



Examining the Effect of Staff Training and Development on Human Resource Performance: A Case Study of the Tanzania Port Authority

Gladness R. Msuya*

Department of Business Management
Institute of Accountancy Arusha, Dar es Salaam, Tanzania
gladnessmsuya5@gmail.com

Hawa I. Munisi

Faculty of Economics and Management Sciences
Institute of Finance Management, Dar es Salaam, Tanzania
muni287@yahoo.com

* Corresponding author

Abstract

The study examined the effects of staff training and development on human resource performance. To achieve the main objective, three specific objectives were developed; to assess the effectiveness of training and development on human resource performance, to assess the effect of training methods offered on human resource performance, and third was to determine the effects of different types of training offered on human resource performance at the Tanzania Port Authority (TPA). Data were collected using questionnaires and interviews from a sample of 120 randomly selected respondents. Data were analysed using Statistical Package for Social Science and the findings are presented using tables and figures. Qualitative data from interviews were analysed using the thematic analysis method. Results revealed that training of employees successfully improved the performance of the workers. Moreover, the results showed that out of five ways in which employees were selected for the training, the use of performance appraisal results has been most effective at TPA.

Keywords: Staff training and development, Human resource performance.

1. Introduction

1.1 Background of the Study

An organization's ability to deal with both external and internal demands will determine its survival and growth. This implies that both existing and new employees will need to constantly acquire new knowledge, skills, and attitudes (Truitt, 2011; Samwel, 2018). According to Alcacer and Oxley (2014), employees are the most valuable assets of an organization and require continuous capacity-building activities to remain competitive in a competitive industry. Staff development

and learning include a variety of activities designed to assist employees in meeting performance expectations and growing professionally (Susanj et al., 2020). Therefore, organizations often allocate funds for conducting training with a belief that individual and group training enhance capacity-building and hence impact positively to the organizational performance.

The objectivity of training and development and its continued learning process has always been leveraged but now has become an overarching trend of social needs, emphasizing that organizations must indoctrinate

learning culture as a social responsibility. Most studies have established a relationship between training and development practices with organizational performance (Amegayibor, 2021; Samwel, 2018; Fejoh1 and Faniran, 2016; Gao, 2015). Therefore, training is meant for a whole person's development and is not limited to transferring skills as it has been traditionally interpreted. Training is an effort initiated by an organization to foster learning among its workers, and development is an effort that is oriented more toward broadening an individual's skills for future responsibility (Papos, 2019).

Human resource management has played a significant role in the economic development of most developed countries like Britain, America, and Japan. In a developing country like Tanzania, with its rich natural resources and financial support, one can also experience such economic success if the appropriate attention is given to the development and training of her human resources. Every aspect and activity in an organization involves people; for instance, a manager will not be successful if he/she has subordinates who are not well-equipped with skills, knowledge, ability, and competence (Ezam, 2016).

To run an organization successfully, irrespective of the size, requires staffing the organization with efficient/skilled personnel. Specific job skills, abilities, knowledge, and competence needed in the workplace are not efficiently taught through formal education. As such, most employees need extensive training to ensure the necessary to bring out substantive contributions towards the company's growth. For employees to be flexible and effective in their jobs, they need to acquire and develop knowledge and skill, and for them to believe

that they are valued by the organization they work for. Each new employee must be properly oriented and trained not only to develop technical skills but also to make them an integral part of the organization (Huie et al. 2020).

For workers to be equipped to perform well there must be an investment in the training processes. These processes are part of the entire human resource management approach, which results in employees being motivated to perform. However, training varies from organization to organization regarding the quality and quantity of training factors, which may include: the degree of external environment change, the degree of change in the internal environment, current suitable skills in the existing workforce, and the level to which the management see training as a motivating factor in the workplace, (Cole, 2012). Several companies address their needs for training in an impromptu and indiscriminate way; training in such companies is more likely to be impromptu and unsystematic. Different companies however begin distinguishing their training needs, then outline and execute training exercises in a normal way, and lastly evaluate after effects of the training (Ezam, 2016; Cole, 2012).

The marine sector has been considered as one of the most important sectors which have a major contribution to Tanzania's economy. This sector is committed to providing efficient, reliable, unrivaled, and quality services to its customers. The operating environment in ports is changing considerably due to changes in technology and human resource diversity (Hinkka et al., 2016). Studies have been conducted but most of them focus on the private sectors and not public sectors. This

results in little knowledge of how training and development impact the workers' performance in public sectors. Therefore, to increase workers' performance, there is a need to conduct further research to clearly understand how training and development affects workers' performance in public sectors. In this study, the Tanzania Port Authority (TPA) was used as a case study for the public sector.

1.2 Research Question and Objectives

The general objective of this study was to examine the effects of staff training and development on human resource performance in Tanzania Ports Authority specifically at the Dar es Salaam Port. To achieve this one needs to understand several factors affecting or influencing Human resource performance such as types of training offered, methods used in training and development, the effectiveness of these training and development on workers' performance at TPA, and so forth.

The main research question used in this study to guide in achieving the objective of the study is what are the effects of training and development have on Human resource performance at TPA?

2. Literature Review

2.1 Human Capital Theory

Human capital is generally understood to consist of the individual's capabilities, knowledge, skills, and experience of the company's employees and managers, as they are relevant to the task at hand, as well as the capacity to add to this reservoir of knowledge, skills, and experience through individual learning (Bollinger and Smith, 2001). From this definition, it becomes clear that

human capital is rather broader in scope than human resources. The emphasis on knowledge is important. Human capital whether a creative and skilled worker or professional manager, is now considered the most valuable capital of any organisation (Drucker, 1999).

The human capital theory relates to the current study because the reason behind the implementation of training by the Dar es Salaam Port Authority is to equip employees with the knowledge and skills required to perform their jobs while ensuring customer satisfaction. The theory assumes that when employees are equipped with the required skills and knowledge plus experience their engagement, motivation, and satisfaction towards their job will be enhanced and in turn, the organization will be able to perform as targeted (Becker, 1993).

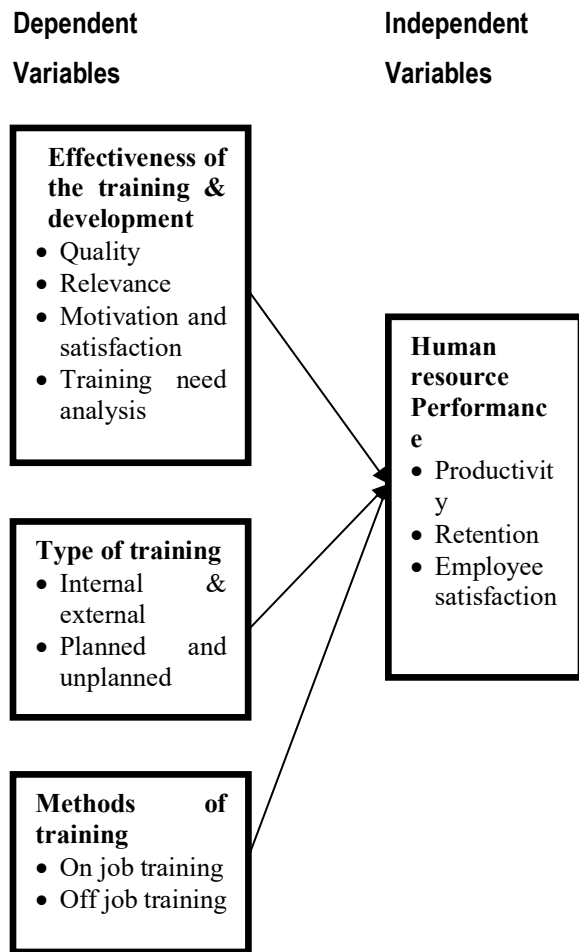
2.2 Empirical review

Rani and Garg (2014), studied the training and development programs undertaken by banks for their employees. Their study analyzed the effectiveness of training and development programs on employees who needed to discharge their duties well. Based on their findings, Rani and Garg (2014) concluded that employees who were trained regularly are the ones who provide higher-quality services to the customers.

Organisations such as ports always seek to provide training programs to enhance their knowledge and skills to satisfy the customers. Other similar studies have also established a relationship between skilled manpower which is the outcome of training and development with organisational performance (Malik and Shahazadi, 2022; Lakstigala and Balina 2019; Rodriguez and Walters 2017).

2.3 Conceptual Framework

Figure 2.1: Conceptual Framework



Source: Researchers' Construction (2021)

The conceptual framework above (fig. 2.1), shows the dependent and independent variables of the study. The first independent variable to this study was it's the effectiveness of training on how it influences human resource performance. The second independent variable of this study was the type of training offered and how far it influenced human performance. The third independent variable was the methods of training used and how far they influence human resource performance. However, the dependent variable of this study was human resource performance; human

resource performance was measured in terms of productivity, retention, and customer.

3. Methodology

This study was conducted in Dar es Salaam city. The researcher used TPA Dar Port as a case study. TPA (Dar Port) was selected because 70% of TPA employees work at Dar Port thus results from the study can be a true representation of the whole organisation (TPA, 2016). Also, the budget and time to undertake this study all over the country (other ports) is insufficient and the researcher cannot travel all over the country to view different trainings undertaken in different ports under the authority with the aims of improving human resource performance. Hence the researcher expects to get comprehensive information about the effects of training and development on human resource performance at TPA.

This research study seeks to describe in detail the effects of training and development on organizational performance. The case study descriptive design was applied in this study because; the study was conducted in a single organization which was chosen among various firms in Tanzania. The design had the capacity of facilitating a semi-structured analysis of the topic under study. It also brings about deeper insights and a better understanding of the contribution of training and development toward organisational performance. The case study design also provides flexibility in the use of data collection methods such as questionnaires, interviews, observation, and documentary reviews. Kothari, (2004) defined research design as a chosen plan for achieving a particular study or research and it

gives details on the type of data to be collected and the techniques that were used in data collection.

Research paradigms refer to the researcher's perception of knowledge creation. It is how the researcher uses experience to develop and create new knowledge (Kothari, 2004). A positivist paradigm was adopted for this study. The researcher used the experience to draw facts from respondents to meet objectives. Specifically, the mixture approach i.e. both quantitative and qualitative approaches was employed to obtain information on a given topic. The positivist approach needs a researcher to have a model for data analysis. A researcher makes an observation about social behavior or condition, constructs a hypothesis as to the reason or outcome of the observation, tests the hypothesis, and then analyses the results. Positivists believe that this method removes researcher bias and provides legitimate causality for the research study.

The population of this study was employees from TPA. According to the TPA annual report (2018), the organization has a total number of 2008 full-time employees across all ports. According to Chanuan (2020), in study population refers to a group of individuals taken from the general population who share a common characteristic, such as a common experience or, common function in an organization. This group may be studied for different reasons. For the case of this study, the population was taken to study the effects of training and development on human resource performance.

Kothari, (2004)) states that as sample size is a subset of the population. It is found when a proportion of members of the whole population is measured. The portion chosen to represent the population will become the sample

which will be used to obtain first-hand information of primary data of this study. According to the TPA annual report (2018), there is a total number of 2008 workers in TPA. Therefore, the sample size for the study was calculated by using the formula recommended by Yamane (1973) as described below:

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

Where n is the size of the sample, N equals the total number of employees at TPA which was taken to be 2008, and e is the probability of error equal to 0.1. By putting the values of N and e in equation (1), we get the sample size n approximately equal to 100. Thus, the sample size for middle employees was 100 respondents, however for the top management a researcher applied a random convenience sample of 20 respondents to make the total sample size 120. Additionally, the non-response was assumed to be 10% of the target sample size; this resulted in a total of 132 respondents. When data were collected, after cleaning the researcher found that 10% of collected data were not filled properly among them others were not returned to the researcher. Therefore, the analysis continued with only 100 (90%) of the first mentioned sample size during the proposal presentation.

In this study, non-probability sampling strategies were considered during the selection of respondents in the study area. The description of how this strategy was applied is provided in the following sub-headings.

The study used a non-probability sampling strategy particularly purposive sampling to obtain top officials to be involved in the study through semi-structured interviews. According to Palinkas et al., (2015),

purposive sampling is a practical and efficient tool when used properly, and can be just as effective as, and even more efficient than, random sampling. The danger with the purposive method is that the researcher exercises judgment on the informant's reliability and competency. This is a relevant concern, especially regarding key informants on whom much of the data quality rests. It is critical to be certain of the knowledge and skill of the informant when doing purposive sampling, as inappropriate informants rendered the data meaningless and invalid. The researcher was alert for possible biases on the part of the informant. A probability sampling strategy was applied to select the ordinary employees to participate in the study by providing information. Intervals were chosen to ensure an adequate sample size such that for a sample size of 100 staff from a population of 1000 10th member of the sampling frame was selected.

This research used questionnaires and semi-structured interviews as the tools for primary data collection. The questionnaires were used to collect primary data because a researcher wanted to achieve quantitative data that were very easy to measure by employing statistical tests for the relationship between variables. However, interviews were employed in primary data collection because a researcher needed to get supportive detailed information (qualitative data) that could either concur or differ with the quantitative data; this was very helpful in making inferences about the achieved findings.

A questionnaire is a data collection instrument composed of a series of questions and other prompts to gather information from respondents (Kothari, 2004). The questionnaire consisted of closed-ended questions

to gather quantitative information required for the study. In this research, questionnaires were self-administered to respondents.

However, before administering the questionnaires, the researcher provided detailed information about the research emphasizing the purpose and significance of the research. The researcher also described the issue of confidentiality, the freedom to answer only questions they felt comfortable with, and their right to withdraw from the study at any time without facing any consequences.

Quantitative data were sorted, coded, summarized, and analysed by using Statistical Package for Social Science (SPSS). Furthermore, descriptive statistics such as frequency and percentages were used to determine, describe, and present the findings. Additionally, inferential analysis was employed to establish the association between indicators of training offered to workers at TPA (independent variables) and human resource performance (dependent variable). Therefore, the formula for the regression model that was applied in this study is described as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_nX_n \quad (2)$$

where Y is a dependent variable (human resource performance), X_n is an independent variable, a is Y intercept, b_1 is a partial slope for X_1 on Y , X_1 is the effectiveness of offered training, X_2 is types of training, and X_3 is the methods of training.

To maintain validity, the research conducted an adequacy test to test the suitability of the data collection tool through the Kaiser-Mayer-Olkin (KMO) value analysis. The obtained results are illustrated in Table 1.

Table 1: Validity test of the Study Variables

Constructs	Number of Items	KMO
Effectiveness of the training & development	4	.786
Type of training	2	.984
Methods of training	2	.877
Human resource Performance	3	.887

The first variable that was tested was the effectiveness of the training and development which had 4 items that were used to establish how the effectiveness of the training and development is. The item received the KMO value of 0.786 which is considered to be strong with high internal consistency.

The second independent variable was types of training which had two items in the questionnaires that were used to establish how types of training have led to employees' productivity. After the test, the KMO value received was 0.984 which is strong enough to provide valid data.

The last independent variable was Human resource Performance with three items. The test results show that had a KMO value of 0.877 which is large enough with high internal consistency since it is close to 1.

For a researcher to maintain consistent measurements, the tool for data collection was pre-tested during the pilot study before being used in the study. This gave the researcher the ability to identify ambiguity in questions. However, the researcher was able to eliminate all

ambiguities and make the questions clear. Here, the reliability test was also done by using Cronbach's alpha test. A reliability test was done to see how far the information provided was effective enough to test the relationship of the variables for this study. The results of the reliability test are presented in Table 2 below.

Table 2: Reliability test of the study variables

Construct	No. Items	Cronbach Alpha
Effectiveness of the training & development	4	.844
Type of training	2	.878
Methods of training	2	.799
Human resource Performance	3	.908

The first independent variable that a reliable test was done on was on effectiveness of training and development. The variable had 4 items in the questionnaires. The Cronbach Alpha received was 0.844 which is regarded to be large enough to provide the needed results.

The second variable tested was types of training which had two items used in the questionnaire to establish a relationship between the study variables. The Cronbach Alpha received was 0.878 which is considered to be large enough with high internal consistency.

Lastly, a reliability test was done on methods of training which had 2 items in the questionnaire. The Cronbach Alpha received was 0.799 which is regarded as middling.

The objective of the study was made clear to all participants. Participants were also given freedom to

withdraw from the study at any time. The collected data were kept confidential and used for the purpose of this study alone.

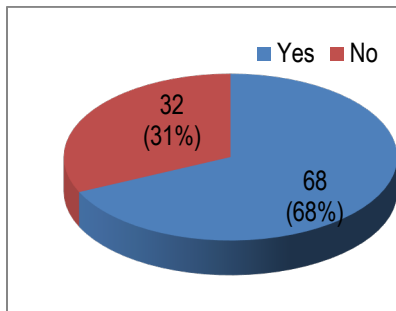
4. Findings and discussions

The objective of this study was to examine the effects of staff training and development on human resource performance. To achieve the study objective, the following specific objectives are considered and analyzed with the following results:

4.1 Effectiveness of Training and Development on Human Resource Performance

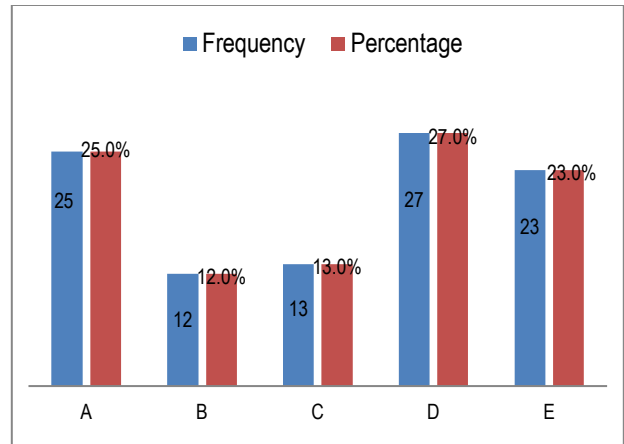
Respondents were asked if training was conducted, how workers were selected to attend this training, and the quality of this training. Figure 3.1, 3.2, and 3.3 below illustrates the findings of the study.

Figure 3.1 Determining Training Availability at TPA



The findings in Figure 3.1 indicate that 68% of respondents agreed that they are provided with training in their organization for human resource performance, and the remaining 32% disagreed. These findings imply that TPA offers training to its staff since a large number of respondents agreed.

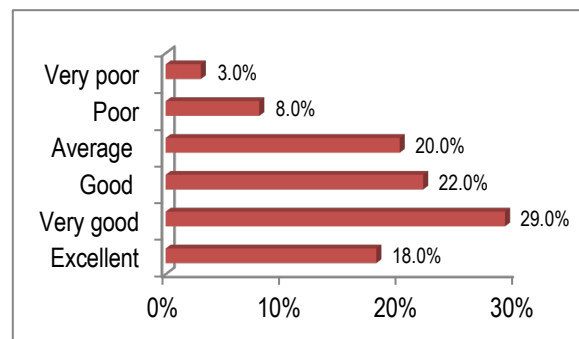
Figure 3.2: Criteria for Selecting Employees for Training at TPA



Key:
 A = On joining the company B = Supervisors recommendation
 C = Compulsory for all employees D = Performance appraisal
 E = Employees' request

Findings in Figure 3.2 indicate that 27% of respondents participate in training due to performance appraisal, 25% participated in training when joining the company, 23% attended training as an employee's request, 13% as a compulsory for all employees, and 12% as by supervisor's recommendation. The results show that out of five ways in which employees opted to join the training, performance appraisal is the most effective.

Figure 3.3: The quality of Training Programs Offered at TPA



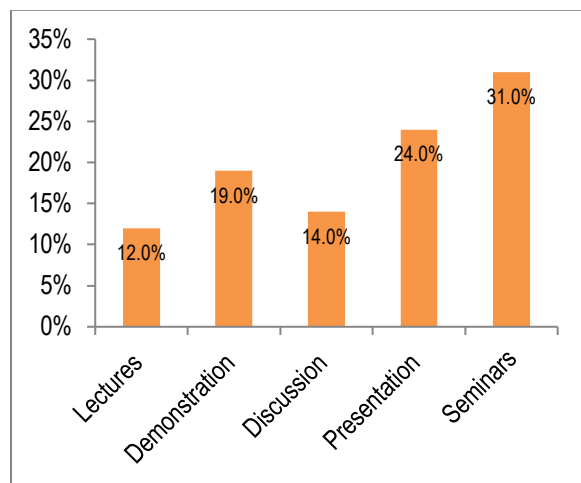
Findings in Figure 3.3 show that 29.0% of respondents said that the quality of training was very good, 22.0% said it was good, 20.0% said it was average, 18.0% said

it was excellent, 8.0% said it was poor, and 3.0% said it was very poor. variations reveal that the quality of delivered training at TPA is valued with the personal perception of trainees but the general indicates deliverance of the training programs is of good quality since a total of 89% agreed.

4.2 The types of training and development for employees of TPA

Respondents were required to state the type that is often employed by TPA during training delivery. Figure 3.4 below illustrates the results

Figure 3.4 Types of Training Offered at TPA

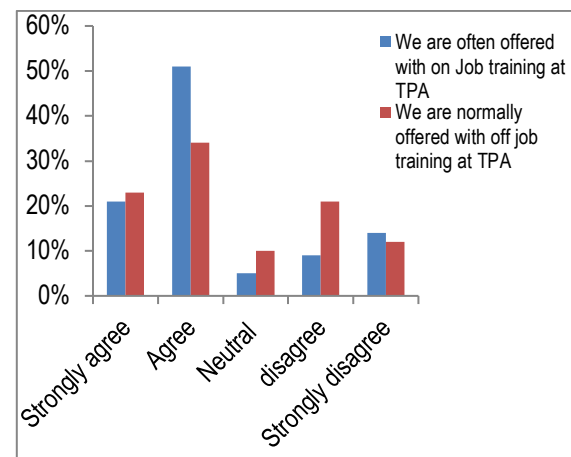


Results from Figure 3.4 indicates that 12% of training offered as Lectures, 14% as Discussion, 19% as demonstration, 24 % as presentation, and 31% as seminars. This implies that seminars as the most efficient type of training used to deliver training to employees at TPA because it is also easier for trainees to learn new practices in doing a job in a little time compared to other types like lectures which need to plan for a module presentation.

4.3 The methods used in training and development

Respondents were asked to describe the methods used to offer training and the impacts of the training using a Likert scale with five options (1=strongly agree, 2=agree, 3=neutral, 4=disagree, and 5=strongly disagree). Figure 3.5 and 3.6 below illustrates the results of the study.

Figure 3.5 methods used for training and development



Results from Figure 3.5 on the job training method indicate that 51.0% of respondents agreed that they are normally offered job training at TPA, 21.0% strongly agreed, 14.0% strongly disagreed, 9.0% disagreed, and 5.0% were found neither to agree nor disagree while on off job training 34.0% respondents agreed that they had been offered with off-job training at TPA, 23.0% disagreed, 12.0% strongly disagreed, and 10.0% were neutral. This implies that workers are more provided with on-job training than off-job training. Moreover, it shows that both methods are applied at TPA and that the organizations understand and want to make use of the opportunities available in both styles of the training such as on the job and off the job.

Figure 3.6 Examining the Impacts of Training Offered at TPA



Results from Figure 3.6 indicate that the training offered has a positive impact on increasing commitment, archiving organization goals, and influencing performance since the majority agreed.

4.4 Examining the Relationship between Training Offered and Employee Performance

Analysis using regression analysis was carried and Table 3 describes the results of the study

Table 3: Regression analysis table of coefficient summary

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(constant)	.297	.177		1.677	.098	-.056	.651
Effective training	.207	.094	.247	2.193	.032	.019	.395
Types of training	.295	.134	.243	2.192	.032	.027	.563
Methods of training	.008	.003	.283	2.534	.013	.002	.015

The findings imply that all three determinants (effective training, types of training, and methods of training) have a direct positive influence on training performance. It means when efforts are made to increase one unit of any variable, the human performance will also increase for one unit.

Table 4: Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992 ^a	.961	.901	.2468
a. Predictors: Effective training, Types of training, Methods of training				
b. Dependent Variable: Human resource performance				

The table 4 above shows that R- square is 0.961. R- square is a measure of proportional variation in the dependent variable explained by all of the independent variables. Thus R square was 0.961 which is equal to 96%. This means the changes in human resource performance are accounted for by changes in effective training, types of training, and methods for training by

96.1%. R is the correlation coefficient which shows the relationship between the study variables, from the findings shown in the table above there was a strong relationship between the two study variables as shown by 0.992.

4.5 Discussion of the Findings

The findings show that training offered at TPA is effective in terms of relevance, quality, and reliance which improve human resource performance in jobs. Findings in other related studies support this relationship (Siddiqui and Sahar, 2019; Ahmed and Yohanna, 2014; Kumari et al., 2014; Costen and Salazar, 2011).

More specifically, Alexander and Hui, (2011) found a significant relationship between employee perceptions of training and organizational commitment and turnover intention. Therefore, for training and development to impact the performance of organizations, it is important that it is well planned and the methodology adopted should support corporate and business-level strategies. Accordingly, the current study has shown that TPA adopts five categories of selecting employees to attend training. These include; joining the company, based on the supervisor's recommendation, compulsory planned training for all employees, based on identified needs based on performance appraisal, and based on employee request. Additionally, the types of training offered by TPA are; lectures, demonstrations, discussion, presentations, and seminars in which seminar has proven to be the most effective based on employee satisfaction. Hence, studies support that training framing is a good moderator between the association of training need analysis, employee learning,

and employee commitment (Munawar et al., 2022; Alexander and Hui, 2011).

Lastly, the findings from the current study have shown that the methods used to deliver training are job training and off-job training and their effects which include; effects on continuance commitment, achieving personal and organization objectives, and improved performance in work. Iqbal et al., (2020), revealed a significant impact of in-service training and motivation on job performance, which is useful for HR managers and practitioners to utilize employee's true potential in managing their organisations.

Furthermore, inferential analysis shows all determinants (Offered training, types of training, methods of training, quality of training, and duration of training) to have positive influences on human resource performance. These findings are similar to Kitone, (2022) who found a significant relationship between on-the-job training used during orientations with employee performance.

5. Conclusions and Recommendations

5.1 Conclusion

Based on the findings, this study develops a conclusion that in TPA effective training to boost human resource performance to workers is offered regularly. However, there are different types of training such as lectures; presentations, seminars, and discussions designed at TPA. Moreover, the methods used for training and development on-job method are most effective compared to the off-job training. The study also concludes that the provided trainings at TPA have impacts on human resource performance; hence the employees are enabled to maintain their continuance

commitment to the organization, to achieve their personal and organization's goals, and to improve their job performance.

5.2 Study Recommendations

Even though the study findings have shown that TPA's current on job training program is effective, however, the firm should also consider enabling employees to further their studies to improve their qualifications.

TPA should also continue with its job training programs with periodic analysis of the program to ascertain its effectiveness, the certainty that the program caters to the specific needs of its employees, and that the program is in line with developments of the time.

The research focused on the effect of staff training and development on human resource performance. Based on the findings here and the reviewed literature, more studies should be done on the impact of employee training on knowledge management in developing countries by focusing on small businesses that hardly plan and implement training and development to support their business strategies. Also, studies to analyse the effects of organizational culture on employee training can be of policy significance in most Tanzanian organisations because of the diversity in employment and size of the formal sector.

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