

## Influence of Employees on Job Training Programs Towards Organization Performance in Tanzania, A Case of Fire and Rescue Force Department – Dodoma, Tanzania

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### Abstract

This study intends to assess the influence of employees on-the-job training programs on organizational performance in Dodoma. The study utilized cross-sectional survey design for collecting primary and secondary data. Convenient sampling technique was used to reach respective study participants that provided information through questionnaires and related documents. The available data were analyzed qualitatively and linear regression model of analysis. The study findings show that technical skills training, job rotation and workshop and seminar enhance organizational performance. On the other hand, mentoring and coaching was noted to insignificantly influencing organization performance of the study. The findings highlight to policymakers, private sector entities, and civil society organizations to prioritize integrative frameworks, that encourage intensive on the job training for effective performance across government departments and other organizations.

**Keywords:** Employee Training, Organizational Performance, On-the-job Training, Job Rotation and Technical Skills

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## 1. Introduction

In the world of globalization there are great interest in training and developing employees in order to achieve competitive advantage through improved staff performance Kessy, & Mbise, (2018). Promising on job training programmes are paramount in nurturing of the excellence knowledge, skills and abilities possessed by the employees, since they determine the level of motivation and commitment (Hollenbeck, 2021). Similarly, Armstrong & Taylor, (2014) supports the fact that employees who undergo training and development throughout their careers in the organizations have been more productive and produce quality work having low turnover rates while making customer more satisfied.

Choudhary et al., (2013) conducted a global survey of over 3000 organizations across 42 countries found that, institutions with above average training budgets achieved almost double net profit ratio compared to organizations that spent less on training to its employees. Furthermore, Cheng & Huang, (2017) revealed that firms reporting above average training rates were 23% more likely to report increases in market shares and 17% more likely to report increases in labor productivity. In addition, a study conducted in five European countries (UK, Germany, France, Italy and Spain) observed significant positive correlation between investment in training and development of workforce and increased revenues, customer satisfaction levels and innovation rates within organizations (Cedefop, 2017).

Across Africa as well, training of employees has proved critical for boosting productivity and growth within companies. Literature shows that African firms reporting high frequencies of training recorded over 30% higher annual sales growth compared to those offering minimal training. Specifically, in East Africa, investing in training employees has yielded considerable returns for companies. In Kenya, a survey of 200 manufacturing firms discovered that those engaging in regular training realized a 27% spike in annual revenues attributed directly to training interventions (Kiamba & Waema, 2017). Meanwhile in Uganda, results from 140 enterprises showed training boosted operational efficiencies by 15-25% through reductions in wastages and reworks (Tumwine et al., 2018). Moreover, studies in Rwanda found extensive employee development practices correlated with over 35% growth in market shares as staff competencies which strengthened organizational competitive edge (Nizeyimana, 2019).

In Tanzania, the impact of training and employee development on organizational performance has attracted significant consideration by various scholars and practitioners. Some previous research on the influence of employee training programs includes Kisaka (2018) and Mwakapenda (2015) who found that, there are positive effects of employee training programmes on the performance of an organization, since knowledge and competencies may be transferred to or developed in employees. These programmes may enhance organizational productivity, efficiency, and innovative capacity. Moreover, Mwamwenda (2013) posits that training activities can influence the level of motivation, job satisfaction and organizational commitment. The government also calls for the importance of learning and acquisition of skills so as to increase on the country's economic growth and competitiveness (URT, 2017). This is further evidenced from studies by VETA, (2018) where skilled staff contributes to cutting production losses by about 12 – 18% per year, hence there is a positive relationship between training and business performance.

Tanzania Private Sector Foundation (TPSF) conducted a study of 100 Small and Medium Enterprises (SMEs) and observed that trainings can lead to 20% average profit increase, alongside 15% average revenue growth (TPSF, 2019). Training has also been found to cut staff turnover among Tanzanian companies by almost half, reducing hiring and retraining costs significantly. In addition, according to Mashamba, (2018) customer satisfaction ratings improved by over 10% among companies offering frequent capability building programs to its personnel.

The Fire and Rescue Force Department (FRFD) was established as a public sector organization with the vision of becoming an efficient and focused agency in supporting development. The department aims not only to provide efficient fire and rescue services to the public, but also educating the public about fire hazards and fire prevention. Also inspecting, preparing and implementing fire prevention plans, and inspecting occupational health and safety in industries, fuel stations and chemical plants as well as gas production sites. Hence the need for conducting this study to assess its performance being a public organization among others in Dodoma City, Tanzania.

Maintaining good performance has continued to be a challenge for many organizations. While most organizations have employee on job training programs in place, organizational performance often falls short of desired levels in spite of this programs (Brown, 2019). In Tanzania, various organizations, both in the private and public sectors, engage in on-the-job training and development programs for their staff in order to enhance the value of their key resource to the employees. Studies show that in Tanzania, organizational performance often lacks goals despite training. Gilbert et al. (2016) studied 10 private companies and found that while 80% had on job training programs, only 25% saw a corresponding increase in workplace productivity and performance. Majority of employees interviewed revealed that skills acquired were often not applied in their working environment. Mabula (2016) made a study in public hospitals and observed that among 62% of employees who received on-job training recently, only 38% reported strong workforce performance improvements. These studies imply that there is need of an in depth study to understand specifically the relationship between types of employee on-the-job training programs and organizational performance in Tanzania. The Fire and Rescue Force Department, like many other organizations, invests in on-the-job training, yet struggles to meet its performance targets. It therefore suggests that the type of training provided and the method of implementation may be misaligned, and hence there is a need to assess the types of job training programs and their impact on the performance of organizations in Tanzania, with a focus on the Fire and Rescue Force Department in Dodoma City.

## 2. Literature Review

Employee on-the-job training (OJT) involves a structured learning process that occurs within the workplace, allowing employees to acquire new skills and apply them immediately, making it an effective training method (Noe, 2019). Performance, on the other hand, refers to the execution of tasks in alignment with predetermined standards or objectives, encompassing the measurable outcomes achieved by individuals or groups relative to their responsibilities and goals (Dessler, 2019). Together, these concepts highlight the importance of practical training in enhancing workplace effectiveness and achieving organizational objectives.

### 2.1. Theoretical Literature Review

The theoretical literature review in this study encompasses two key frameworks; Human Capital Theory and Social Learning Theory. Human Capital Theory, developed by Theodore Schultz in 1961, emphasizes that investments in education, skill development, and health enhance workforce productivity and economic growth (Schultz, 1961). It

recognizes human competencies, knowledge and abilities as valuable economic resources for organizations. According to the theory, employees contribute more if they are equipped with relevant qualifications through training (Becker, 2018). Human Capital Theory suggest that individuals are rational actors who make decisions about their investments in human capital based on a cost-benefit analysis. That is, individuals weigh the costs of investing in education and training against the expected benefits, such as higher wages and better job opportunities. Human Capital Theory offers a validated theoretical model established through past research as suitable for this organizational context. It recognizes humans as long-term enterprise investments whose yields depend on optimal cultivation (Becker, 2018). This positions the study well to advance both the theory and practical skills-driven value creation within Tanzanian companies.

Conversely, Social Learning Theory, introduced by Albert Bandura in the 1960s, posits that individuals learn by observing and imitating others' behaviors. This theory was first introduced by Albert Bandura in the 1960s and has since become one of the most influential theories in the field of psychology (Bandura & Walters, 1963). According to Bandura (2014), individuals learn through a process of observation, imitation, and reinforcement. He proposed that people observe the behavior of others, remember what they have seen, and then replicate the behavior themselves. According to Social Learning Theory, people can learn new information and behaviors by observing others within social environments such as the workplace (Bandura & Walters, 1963). When individuals see modeled behaviors, whether it be by superiors, coworkers or in training videos, and observe the consequences of those behaviors, it informs their own behavioral choices. The theory proposes that if the modeled behavior results in a positive consequence, it increases the likelihood that the observer will engage in similar behavior (Bandura, 1977).

## 2.2. Theoretical Framework

### Empirical Literature Review

On-the-job training has emerged as a critical method for organizations aiming to enhance employee performance. Various studies highlight the effects of on-the-job training across different industries, emphasizing the need to align training types with specific organizational needs. There has been acute need to unveil the effects of on-the-job training on the performance of employees in relation to the type of organizational setting within the country. Odeyemi and Oyeniyi (2019) in their studies observed that skills training at workplaces highly enhanced performance of employees. The findings underline the need for organizations to avail chances through which employees may enhance their skills. Furthermore, the study also discovered that 'coaching' being one of on-job training involving onsite guidance of workers by a specialist does highly influence work performance. On the other hand, job rotation and enlargement of jobs were considered as vital strategies towards enhancing on the job training activities. Hollenbeck, (2021) defines Coaching as a training strategy that entails workers being helped to bring out the best out of their performance, whereas job rotation refer to an instance where workers are transferred between different jobs within the organization. Engagement of such strategies within organization are likely to influence organizational performance.

Moreover, Sathasivam and Abdullah (2018) examined the role of on the job training on the performance of manufacturing companies in Malaysia. The study showed that on job training enhanced employee organizational performance. In order to enhance its effectiveness, the findings recommended methods of on-the-job training such as coaching, mentoring and job rotation. These findings are in line with a study by Wu and Huang (2021) working on the healthcare industry in Taiwan who revealed similar verdicts. That enterprises embracing on-the-job training such as coaching, job rotation and job enlargement to their employees, are likely to positively influence performance of the organization.

The systematic review and meta-analysis of the study conducted by Karim, et al (2019), shows that on job training, off job training and e-learning training experiences has positive effects on the job performance of the employees. In addition, the length and degree of participation of employees influenced the impact of the training programme. Similarly, Akram and Rauf (2019) conducted a study on the performance of the banking sector in Pakistan and identified that, provision of technical and soft skills training programmes had positive significant effect on the performance of employee in the banking sector. Furthermore, Olaitan, and Adeleye (2019) studied performance in the manufacturing sector in Nigeria, found that technical skills training and managerial skills training programs significantly enhanced organizational performance. It was further noted that existence of such training enhanced employee commitment leading to increased morale in their working places.

Johnson (2018) researched on the impacts of technical skills training on organizational performance in the Information Technology (IT) industry, and verified the importance of employees' training programmes in enhancing organizational performances. Apart from viewing career advancement as an effective means of advancing technical skills, the study also discovered organizations that offer technical skills training to their employees achieve higher operational efficiency. In addition, there was perceived greater levels of customer satisfaction as well as profitability than organizations that offer a median level of technical skills training to their employees.

Furthermore, Mwamfupe (2020) examined the effects of training and development programmes on employee productivity in Tanzanian manufacturing industry. The study revealed that various training and development programmes such as on the job training, off the job training, and coaching promoted a positive impact towards the employees' development and productivity levels. There was further evidence that on job training provided, where a trainee is as well as a learner, and jobs are done simultaneously were greatly effective towards enhancing efficiency and productivity in the organization. Therefore, these studies underscore the critical role of employee training and development programs in improving organizational performance.

### 3. Research Methodology

#### 3.1. Introduction

This study adopts quantitative research approach to systematically examine the influence of on-the-job training programs on organizational performance in Tanzania. This approach encourages developing and testing of hypothesis that enhances rigorous analysis for generating new knowledge resulting from study findings (Creswell, 2013). A cross-sectional research design was adopted since it permits data collection from many subjects or groups simultaneously at a particular point in time. In so doing, it embraces the multiplicity of vision and experiences of the respondents during the stipulated research period Babbie (2016). This study involved a population of 1000 people, out of which a sample size of 200 participants were determined using Slovin formula that gave 91% confidence interval and 9% margin of error. A convenient sampling technique was used to reach respective study participants that helps to provide information through the questionnaires distributed. In this study both primary and secondary data were collected in order to achieve intended study objective.

#### 3.2. Validity, Reliability, and Ethical Measures

Prescribed standards were established to ensure the validity and reliability of the data before actual data collection in order to ensure accuracy of this research. Validity refers to the appropriateness of data, involving proper representation of study variables (Kothari & Garg, 2014). In this study validity was ensured through a pilot testing and use of the Content Validity Index - CVI. Reliability on the other hand was checked through test-retest reliability, implying stability over time, and inter-rater reliability, pertaining to stability across raters. Ethical measures included informed consent, confidentiality, voluntary participation, and security in data handling in order to make sure protection of the rights of subjects is ensured. Similarly, an emphasis was put to enhance the integrity of research has to be maintained at the maximum throughout the research process.

### 4. Results and Discussion

#### 4.1. Social Demographic Characteristics of Respondents

The presentation of demographic information plays a huge roll in unraveling the impact of such parameters as age, gender, education level and their experience within the study area. In this study, 43% of respondents involved were between 31 – 40 years old. Similarly, those ranging between 41- 50 years old constituted 38.7%. Employees in the age bracket between 18 - 30 years were 13.4% and study participants between 51 – 60 years were only 4.8%. This distribution indicates that, it is therefore possible to extend targeted employee related training programmes to any respective age category. In so doing, can enhance provision of optimum productivity and performance for individuals falling within varied age categories of the organization.

The gender of respondents in this study shows that, male employees constituted 60.2% while 39.8% are female employees. This distribution implies that male employees were highly involved in this study compared to females. Thus, if on the job training would be offered in this organization, there is possibility that male employees could participate more compared to females. Necessary efforts should be put to encourage female employees to participate in such studies, including involvement in on-job training when offered in order to influencing organizational performance.

Moreover, with regard to education level of individuals engaged in this study indicates that majority of the workforce are graduates. Where 45.7% had Undergraduate degree, while 21.5% had Master's degree level of education. Similarly, employees with Doctor of Philosophy constituted 4.3%, and those with Diploma and Certificates level of education were 21.5% and 7.0% respectively. From the staff professional development point of view, the Fire and Rescue Force Department can enhance technical and analytical on job training skills altogether that could help enhance organizational performance in delivering its services to the public.

Finally, experience of participants involved in this study shows 67.2% of respondents have 6 -10 years of experience with the organization. Similarly, employees with experiences between 1-5 years of service constituted 25.8%, while those with 11-20 years constitute 3.8%, and lastly employees whose age was above 21 years of service accounted for 3.2%. This distribution highlights a stable workforce with a significant number of employees having substantial experience. The department can leverage this experience by fostering knowledge transfer and mentoring programs, while also focusing on training for newer employees to ensure continuity and retention of critical skills.

Table 1: Social Demographic Characteristics of Respondents

Characteristics	Category	Frequency	Percent (%)
Age	18-30	25	13.4
	31-40	80	43.0
	41-50	72	38.7
	51-60	9	4.8
	Total	186	100.0
Gender	Female	74	39.8

	Male	112	60.2
	Total	186	100.0
Length of Service	1-5 years	48	25.8
	6-10 years	125	67.2
	11-20 years	7	3.8
	Over 21 years	6	3.2
	Total	186	100.0
Highest Level of Education	PhD	8	4.3
	Master's Degree	40	21.5
	Undergraduate	85	45.7
	Diploma	40	21.5
	Certificate	13	7.0
	Total	186	100.0

Authors' compilation.

#### 4.2. Descriptive Results of on-the-Job Training Programs

This section presents descriptive statistics results related to the Influence of Employee on Job Training Programs Towards Organization Performance in Tanzania, A Case of Fire and Rescue Force Department – Dodoma City. Staging of these findings sets to define level of agreement with different statements relating to on job training program towards organizational performance. Analysis was done using mean and standard deviations, through 5-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly agree), as shown in Table 2 below.

The results outlined in Table 2 reveal a differential attitude of managers and employees towards the relevance of on-the-job training strategies for the organizational performance. The study evidence suggests 36% of the study participants strongly agreed that employee participation in mentoring and coaching programs is important for organizational performance, (mean 2.4355;  $\sigma = 1.4098$ ). Similarly, 44.6% of respondents added that Job rotation programs help employees to acquire new skills and improve organizational performance (mean=2.5484;  $\sigma = 1.1764$ ). These findings imply that organizations can enhance their overall performances if considerations to provision of required knowledge, skills and competences in respective fields through effective on-the-job trainings extended to their employees.

On the other hand, 31.7% participants engaged in this study were undecided regarding the statement that Workshops and seminars are effective for employee development and organizational performance (mean = 2.844;  $\sigma = 1.1865$ ). However, 26.9% of responds were in view that such workshops and continued seminars contribute towards organization performance.

Similarly, the study observed 29% of participants agreed that provision of technical skills training programs improve employee productivity and contribute to organizational performance (mean = 2.6129;  $\sigma = 1.3358$ ). On the same vein, the study recorded 28.5% among respondents retained neutral opinions regarding the above statement.

The findings explained is supported by Wong, (2019) who found that mentoring programs can have significant impact on employee satisfaction, engagement, and career advancement. However, the study noted that effective mentoring programs require a clear structure, regular communication, and commitment from both the mentor and mentee.

Table 2: Descriptive results of on-the-job training programs

Statement	Responses	SD	DS	N	A	SA	Total	Mean	Standard Deviation
Employee participation in mentoring and coaching programs is important for organizational performance	Frequency	24	22	32	41	67	186	2.4355	1.4098
	Percent (%)	12.9	11.8	17.2	22	36	100		
Job rotation programs help employees to acquire new skills and improve organizational performance	Frequency	30	16	30	27	83	186	2.5484	1.1764
	Percent (%)	16.1	8.6	16.1	14.5	44.6	100		
Workshops and seminars are effective for employee development and organizational performance	Frequency	35	31	59	50	11	186	2.8441	1.1865
	Percent (%)	18.8	16.6	31.7	26.9	6	100		
Technical skills training programs improve employee productivity and contribute to organizational performance	Frequency	26	32	53	53.9	21	186	2.6129	1.3358
	Percent (%)	14	17.2	28.5	29	11.3	100		

Authors' compilation

**4.3. Inferential statistics results**

In this study, the multiple linear regression model was used to analyze the relationship between predictor variables of on-the-job training programs, while dependent variable was organizational performance. In order to arrive and establish expected results, the study employed detailed examination and tests in line with model assumptions including normality, multicollinearity, linearity, homoscedasticity and independent of errors. The rationale for analyzing Likert scale data as interval data for regression analysis is that, with enough number of points on the scale, data approximate interval-level data. This makes it possible to apply parametric analysis tools like multiple linear regression analysis in developing meaningful interaction and the impact analysis of Independent Variables on a dependent variable (Harpe, 2015).

The regression assumption tests reveal several insights into the relationship between different on-the-job training programs and organizational performance. In term of normality, the Kolmogorov-Smirnov and Shapiro-Wilk tests indicate that the residuals for employee participation in mentoring and coaching programs (KS = 0.206, p = .000; SW = 0.843, p = .000), job rotation programs (KS = 0.287, p = .000; SW = 0.863, p = .000), workshops and seminars (KS = 0.197, p = .000; SW = 0.897, p = .000), and technical skills training programs (KS = 0.177, p = .000; SW = 0.881, p = .000) are not normally distributed.

Table 3: Tests of Normality for Indicators of on-the-job training programs

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Mentoring and coaching programs	.206	186	.000	.843	186	.000
Job rotation programs	.287	186	.000	.863	186	.000
Workshops and seminars	.197	186	.000	.897	186	.000
Technical skills training programs	.177	186	.000	.881	186	.000

a. Lilliefors Significance Correction

Authors' compilation

Despite this, the model's robustness is still valid given the large sample size (N=186), which can mitigate deviations from normality. Furthermore, the coefficients table shows that tolerance values are above 0.1 and VIF values are below 10 for all variables i.e. (Mentoring and coaching: Tolerance = 0.652, VIF = 1.533; Job rotation programs: Tolerance = 0.686, VIF = 1.458; Workshops and seminars: Tolerance = 0.760, VIF = 1.315; Technical skills training: Tolerance = 0.671, VIF = 1.489), indicating that multicollinearity is not a significant issue. In addition, the even distribution of residuals around zero in scatter plots indicates homoscedasticity, affirming that residual variance is consistent across levels of predictors. The normal probability plots show that most points fall along a straight line with few outliers, indicating that outliers do not significantly influence the model. Finally, linearity assumption was tested via scatter plot matrix - that depicted an association of observed straight line between variables (Hair, 2010; Keenan and Stevens, 2016).

**4.4. Discussion of the model results**

Table 4 below presents the findings of regression analysis results, through significance levels (p-values) observed in each variable involved in this study. The examination shows the value of adjusted R<sup>2</sup> is 0.73 indicating elements of on the job training programs (Mentoring and coaching programs, job rotation programs, workshops and seminars and technical skills training) clarify 73% variability in organization performance, as determined within the p-value < 0.05.

Table 4: Model Results of on-the-job training programs to organization performance

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
	B	Std. Error	Beta		
(Constant)	.929	.091		10.188	.000
Mentoring and coaching	.001	.025	.001	.012	.990
Job rotation programs	.077	.029	.221	1.970	.009
Workshops and seminars	.060	.027	.176	1.961	.028
Technical skills training	.117	.026	.382	1.997	.000

Dependent Variable: performance of organizations  
 Adjusted R Square= 0.73  
 F value = 6.858  
 Durbin-Watson = 1.774

Authors' compilation

The findings from above Table 4 shows that, job rotation being an indicator of on-the-job training was found positively and significantly related to organizational performance ( $\beta=0.077$  and p-value < 0.05). The findings imply that a unit increase of job rotation programs at working places results to escalating organization performance by 7.7%. This further

implies that, rotating employees do gain wider skills required in various areas of specialty, leading to improved overall institutional performance.

Moreover, the same table indicates that, workshop and seminars was found positive and significantly related to organizational performance ( $\beta=0.060$  and  $p\text{-value} < 0.05$ ). The findings imply existing association between identified workshop/seminars being an aspect of on-the-job training and performance of the organization. This can therefore further be explained that, provision of such training enhances development of employees' appropriate skills and knowledge which enhance an organization improve its performance. This result aligns with the findings of Karim, et al (2019), who reported that both on-the-job and off-the-job training, including e-learning and workshops, positively impact employee performance.

Moreover, the findings in Table 4 reveals that, technical skills training was found positively and significantly related to organizational performance ( $\beta=0.117$  and  $p\text{-value} < 0.05$ ). These observations indicate that any unit increase of technical skills training among employees within the organization will increase its performance by 11.7%. Put it differently, organizations are likely to widen and grow higher provided they enhance provision of effective technical skills to its employees. This finding is in line with Johnson (2018), which revealed that organizations in the Information Technology (IT) industry that provide technical skills training achieve higher operational efficiency, customer satisfaction, and overall success. On the other hand, the same table indicates that, mentoring and coaching was found positive and insignificantly related to organizational performance (mentoring and coaching = 0.001,  $p > 0.05 = 0.990$ ). The findings imply absence of existing association between mentoring and coaching and performance of organization.

Various literature has considered the need to enhance provision of on-the-job training to employees in order to fasten their performance. Studies by Karlin (2019) showed that there was high correlation between the technical skills training program introduced in the industry and actual productivity and performance of the employees in the healthcare industry. Similarly, Kim et al. (2019) suggested that training in technical skills boosted job performance in the manufacturing sector. These researches provide evidence as to the fact that on-the-job training in technical capabilities can enhance on the job performance in different sectors, consequently overall achievement of organizational performance.

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## 5. Conclusion and Recommendations

This study concludes that implementation of on-the-job training programs exert significant and remarkable contribution that enhance performance of organization. Through this study, it is evident that provision of job rotation programs, workshops and seminars and technical skills training contributes to the improvement of organizational performance. The study therefore recommends promoting collaborative training to employees within organization. Such training should engage different partnerships and shared infrastructure in order to reduce costs associated with provision of on-the-job trainings programs. It is essential for Institutions and companies identify training areas requiring improvement and extend necessary resources that will enable acquisition such skills and competence of employees at work places.

Furthermore, training institutions and professional bodies should work closely with organizations and government departments to identify and develop trainings needs. Such training requirements should meet accreditation standards to equip employees with essential skills to boost organizational performance. Therefore, policymakers, private sector entities, and civil society organizations are urged to prioritize integrative frameworks that encourage intensive on the job training and on-line training across government departments and organizations. In so doing, would enhance commitment to collective efforts towards achievement of planned organizational performance.

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## Conflict of Interest

The authors declare that they have no conflicting interests

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## Data Availability statement

The data used to support the findings of this study are available from the corresponding author upon request.

## Ethical considerations

The article followed all ethical standards appropriate for this kind of research.

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