectives. In this regard, studies have indicated the importance of orientation to new employees for better performance in their future career in the organizations. In Pakistan, Awan (2013) researched on the impact of employee orientation on retention and concluded that orientation has positive impact on retention.

The study findings further indicate that orientation helps to retain the new employees and makes them feel a sense of belonging as they receive information regarding their new positions. This in turn motivates them to work for the organizations and positively affect their performance hence productivity of organization is increased. Further, Anyango (2009) assessed effects of orientation programs on employee performance, with a case of Kenol/ Kobil petrol stations in Nairobi. The study concluded that provision of at least one or more orientation programs namely introduction of new employees to co-workers, offering tour facilities for new employees, provision of employee handbook and assigning of mentors to new employees contributes to increases in employee performance.

In Tanzania, Sango (2008) investigated on the effect of induction/orientation on the performance of new employee using a case study of the Small Industries Development Organization (SIDO). The study found out that there is improved performance of employees due to orientation. Particularly, the orientation process had positive influence over new employees' startup in the organization.

2.3 Off-the Job Training and Performance

Off the job training is the act of training employees while away from work premises. A study by Guni (2015) one effects of off-the-Job training and organizational productivity in Kenya's Christian Medical and Dental Association revealed that off the job training has positive impact on organizational productivity. It is therefore evident that off the job training is important in improving job performance which leads to improved productivity. While determining the impact of training and development on job performance in Ugandan Banking Sector, Amos and Natamba (2015) revealed that off the job training has significant positive effect on employee performance since it increases job performance. Hanif (2013) investigated the impact of training on employee's development and performance in hotel industry of Lahore, Pakistan with an aim to assess whether training programs offered are helping employees to perform their tasks. The study found out that off the job training improved employees' skills and reduced the gap of missing skills which are new to them.

2.4 Coaching/ Mentoring and Performance

Studies have revealed that coaching and mentoring has significant effect toward better performance of employees. A study by Utrilla, Grande and Lorenzo (2015) on effect of coaching on employees and organizational performance in Spain confirmed that coaching has a positive influence on both individual performance and organizational performance. Coaching also helped firms to improve their competitive position, maximize benefits and minimize costs. Findings in this study further revealed that a firm's growth is determined by coaching practices used and that coaching is cost effective since it reduces costs involved in other types of formal training. Furthermore, Taruru, Keriko, Ombui, Karanja and Tirimba(2015) investigated on the effects of coaching Programs on employee performance and the reduction of staff attrition in the BPO industry in Nairobi, Kenya. The study findings indicated that coaching increases average employee performance. Results further revealed that coaching helps team members identify the strengths and weaknesses of each other and therefore team work is enhanced.

In Nigeria, Ofobruku and Nwakoby (2015) conducted a study on effects of mentoring on employees' performance in Selected Family Business in Abuja and found out that mentorships had significant positive correlation with performance. Effective performances among employees resulted from the degree of mentorship program put in place in the organization. The study further concluded that mentoring has positive impact on psychological status of employees because what employees learned by observing effective mentors dictates proper behavior and action.

3. Research Methodology

This section describes methodology employed in this study. Particularly, it addresses such issues as research design, population and sampling, validity and reliability, data analysis techniques and ethical considerations.

3.1 Research Design

According to Lavrakas (2008) and Kothari (2004), research design is the overall plan that the study employs in order to obtain answers to questions that are being studied. This study used a combined descriptive and correlation research designs. Descriptive design summarizes the current or past status of something. It describes achievement, attitudes, behaviors and other characteristics of a group of subjects (McMillan & Schumacher, 2006). Sarantakos (2005) defines correlation as a method that examines the relationship between two variables whose major aspects of relationship includes the presence or absence of direction and the strength of correlation. With this aspect the current study attempted to collect data in order to determine the relationship between various aspects of job training and job performance.

Data was collected through questionnaires. According to McMillan and Schumacher (2006), questionnaire possesses scaled items followed by potential responses whereby respondents check the items on the scale that best reflect

their beliefs or opinions about the items. The questionnaire contained a list of items which were provided for respondents to express their views. Each item in the questionnaire contained 5-point scale options from which respondents were to choose.

3.2 Population and Sampling Procedures

According to Mugenda and Mugenda (2003), population consists of group of individuals, objects and events having the same observable characteristics. There are eight Institutions of Higher Learning in Arusha City from which appropriate sample was determined using simple random sampling technique. McMillan & Schumacher (2010) describes simple random sampling as a technique in which subjects are selected from the population so that all members have equal chance of being chosen. Mugenda and Mugenda (2003) suggest that one may use a sample size of between 10 to 30 per cent, but for better representative results, a higher percentage is better. With this regard, four out of eight institutions of higher learning were randomly selected and 56% of teaching and non-teaching staff from each of sampled institutions was used as sample. Thus, a total of 168 respondents filled the questionnaire as seen in Table 1.

Table1: Population and Sample Size

SN	Institutions	Population	Sample
1	Institution A	103	58
2	Institution B	147	82
3	Institution C	30	17
4	Institution D	20	11
	TOTAL	300	168

3.3 Validity and Reliability

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity exists if the data measure what they are supposed to measure. In quantitative data validity might be improved through appropriate instrumentation. Validity of the questionnaire was ensured through experts from the University of Arusha who looked into the research instrument against research questions and subsequent hypotheses and commented where necessary adjustments were required. The researchers made corrections accordingly by adjusting the contents of questionnaires before the pilot study and actual data collection.

Reliability on the other hand is the extent to which the measurements of a test remain consistent over repeated tests of the same subject under identical conditions (LoBiondo-Wood & Haber, 2014). A measure is considered reliable if a score on the same test given twice is similar. To ensure reliability of data, a pilot study was conducted one institution of higher learning which is not part of the sampled institutions. Analysis was done through Statistical Package for Social and Cronbach's Alpha of greater than 0.7 was obtained in each category of the questionnaire before the actual data collection was done. As shown in table 2.

Table 2: Reliability Test

SN	Variable In Question	Cronbach's Alpha	Comment
1	Orientation	.875	Reliable
2	On-the-Job Training	.845	Reliable
3	Off-the-Job Training	.804	Reliable
4	Coaching/Mentoring	.877	Reliable
5	Job Performance	.889	Reliable

3.4 Data Analysis, Presentation and Interpretation Plan

This section presents statistical tools that were used during the data analysis phase. Both descriptive and inferential statistics were used in the following ways: descriptive statistics was used to determine mean scores and standard deviation while t-test was used to test differences and Pearson correlation was used to measure the effect of various aspects of Training on Job Performance. The organised data was interpreted with support of related literature and study findings.

3.5 Ethical Consideration

Ethical considerations relate to the moral standards that the researcher should consider in all stages of the research. The researcher took some measures to ensure conformity to research ethics. Before starting data collection phase, permission was sought from relevant authorities. Before distributing questionnaires, the researchers adhered to ethical principles in terms of confidentiality, honesty, and non-discrimination policy.

4. Data Analysis, Interpretation and Discussion

This section presents analysis, interpretation and discussion of key findings. The main purpose of this study was to determine training and its effect on employee's performance in Institutions of Higher Learning of Arusha City in Tanzania. Specifically, the study aimed at identifying the effect of training on employees' performance. Analysis of data was guided by the following research questions.

1. What is the level of employee performance effectiveness among Institutions of Higher Learning in Arusha City?

This question sought to determine the level of employees' performance effectiveness among Institutions of Higher Learning in Arusha City. It was analyzed through Descriptive Statistics in terms of Mean scores. In order to determine the level of employee's Performance effectiveness, nine items were tested under the following scales of interpretation: 4.50-5.0 = Very High, 3.50-4.49 = High, = 2.50-3.49 = Neutral, 1.50-2.49 = Low and 1.00-1.49 = Very Low as shown in Table 4.

Table 3: Level of Employees Performance Effectiveness

SN	Item	Mean Score	Interpretation
1.	The quality of my work is very high.	4.2534	High
2.	Management is satisfied with my performance.	4.2162	High
3.	My performance meets institutions' expectations.	4.1554	High
4.	I have experienced an increased job performance.	4.1284	High
5.	My productivity keeps improving.	4.1081	High
6.	Employees work independently without close supervision.	3.9932	High
7.	My innovativeness has increased.	3.9097	High
8.	I have been experiencing improvement in job satisfaction	3.8844	High
9.	Employee turnover and absence is minimal.	3.7635	High

As Table 3 indicates, the mean score in all nine items ranged between 3.50 and 4.49 meaning employee's performance effectiveness was high. This implies that the quality of employees' work is high (M= 4.2334), management is satisfied with their performance (M= 4.2162), their performance meets institutions' expectations (M=4.1554), they have experienced increased job performance (M= 4.0184), their productivity keeps improving (M=4.1081), they work independently without close supervision (M=.39097), their innovation has increased (M= 3.9097), they have been experiencing improvement in their job satisfaction (M= 3.8844) and employees turnover and absenteeism is minimal (M=3.7635). These findings show that the level of employee's performance is high. This might be due to fact that employees were given training in terms of orientation, on-the job training, off-the job training and coaching/mentoring.

2. Is there significant difference in performance effectiveness by employee categorized according to (a) gender and (b) their positions?

This research question sought to test if there is any significant difference in job performance by employees categorized according to their gender and positions. It called for testing of two null hypotheses which state;

(a) There is no significant difference in performance effectiveness by employee categorized according to gender.

This hypothesis was intended to test if there is any significant difference in job performance by employees categorized according to their gender. The hypothesis was tested by t-test as seen in Table 4 and 5.

Table 4: Group Statistics on employee's Performance by Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Performance	Male	94	4.0000	.69897	.07209
	Female	54	4.1269	.45317	.06167

Table 5: Independent Sample t-test on employee's Performance by Gender

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Performance	Equal variances assumed	2.926	.089	-1.196	146	.234	-.12687	.10605	-.33647	.08272
	Equal variances not assumed			-1.337	143.796	.183	-.12687	.09487	-.31440	.06065

As Table 4 indicates, the mean score for male respondents was 4.0000 while that of females was 4.1269. The sig of .234 which is greater than the critical value in Table 6 suggests that the mean score difference between male and female is statistically not significant. Therefore, gender did not bring any difference in job performance. Therefore employees' performance effectiveness is equal between male and female. This finding is in agreement with that of Ogunleye and Osekita (2016) who found that there is no significant difference in the work performance of employees in local government employees in Ekiti State, Nigeria categorized according to gender.

b. There is no significant difference in performance effectiveness by employee categorized according to their positions.

This null hypothesis was intended to test if there is any significant difference in employee's performance categorized according to their positions.

Table 6: Group Statistics on employee's Performance by Positions

	Your position	N	Mean	Std. Deviation	Std. Error Mean
Performance	Teaching Staff	69	3.8971	.76748	.09239
	Non-Teaching Staff	78	4.1874	.41440	.04692

The hypothesis was tested by t-test as seen in Table 6 and 7. As Table 6 indicates, the mean score for teaching staff was 3.8971 while that of non-teaching staff was 4.1874. The sig of .006 which is greater than the critical value in Table 7 suggests that the mean score difference between teaching and non-teaching staff is statistically not significant. Therefore, this implies that position is not a determinant of effective employees Job Performance.

Table 7: Independent Sample t-test on employee's Performance by Positions

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Performance	Equal variances assumed	11.743	.001	-2.897	145	.004	-.29023	.10018	-.48823	-.09223
	Equal variances not assumed			-2.801	101.628	.006	-.29023	.10362	-.49578	-.08468

3. Is there significant correlation between job performance and the following aspects: orientation, on-job Training, off the job training and Coaching/mentoring in Institutions of Higher Learning of Arusha City?

This research question called for testing of a null hypothesis to determine the effect of orientation, on the job training, off

the job training, and coaching/ mentoring on job performance. The null hypothesis was measured by inferential statistical tool namely Pearson Product moment correlation coefficient as seen in Table 8. The null hypothesis stated:

Table 8: Correlation between employee's performance and orientation, on the job training, off the job training, and coaching/ mentoring

		on the Job	Off The Job	Performance	Orientation	Coaching
OnTheJob	Pearson Correlation	1	.651**	.531**	.500**	.464**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	146	146	146	146	146
OffTheJob	Pearson Correlation	.651**	1	.499**	.367**	.283**
	Sig. (2-tailed)	.000		.000	.000	.001
	N	146	146	146	146	146
Performance	Pearson Correlation	.531**	.499**	1	.409**	.553**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	146	146	148	148	148
Orientation	Pearson Correlation	.500**	.367**	.409**	1	.312**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	146	146	148	149	148

Coaching	Pearson Correlation	.464**	.283**	.553**	.312**	1
	Sig. (2-tailed)	.000	.001	.000	.000	
	N	146	146	148	148	148

** . Correlation is significant at the 0.01 level (2-tailed).

There is no significant relationship between job performance and the following aspects: On-job Training, off the job training and Coaching/mentoring on employee Performance of Institutions of Higher Learning in Arusha City. This null hypothesis was broken into four sub null hypotheses as follows:

a. There is no significant correlation between On the Job Training and employee Performance.

As table 8 indicates, with the Pearson Correlation of .531, and the Sig of .000, which is lesser than the critical value, there is a significant positive correlation between On the Job Training and employees Performance. Therefore, it implies that on the job training is a key determinant of employee performance. This finding is in agreement of Ndunguru (2015) who found that training employee has positive effect on performance as trained employees showed willingness to continue working while those who did not undergo through on the job training were unwilling to continue with their work. From this study it is evident that training motivates employees and makes them feel that the management appreciates their improved skills. As such, employees feel the desire to continue working effectively for the organization thus positively impacting their performance. This finding is also supported by Tukunimulongo (2016) who argues that on-the-job-training programs are essential for improving employee capabilities and those whose capabilities are not enhanced by on the job training are less likely to perform their tasks effectively.

b. There is no significant correlation between Off the Job Training and employee Performance.

As the table 8 indicates, with the Pearson Correlation of .499, and the Sig of .000, which is lesser than the critical value, there is a significant positive correlation between off the Job Training and employee Performance. Therefore, it implies that off the job training is a determinant of employee performance. This finding is in agreement of Amos and Natamba (2015) who found that off the job training has significant positive effect on employee performance since it improves job performance of employees. It is also in harmony with the findings of Hanif (2013) that off the job training of employees improved their skills and filled the gap of missing skills which are new to them.

c. There is no significant correlation between orientation and employee Performance.

As the table 8 indicates, with the Pearson Correlation of .409, and the Sig of .000, which is lesser than the critical value, there is a significant positive correlation between orientation and Job Performance. Therefore, orientation is a key determinant of effective performance. This finding is in agreement with that of Alberta (2012) who found that organizations need quality orientation programs for its employees as this helps the new employees learn and understand how the organizations run business. Further, according to Anyango (2009), provision of at least one or more orientation programs namely introduction of new

employees to co-workers, offering tour facilities for new employees, provision of employee handbook and assigning of appropriate mentors to new employees contribute to significant increases in employee performance. Therefore Institutions of Higher Learning should conduct orientation program on regular basis to new employees as it has an positive impact on performance.

d. There is no significant correlation between coaching/mentoring and employee Performance.

As the table 8 indicates, with the Pearson Correlation of .553 and the Sig of .001, which is lesser than the critical value, there is a significant positive correlation between coaching/mentoring and employee performance. Therefore, orientation is a key determinant performance. This finding is in agreement with that of Utrilla, Grande and Lorenzo (2015), that coaching has an influence on both individual performance and organizational performance. It helps firms to improve their competitive position, maximize benefits and minimize costs. Furthermore, According to Taruru, Keriko, Ombui, Karanja and Tirimba (2015), team and self-personal development coaching increase average employee performance.

5. Conclusions and Recommendations

This section gives conclusion and presents recommendations generated from study findings regarding job performance and training.

5.1 Conclusions

Based on analysis of data and interpretation, the researchers came up with the following conclusions:

- a) The level of employee performance among Institutions of Higher Learning in Arusha City was high. Management is satisfied with employees' performance and their performance meets institutions' expectations. Furthermore, their productivity keeps improving and employees work independently without close supervision. This might be due to the fact that they were given training in terms of orientation, on-the job training, off-the job training and coaching/mentoring.
- b) There is no significant difference in job performance effectiveness by employees categorized according to gender and position.
- c) Performance is positively correlated with orientation, on-job training, off the job training and coaching/mentoring.

5.3 Recommendations

Based on above conclusions, the researchers give the following recommendations:

- 1) Institutions of Higher Learning should conduct training program on regular basis since this is a key factor that affect job performance effectiveness.
- 2) Training should be designed on the basis of institutions specific needs and objectives.

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