

The Influence of Training on Organisational Performance: Evidence from Tanzania Public Service College

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Abstract

This study examined the influence of training on organisational performance at the Tanzania Public Service College. A descriptive research design was adopted, employing a quantitative approach for data collection and analysis. The study population comprised 250 employees, including academic and non-academic staff, from which a sample of 194 respondents was drawn using stratified sampling to ensure adequate representation of both staff categories. Data were analysed using inferential statistical techniques. The findings revealed that training had a statistically significant influence on organisational performance at the 1 per cent level ($p = 0.000$). Specifically, a one-unit increase in training was associated with a 72.9 per cent improvement in organisational performance. The study concludes that employee training plays a critical role in enhancing performance in public service training institutions. It is therefore recommended that the Tanzania Public Service College and similar institutions increase investment in both short-term and long-term training programmes to strengthen employee capacity and improve overall institutional performance.

Keywords: *Training, performance, organisation Performance, Training Institutions, Training Programmes.*

1.0 Introduction

Globally, training has become an essential part of managing employees. It helps organisations keep up with technological and market changes (Armstrong & Taylor, 2023). The International Labour Organisation (ILO) (Citaristi, 2022) and Wang et al. (2021) state that organisations worldwide spend billions of dollars each year training their employees to make them more competitive, innovative, and productive for both workers and the organisation. Research in developed economies demonstrates that well-structured training programmes enhance knowledge, skills, and motivation, thereby elevating organisational performance (Mohd et al., 2022; Mahapatro, 2022). Many factors affect how well employees perform their jobs. Training is the most important factor in how well employees perform their jobs. Training is important for improving employees' skills (Citaristi, 2022). More trained workers perform better because they learn new things and become better at their jobs (Armstrong & Taylor, 2023). Training is a fundamental necessity for public employees to enhance organisational performance (Volman & McCallum, 2020; Mohammed et al., 2022; Jacobs & Mohammad, 2025).

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In Africa, investment in training remains unequal, and many organisations have skills gaps. In Africa, Khumalo (2022), Mahale et al. (2021), Christopher et al. (2022), and Musakuro and De Klerk (2021) identified issues of underfunding, insufficient human resources training policies, and ineffective training evaluation methods to assess the impact of training on performance. Researchers observe that African organisations frequently underutilise structured training programmes owing to financial limitations and fragile institutional frameworks (Azungah et al., 2020). For instance, research in Kenya shows that public sector performance suffers when access to ongoing professional development is insufficient (Njoroge & Gachunga, 2019). Vincent (2020) has also connected ineffective training systems in Nigeria to high employee turnover and low productivity. Even with these problems, research shows that focused training programmes help organisations perform better, especially in higher education and public service (Baimukanova et al., 2020).

The Tanzanian government sees developing human capital as a key part of Vision 2025 and other higher education policies (United Republic of Tanzania {URT}, 2009; 2013). The National Audit Office of Tanzania (NAOT, 2021) says, however, that there are still gaps in training, especially among lower- and middle-level workers. NAOT said that workers who do not receive adequate training are unhappy and leave because they cannot grow. NAOT contends that organisations with inadequate employee training are prone to higher labour turnover, diminished work commitment, low morale, and insufficient job satisfaction, all of which may reduce productivity. Conversely, Masanja and Nyambita (2021) assert that insufficient training opportunities lead to diminished productivity, job dissatisfaction, and elevated turnover rates within public institutions (Mahando & Juma, 2020).

Most research on training in Tanzania has focused on local government (Suta, 2020) and its functions (Marijani & Manase, 2020; Masanja & Nyambita, 2021). Not much has been done regarding higher education institutions such as the Tanzania Public Service College (TPSC). Furthermore, numerous studies failed to explicitly utilise a theoretical framework that connects training to performance outcomes. This research fills the contextual and theoretical gaps by utilising the Ability Motivation Opportunity (AMO) theory (MacInnis & Jaworski, 1989) to analyse the influence of training on organisational performance at TPSC. This theory is important for connecting the chosen variables because it emphasises the need to select human resource practices that affect an organisation's performance, including training (Jacobs & Mohammad, 2025). Armstrong and Taylor (2023) contend that the thoughtful selection of human resource practices is essential to enhance employee competencies, particularly through effective training. The study seeks to address the identified gap by investigating the impact of employee competencies on TPSC performance, evaluating the impact of staff motivation on TPSC performance, and evaluating the impact of staff training opportunities on TPSC performance.

2.0 Literature Review

2.1 Theoretical Literature Review

This research is based on the Ability Motivation Opportunity (AMO) theory, formulated by MacInnis and Jaworski (1989). The AMO theory states that when employees have the

skills and knowledge, are motivated (committed to their work and rewarded), and have the chance (a work environment that makes it easy to do their jobs), the organisation performs better (Armstrong & Taylor, 2023). Training directly enhances employees' skills and indirectly boosts their motivation and opportunities by promoting greater engagement and offering organisational support (Jacobs & Mohammad, 2025).

In higher education, AMO theory provides a framework for examining the impact of human resource management (HRM) practices, such as training, on teaching efficacy, service delivery, and institutional performance (Volman & McCallum, 2020; Mohammed et al., 2022). This study connects training to organisational performance at TPSC by using AMO theory.

By considering the variables of the AMO theory, organisations can create training programmes that improve employee performance and help employees achieve their goals. The variables in AMO theory include training, development, and performance. However, this paper focuses solely on training and performance, as development is anticipated during employee training (Armstrong & Taylor, 2023). The AMO theory integrates training and performance, highlighting the importance of choosing HRM practices (training) that improve performance (Volman et al., 2020). Volman and colleagues assert that judicious selection of training programmes is essential for effectively enhancing employees' competencies in executing assigned tasks.

2.2 Empirical Literature Review

Many studies worldwide show that training positively affects an organisation's performance. Nguyen (2020) in Vietnam and Alsafadi and Altahat (2021) in Jordan discovered that structured training programs markedly improved organisational efficiency. Kanapathipillai and Azam (2020) in Malaysia similarly found that training was one of the best indicators of how well employees did their jobs in manufacturing companies. Vykrushch (2020), Munna, and Kalam (2021) demonstrated that faculty training enhanced teaching effectiveness in higher education institutions. The studies suggest the need to explore additional practices across particular sectors to assess the impact of training on organisational performance.

Mahale et al. (2020). Nama et al. (2022) and Triansyah et al. (2023) in South Africa found that training enhances employee performance in the sugar industry, whereas Yimam (2022) in Ethiopia found that insufficient training is associated with diminished productivity in service organisations. Even amid financial and policy challenges, studies indicate that training is a key factor in improving performance in both public and private organisations in Africa.

Suta (2020) discovered that training enhanced employee performance within local government authorities in Tanzania. Masanja and Nyambita (2021) noted analogous results in water and sanitation organisations. Ringo and Jiang (2022) asserted that training was a crucial determinant of employee performance within the telecommunications sector. Marijani and Manase (2020) examined institutional performance, focusing on performance management information and on enhancing institutional performance at TPSC. Nevertheless, research on training and performance in higher education institutions is limited, and even fewer explicitly employ the AMO theory. This disparity creates a distinct

empirical and theoretical gap that the current study seeks to address (Park & Chung, 2019; Wong-On-Wing et al., 2019).

2.3 Conceptual Framework

The conceptual framework has been revised and adjusted in accordance with Suta (2020). Independent variables, including compensation, experience, innovation, and similar factors from Suta (Ibid), have not been chosen. To fulfil the aims of this study, only variables demonstrating the relationship between training (independent variable) and organisational performance (dependent variable) are deemed significant. The AMO theory holds that employees can perform their jobs well if they have the proper knowledge, skills, and abilities acquired through training. It also says that an organisation's performance depends on its employees' motivation to work. The theory posits that employees can only achieve organisational objectives if their work environments adequately facilitate the utilisation of their acquired knowledge, skills, and abilities.

Apart from many variables in Suta's (2020) thesis, this paper examined the existence of training policies and programs and whether those trained were capable and motivated to perform the assigned tasks. In this paper, the term "abilities" refers to knowledge, skills, and capabilities; "motivation" encompasses service provisions; and "opportunities" involve the presence of training policies and procedures, employee participation in training decision-making, and employer sponsorship.

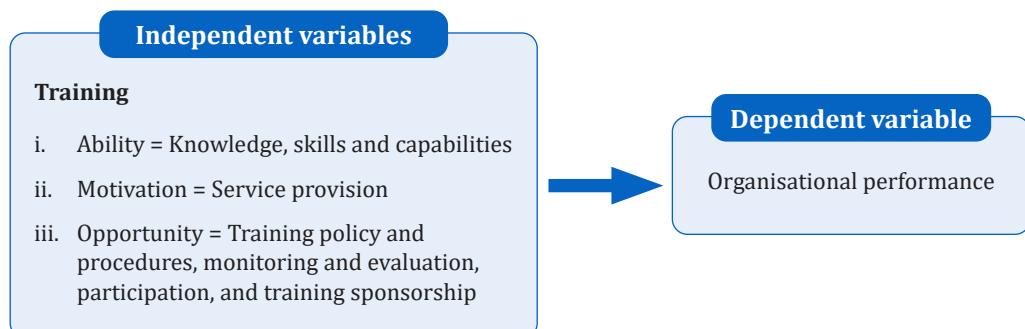


Figure 1: Conceptual Framework

Source: Modified from Suta (2020)

3.0 Research Methodology

The study adopted a positivist research paradigm and employed a quantitative research approach, using simple linear regression analysis to examine the relationship between training and organisational performance (Creswell & Plano Clark, 2023; Ali & Younas, 2021). A descriptive research design was used, as it allows for the systematic collection of data from a single organisational setting without manipulating variables (Gerring & Seawright, 2022). The target population comprised all employees at TPSC headquarters and the Dar es Salaam campus. During the data collection period, only 125 of 158 academic staff and 69 of 92 non-academic staff were available, resulting in an accessible population of 194 employees, comprising 125 academic and 69 non-academic staff.

A stratified sampling technique was used to ensure adequate representation of both academic and non-academic staff. Following stratification, simple random sampling was used to select respondents from each stratum, thereby giving all eligible employees an equal chance of inclusion in the study (Bougie & Sekaran, 2025). For academic staff, a population of 125 was entered into an online sample size calculator using a 95 per cent confidence level, a 5 per cent margin of error, and a 50 per cent population proportion, yielding a sample size of 95. The same parameters were applied to the non-academic staff population of 69, yielding a sample of 59. Thus, the overall sample reflected proportional representation across the two strata.

For data analysis, simple linear regression was employed to determine the magnitude and direction of the relationship between training and organisational performance. Regression analysis was considered appropriate as it estimates the predictive relationship between the independent and dependent variables. Prior to analysis, the dataset was examined for missing values using descriptive statistics and frequency tables (Little & Rubin, 2019). Since fewer than 5% of cases contained missing data, listwise deletion was applied, as this approach is acceptable when the proportion of missing data is minimal and does not threaten data integrity.

4.0 Results

4.1 Descriptive Statistics on Training

According to the opportunity aspect of the AMO theory, the results (see Table 1) indicate that respondents agreed that TPSC had written training policies, operational selection procedures, and opportunities to discuss training needs. Mean scores of about 2.0 to 2.3 indicate some agreement that training was part of HR practices. A mean value of 2.24 indicates that most respondents agreed that there was a written, working procedure for selecting trainees. The study also indicated that people thought there was a link between training and other human resource management programs in the organisation, with a mean value of 2.09. This means employees understood that training was part of a larger human resources program. Another opportunity attribute of AMO theory (monitoring and evaluation): participants generally agreed that the organisation keeps up with its assessments of training programs, as shown by a mean value of 2.28. A mean value of 2.16 also showed that employees liked being able to talk to their bosses about their training needs. Most respondents (mean value of 2.19) agreed that the organisation provides training opportunities to help people learn new skills and abilities. At the last opportunity, the study found that many people believe their employers pay for any work-related training they want to take. This indicates that the company supports employees' professional development through training.

Table 1: Descriptive Statistics on Training

Statement	N	Minimum	Maximum	Mean	Std. Deviation
Your organisation has a clearly written and operational training policy	141	1.00	5.00	2.2057	1.37070
The organisation has written an operational trainee-selection procedure	141	1.00	5.00	2.2411	1.27560
The organisation has linkages to another HR program	141	1.00	5.00	2.0922	1.17656
Your organisation has continuity of monitoring and evaluation of the training program	141	1.00	12.00	2.2837	1.49440
I get the opportunity to discuss my training and development requirements with my employer.	141	1.00	5.00	2.1631	1.43738
This organisation has provided me with training opportunities, enabling me to expand my skill set.	141	1.00	5.00	2.1915	1.24737
My work pays for any work-related training and/or development I want to undertake	141	1.00	5.00	2.2340	1.46208

Source: Research findings (2023)

4.2 Descriptive Statistics on the Performance of Tanzania Public Service College

For the second part of the AMO theory (motivation), the results (Table 2) show that respondents perceived college services as high quality, which was linked to customer satisfaction and good relationships between management and staff. However, the financial and human resource sufficiency scores were only moderate, suggesting resource-use issues. The lowest score is that the services offered by the organisation are of high quality ($M=2.000$, $SD=1.20712$). The results show that most respondents agree that the organisation's services are good, followed by the college's good relationship between management and employees, with a mean value of 2.2057, as shown in Table 2. The highest score shows that clients are happy with the college's services (mean: 2.2837, standard deviation: 1.34868). The college's link to high customer satisfaction comes next (mean: 2.1702, standard deviation: 1.40386). The results suggest that most people agreed, as all mean values are less than 3.

Table 2: Descriptive Statistics on Tanzania Public Service College Performance

Public College Performance	N	Minimum	Maximum	Mean	Std. Deviation
The organisation's services are of high quality	141	1.00	5.00	2.0000	1.20712
Public colleges are associated with high customer satisfaction	141	1.00	5.00	2.1702	1.40386
Public colleges are associated with the ability to attract and retain employees	141	1.00	5.00	2.1206	1.27881
Public college has a good relationship between management and employees	141	1.00	5.00	2.2057	1.27905
Does the public college have enough human capital to achieve its objectives	141	1.00	5.00	2.0284	1.29804
Does the public college have enough financial resources to support the human resources	141	1.00	5.00	2.1348	1.50342
Are clients satisfied with the public college services	141	1.00	5.00	2.2837	1.34868

Source: Field data (2023)

4.3 Regression Analysis Findings

This section shows the results of the regression analysis. Before presenting the results of the simple linear regression model, the study first examines the model's assumptions, including heteroskedasticity, multicollinearity, and autocorrelation. Table 3 summarises the model, with an R-squared of 0.531. This means that training explains 53.1% of the differences in "college performance." The p-value (Sig.) is less than 0.05, indicating that adding the independent variables improves the model's ability to explain the data.

Table 3: Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin-Watson
1	.729 ^a	.531	.527	.68743236	2.205
a. Predictors: (Constant), Training					
b. Dependent Variable: Public College Performance					

Source: Field data (2023)

4.3.1 ANOVA Analysis

The ANOVA results in Table 4 indicate an F-statistic value of 157.257, with a minimal p-value ($p < 0.000$), indicating that the regression model is significant and that at least one of the independent variables has a significant effect on the dependent variable (i.e., college performance).

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.314	1	74.314	157.257	.000 ^b
	Residual	65.686	139	.473		
	Total	140.000	140			

Source: Field data (2023)

5.0 Discussion of Findings

The research examined the influence of human resource training on employee performance at the Tanzanian Public Service College. The results in Table 1 show that well-organised, job-relevant, and consistently used programs significantly improve performance. This aligns with the Ability-Motivation-Opportunity (AMO) framework, which holds that employees perform better when they have the right skills (ability), are motivated to use them, and have opportunities to do so. The findings indicated that employees engaged in specialised training programs at TPSC exhibited enhanced task efficiency, adaptability, and service delivery. These results align with previous research conducted by Nguyen (2020) in Vietnam, Munna and Kalam (2021) in South Africa, and Volman and McCallum (2020) across five Latin American nations (Argentina, Brazil, Chile, Colombia, and Mexico). These studies discovered a link between training and improved performance in the public sector.

Also, TPSC's systematic training methods encourage employees to do their best to meet the institutional goals, including having a training policy, monitoring and evaluating training, and obtaining sponsorship (motivation) from the employer. These goals include providing high-quality services (training, research, and consultancy), making customers happy, and fostering a good relationship between the employer (at the management level) and employees. Even though things are improving, the results indicate that TPSC has a problem with its resource allocation. This information indicates that superior training quality and relevance are essential factors influencing performance. It supports the claims made by Volman and McCallum (2020) and Onsongo and Juma (2025) that poorly designed training programs (including training resources) may not lead to the expected organisational performance.

From an operational standpoint, the results underscore the need to establish relevant training policies, align training content with institutional goals, and conduct post-training assessments to evaluate the applicability of acquired knowledge (Volman & McCallum, 2020). These findings indicate that the management team in public institutions should endorse professional development, whether conducted on-the-job or off-the-job, and engage employees in training decision-making that is customised to departmental responsibilities, accompanied by suitable resources and oversight mechanisms as suggested by Jacobs and Mohammad (2025). According to the results, these practices would lead to better performance.

The finding showed that, if all other things remain the same, an increase of 1 unit in training is associated with an increase of 0.729 in college performance. The findings correspond with the aims and indicate that training correlates with enhanced public college performance. Moreover, the findings indicate that, when all other factors are held constant, an increase in training leads to a 0.729 improvement in performance at public colleges. The percentage results also show that, all other things being equal, more training leads to better performance in public colleges by 72.9%. A study by Garavan et al. (2021) supports these findings, revealing a strong relationship between training and organisational performance. Moreover, findings by Aliu et al. (2025) support the idea that training enhances teamwork and that improved teamwork, in turn, improves performance. To encourage employers to invest more in training, Aliu and colleagues suggest avoiding negative perceptions of training costs.

Numerous studies corroborate this research. For instance, Volman and McCallum (2020) discovered that training programs enhance teaching effectiveness. Likewise, research conducted by Alsafadi and Altahat (2021), Christopher et al. (2022), Garavan et al. (2021), and Balzer (2020) indicates that training programs for college administrators can enhance organisational performance. Likewise, a study conducted by Jacobs and Mohammad (2025) revealed that training programs positively influence the performance of academic personnel in higher education institutions. The outcomes are consistent with AMO theory. The AMO theory (Ability-Motivation-Opportunity) explains how personal and organisational factors interact to influence how well employees perform their jobs. The theory asserts that an employee's capability, motivation, and opportunity to execute tasks are essential for optimal performance. In Tanzania's Public Service Colleges, training programs can help employees perform their jobs more effectively and provide them with new opportunities to apply their skills and knowledge. It is reasonable to conclude that training programs can improve the performance of public colleges.

6.0 Conclusion

The study concludes that training has a strong and positive influence on employee performance at the Tanzania Public Service College. The results indicate that well-designed and implemented training programmes significantly enhance staff efficiency and overall institutional performance. The statistical evidence, showing that a unit increase in training leads to a 72.9% rise in performance, underscores the importance of continuous training as a key factor in improving productivity and competitiveness. Therefore, training is not only an investment in human capital but also a strategic approach for achieving organisational excellence in a rapidly changing global environment.

7.0 Recommendations

Based on the findings, the study recommends that the Tanzania Public Service College increase investment in both short- and long-term training programs to ensure continuous improvement in staff skills and competencies. The college should also institutionalise regular training needs assessments to identify specific skill gaps among academic and non-academic employees, ensuring that training efforts are relevant and well-targeted. Furthermore, management should align all training initiatives with the college's strategic objectives to maximise their impact on organisational performance. It is equally important to promote a culture of continuous learning and professional development by encouraging staff participation in refresher courses, workshops, and seminars. Finally, the college should establish a robust monitoring and evaluation framework to assess the effectiveness of training programs and ensure that the acquired knowledge and skills are translated into improved work performance and service delivery. The study was carried out at a single institution, specifically Tanzania Public Service College; it could be beneficial to replicate it with a larger sample and a more varied selection of public colleges in Tanzania. This would facilitate a more thorough comprehension of the influence of training on the overall performance of public colleges in Tanzania. The study concentrated on Tanzania Public Service Colleges; however, it could be beneficial to compare the effects of training on performance between public and private colleges in Tanzania. This could provide helpful information on the specific challenges and opportunities each sector faces, as well as opportunities for learning from other sectors.

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