

# Assessing Effect of Job Training on Employees Performance at Bank of Tanzania

Kashumba Rosemary Mutakyamirwa

Nanjing University of Information Science and Technology

School of Business

Email: [rosemary\\_siima@yahoo.com](mailto:rosemary_siima@yahoo.com)

---

**Abstract:** The essence of the employee in any given organization can never be underestimated since their performance determines the success of the company. Based on this background, this study aims at assessing the impacts of on-job training programs on the performance of employee's using Bank of Tanzania (BOT) as the case study. The researcher deploys several statistical methods like Cronbach alpha test and simple regression model to ascertain this relationship. The questionnaire used is reliable as witnessed by a Cronbach's alpha value of 0.82. The demographic profile of the respondents indicates that, 52.9% of the sampled population are male, majority were married and aged between 26-35. Most of the respondents were clerks and at least had a university degree. Further analysis shows that, most of the employees had attended training, and they preferred one-on-one as compared to the group training. Training procedure was identified as the most prominent hindrance factor to effective bank training. The empirical model shows that, 71.1% of employee's performance variance can be attributed to the training offered. The model built is statistically significance at 95% confidence level. The findings of this study are important to policy makers in the banking industry. This study recommend strategic and proactive training programs in the banking industry so has to enhance employee's performance and total output of the banks.

**Keywords:** Training, Task, Adaptive and Contextual performance, Bank of Tanzania.

---

## I. INTRODUCTION

Banking sector is usually characterized by stiff competition, rapid financial innovation, variant organizational changes due to advancement of technology hence having highly trained employees is crucial (Becker et al., 2006). To better the skills and expertise of employees in a company, regular training, career, and organizational development programs is required. There exists a significant relationship between workplace training and overall job satisfaction (Nassazi, 2013; Shem and Ngussa, 2015). Workplace training is aimed at enhancing the abilities and skills of the employees or changing their attitude towards work and to align their social behaviour toward organizational goals and mission. Employee satisfaction differs from one organization to another as different aspects of a job have different weights.

The advancement/growth of employees' career is determined by the satisfaction derived from the training programs acquired. Corporate training is so essential to an extent that potential employees decline jobs or shift from one employer to another based on the training and education culture of the company. Opportunity to learn new skills and promotion have a remarkable impact on job satisfaction than compensation offered and the workload in the company.

Satisfied workers are associated with outstanding performance of the company while dissatisfied workers are linked with poor job turnover, bunches of complaints, poor health, bad attitude towards the organization, and a high rate of absenteeism (Bhat, 2014). Employees' mobility has increased currently more than ever before. Therefore, the employers need to devise new ways to retain good workers to outpace their mobility. Conclusively, an employee who receives training scores high in job satisfaction evaluation as compared to those who receive none.

Despite some research carried on this field, there are still exist huge literature gaps on the impacts of on-job training programs on employee's performance measures in three dimensions (task, adaptive and contextual). The main objective

of the study is to assess the effectiveness of job training programs on employee's performance at the BOT, using a sample population of 200 respondents. This research work contributes significantly on the body of literature review in this field. This current research work aims to respond to the scientific questions below:

- How is the demographic characteristic of the sampled population?
- What is the preferred mode of job training?
- What is the impact of on job training on employees' performance?

The remaining parts of this research will cover the data and methodology in section 2. The findings of this research are elaborated in section 3. Section 4 will draw research conclusion and recommendation for policy makers and future researchers.

## II. LITERATURE REVIEW

### A. Training

Employees' job performance is a vastly researched theme in the literature of organizational behaviour and human resource development (Lawler and Worley, 2006; Schiemann, 2009). The corporate training programs can create both positive and negative energy/altitude on the staffs that are transferred to the workplace. Regular employees training encourages internal review of employee's talent and growth, integrates companies' goals and workforce, increase job engagement, job commitment hence strengthening company's competitiveness (Jaworski et al.,2018). This helps to guide the managements in identifying skills gaps and specialized training programs. The training program is composed of; time, methodologies deployed, and the content in the programs. Among these factors, the methodology used in the training has been found to have significant impacts on the employees as compared to the other factors based on the employee's perspective. If the methodology used is the preferred one by the employees, the employee's job performance will be satisfactory.

### B. Impacts of Training on Job performance

Previous studies on this field have associate training with increasing employee's performance, motivation, job satisfaction, competencies, productivity, knowledge and skills (Appiah, 2012; Angela, 2014). Additionally, oriented job training has been attributed to changing employee's attitude and behaviour towards the dynamic working environment. For effective running of an organization, training is considered very crucial.

Off-job training has been identified to have positive influence on employee's performance (Amos and Natamba, 2015). Since performance is grouped in different category, the on-job training has been identified to influence positively on task performance based on a study on hotel industry over Pakistan by Hanif, (2013). At the same time, the study found out that, off-job training improved the employee's skills and equipped the new employers with new skills.

Various measures of employee's performance have been adopted in different studies. For instance, compensation, performance appraisal, and organizational commitment was used by Afroz (2018). In this study we followed a research by Pradhana and Jena, (2017) that identified three constructs using Exploratory factor analysis (Adaptive; Task; Contextual) as employees' performance

### C. Conceptual framework of this study

Performance is a difficult variable to measure due to its nature that is, behavioural engagements from an expected outcome (Roe, 1999). The expected outcome is highly influenced by other aspects such as motivation and cognitive abilities than the behavioural aspect. For instance, task performance is influenced mostly by cognitive abilities than motivation since it involves technical and leadership task performance. Adaptive performance refers to the ability of an employee to perform optimally under different dynamic world due to changes in technology (Hesketh and Neal, 1999; Huang et al., 2014). Contextual performance can be termed as the non-task performance that are not stated in the job but are expected from the employee to assist others to cope with assigned job task since they create team work (Viswesvaran and Ones, 2000; LePine et al., 2000). Notably at the work place, behavioral engagements and expected outcome are intertwined (Borman and Motowidlo, 1993), hence different variable has been used in this research to measure employee's performance. In this case, adaptive, contextual and task performance are evaluated to measure employee's performance following previous studies (Johnson, 2003; Griffin et al., 2007; Audrey, and Patrice,2012; Koopmans et al.,2017; Pradhana and Jena, (2017).

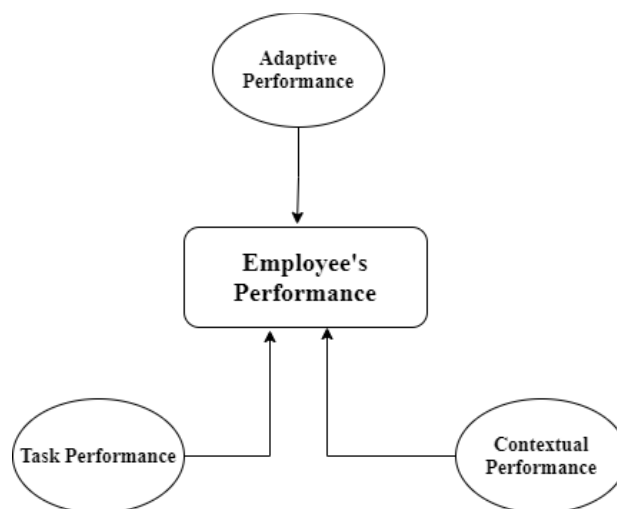


Figure 1: The conceptual framework for employee's performance adopted in this paper

### III. DATA AND RESEARCH DESIGN

#### A. Data Collection

The data that will be used in this study will be obtained through questionnaires. The questionnaires will be distributed randomly among BOT employees at different branches of the bank. The dependent variable is Employees performance while the independent variable its job training programs.

#### B. Research Design

##### B.1 Questionnaires/Survey

A questionnaire is an important research tool used to collect information (Ainsworth, 2020). The questionnaire consists of serial questions that address separates issues that addresses the main objective of the study (Tischler, 2016).

##### B.2 Cronbach Alpha

To measure the reliability of the results obtained from the questionnaire, Cronbach Alpha is used. This measures the internal consistency of the questionnaire to determine how closely related a set of items are as a given group. This method is named after Lee Cronbach who developed the method in 1951. This method is used to assess the reliability or internal consistency in a group of questions set to answer given topics in a questionnaire. Reliability can be defined as the measure of how skilful a measure is in what is supposed to measure. Lack of reliability in a questionnaire may lead to misinformation and drawing wrong conclusions hence the essence of this method.

Additionally, this method equips us with the knowledge about the important of a certain variable. For example, if we remove a certain variable, we test the internal consistency of the item to see if it increases or decreases. If the Cronbach alpha decrease after removal of a certain variable, it implies that the variable is less important but if it increase, it signifies the significance of that variable in the item if we delete a given question. According to Cronbach, (1951) the higher the Alpha reliability score the higher the consistency in the questionnaire.

TABLE: The category of Cronbach alpha and their associated reliability level.

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

### B.3 Likert Scale

Likert Scale that developed by Likert in 1932 and thereafter named after the person. The scale ranges from 1-5. Generally, the respondent is asked about their opinion about a certain aspect in life i.e. how they feel job training affects their performance (Likert, 1932). The respondent is not only asked if they agree or disagree to the statement, but also to indicate the extent to which they agree by selecting one of the criteria five categories: strongly agree, agree, neutral/don't agree, Disagree and strongly disagree. For the purposes of analysis, a numerical score is attached to each category.

### B.4 Empirical Model

To understand the impacts of job training and employee's performance, inferential method of linear regression was used. Linear regression establishes the linear relationship between dependent variables and independent variable. mathematically, the relationship can be expressed as;

$$y = a + bx \quad \text{Eqn. 1}$$

## IV. RESULTS AND DISCUSSION

In total, 200 questionnaires were designed in this study. However, only 189 questionnaires were completed hence the remaining 11 were removed from the study.

### A. Demographic Characteristic of the sampled population

According to Mengli, (2005), demographic factors significantly influence job performance. In this study the following demographic features were considered; Gender, age, marital status, and level of education (Table 1).

The results show majority of the sampled population were composed of male which occupied 52.9% of the sampled population. The remaining 47.1% was composed of female (Table 1). Additionally, the sampled population was composed of people who had at least their first degree and they occupied 60.8% of the sampled population (Table 1). This was followed by post graduate (22.8%) and then people who had vocational training (14.8%). The least represented category was people who had secondary certificates (1.6%) has their highest qualification.

**TABLE I: The demographic characteristics of the sampled population.**

Category	Category	Frequency	Percentage
<b>Gender</b>	Female	89	47.01%
	Male	100	52.90%
<b>Age</b>	18 - 25 years old	38	20.10%
	26 - 35 years old	111	58.70%
	36 - 50 years old	36	19.00%
	51 years old and above	4	2.10%
<b>Level of Education</b>	Secondary school	3	1.58%
	Vocational training	28	14.81%
	University/college degree	115	60.84%
	Post graduate degree	43	22.75%
<b>Marital status</b>	Divorce	18	9.52%
	Married	88	46.56%
	Single	71	37.57%
	Window	12	6.35%

The age of the population plays an important role in determining the level of job occupation. The results show that majority of the sampled population were aged between 26-35 year and composed of 58.7% of the sampled population (Table 1). This can be attributed to the facts that, majority of people at this age have secured job. This was followed by people who were aged between 18-25 years and occupied 20.1% of the sampled population (Table 1). Then this group was followed closely by people aged between 36-50 years who composed of 19.0%. The least group (2.1%) to be presented was the people who were aged above 51 years. This can be linked to the mode of distribution of the questionnaires which was done online, and the majority of that group are not online.

Marital status plays significant role in determining job performance since most people who are in unstable relationship perform poorly at work. The results show that, majority of the sampled population were married (46.56%). This was followed by people who were single (37.57%), then people who were divorced occupied 9.52% of the sampled population. The least group was composed of people.

### B. Training at the job place

The results show that, high number of banking employees (87.3%) receives training at the work place (Figure 2). The remaining 12.7% of the sampled population indicated that, they have not yet received job training. This can be linked to new recruit in the banking sector.

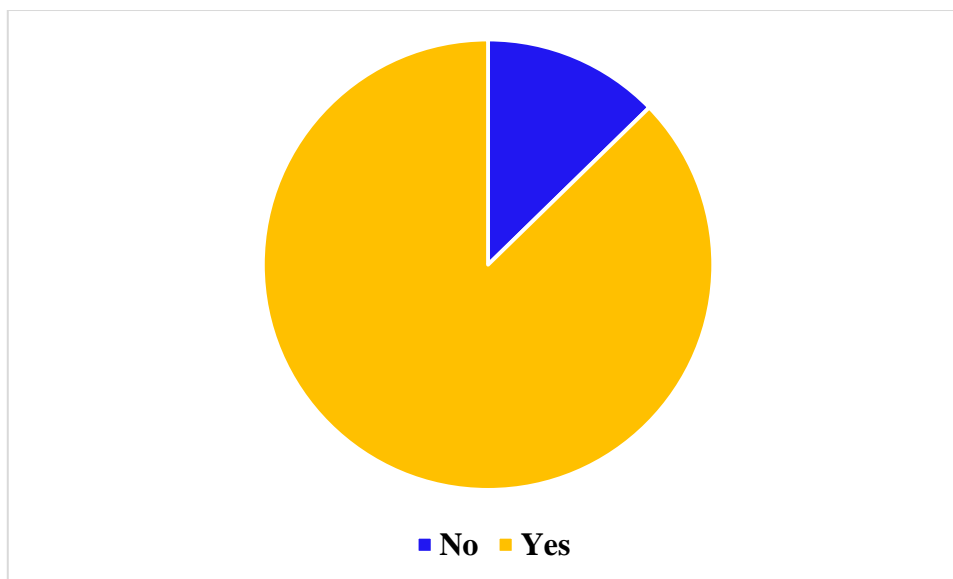


Figure 1: Engagement in training at the Bank of Tanzania

### C. The job designation of the sampled population

The results show that, majority of the sampled population were clerk which represented 38.6% of the sampled population. This was followed closely by the category of managers that occupied 28.1% (Figure 3). Additionally, the bank officers occupied 19.6% while the principle officers were the least in the sampled population and occupied 13.8% of the sampled population (Figure 3).

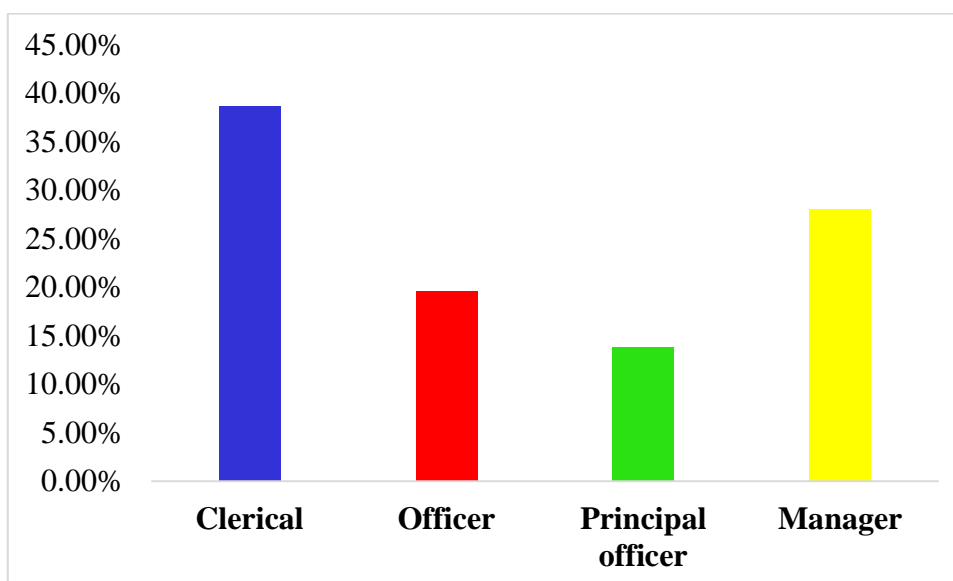


Figure 2: Categorization of job designation of the sampled population.

#### D. Factors that hinder training

Training procedure has been identified as the most common factors that hinders effectiveness of training in the banking sector. This argument was supported by 34.3% of the sampled population. This was followed closely by selection problem of the people who were to attend the training. 30.7% of the sampled group agreed that, the selection process was biased (Figure 4). Inadequate training facilities was identified has the third factor that hinders training with 27.0% of the sampled population agreeing unanimously about that. The government policy was termed has the least (8%) factor that inhibit training programs in the banking sector.

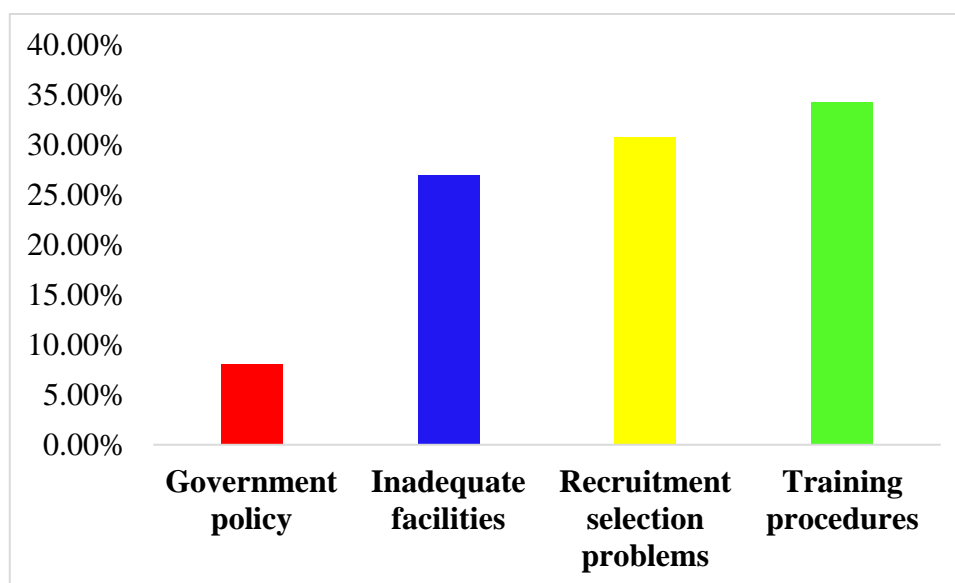


Figure 3: Classification of the factors that hinder training at the banking sector.

#### E. Mode of training

The sampled population identified one on one training procedure as the most effective mode of training. This was supported by 50.8% of the sampled population (Table 2). The remaining 49.2% agreed that, group training was an effective mode of training in the banking sector. Notably, there is no significant difference in the proffered mode of training (Table 2).

Table II: Preferred Mode of Training in the bank of Tanzania

Category	Frequency	Percentage
Group Training	93	49.20%
One on one Training	96	50.80%

#### F. The Reliability of the questionnaires as obtained from the Cronbach Alpha test

The Cronbach Alpha test was used to assess the reliability of the questionnaires used to evaluate the factors that influence Job Training on Employees Performance at Bank of Tanzania. The Cronbach's alpha value of the factors was 0.82 hence the questionnaire was deemed reliable to assess the impact of training on employee's performance (Table 3). Notably, any Cronbach alpha value greater than 0.7 is considered satisfactory (Cronbach,1951).

Table III: The reliability test results

Reliability Statistics	
Cronbach's Alpha	N of Items
.883	4

The importance of each item in addressing the impacts of job training on employee's performance were performed and the results presented in Table 4. Remarkably, decreases in the Alpha reliability value after deletion of any question depicts the importance of that the question in the research. While, increase of Alpha reliability value upon removal of any question shows that the question was not important in addressing that particular problem (Cronbach,1951). The results show that, all the item considered were importance in addressing the issue has deletion of any item decreased the alpha value. Notably, Contextual performance is depicted as the most importance variable in addressing employee's performance (Table 4).

**Table IV: Reliability test results after exclusion of each considered item in turn.**

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Task performance	7.9109	5.788	.855	.805
Adaptive perfor.	7.8242	6.462	.850	.812
Contextual perfor.	7.7820	6.307	.887	.797
Training	7.7129	7.846	.448	.857

### G. Empirical Relationship between Job training and employee's performance

This study measured employee's performance using three aspects (Task performance, contextual performance and adaptive performance). To run the regression model, these three aspects of performance were average and then the model run. The regression results show that 71.1% of employee's performance can be linked to change in the training programs offered by the bank (Table 5). The model built is statistically significant at 95% confidence level.

**Table V: The simple linear Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin - Watson
					R Square Change	F Change	df 1	df2	Sig. F Change	
1	.843	.711	.710	.4811	.711	487.117	1	198	.000	2.220

**Table VI: The simple linear regression results**

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.594	.178		8.956	.000		
Training	.380	.062	.409	6.124	.000	1.000	1.000

a. Dependent Variable: Employee's performance

Upon evaluation of the regression coefficient, results show that, every unit change in the mode of training leads to a significant positive change of 0.41 in the employee's performance. Mathematically, this can be elucidated as shown in Equation 2.

$$\text{Training} = 1.6 + 0.41\text{Employee's Performance} \quad \text{Eqn. 2}$$

To determine whether the R Square is significantly greater than 0, the researcher uses the ANOVA test. Additionally, it is important to focus on the F-statistic to determine whether the model is ideal for the data, this is used as a test of significance of R Square. Upon examination of the ANOVA table (Table 7), the results show that, the model build is

statistically significant since the p-value obtained its less than 0.05 hence useful in predicting future variability/behavior of the Employee's performance in the bank of Tanzania.

**Table VII: The ANOVA results**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.402	1	26.402	37.501	.000 <sup>b</sup>
	Residual	131.651	187	.704		
	Total	158.053	188			

a. Dependent Variable: Employee's performance

b. Predictors: (Constant): Job training

Notably, the findings of this study are in agreement with previous studies that depicted that Training has positive impacts on employee's performance since it helps enhances the skills, competence and capabilities of the employees (Wright and Geroy, 2001; Swart, et al., 2005; Khan I. M. 2012; Nassazi, 2013; Awan et al., 2016; Afroz, 2018)

## V. CONCLUSION AND RECOMMENDATIONS

This study aims at ascertaining the impacts of on job training on employee performance specifically in the Bank of Tanzania (BOT). Several statistical methods used include; Descriptive statistics, Graphical analysis, Cronbach Alpha test and simple regression analysis. The questionnaire used in this study was reliable as indicated by a Cronbach alpha value of 0.82. The demographic characteristics of the population shows that, majority of the sampled population were male, and the dominant age group was between 26-35. Most of the sampled population were married, worked at clerical level and had at least a university degree.

Further analysis shows that, most of the employees had attended training, and they preferred one-on-one as compared to the group training. Training procedure was identified as the most prominent hindrance factor to effective bank training. The empirical model shows that, 71.1% of employee's performance variance can be attributed to the training offered. The model built is statistically significance at 95% confidence level. This study recommend strategic and proactive training programs in the banking industry so has to enhance employee's performance and total output of the banks.

## REFERENCES

- [1] Afroz, N. N. (2018). Effects of training on employee performance-A study on Banking sector, Tangail Bangladesh. *Global Journal of Economics and Business*, 4(1), 111-124.
- [2] Audrey, C.V., & Patrice, R. (2012). Adaptive performance: A new scale to measure individual performance in organizations. *Canadian Journal of Administrative Sciences*, 29(2), 280-293.
- [3] Amos, K. J., & Natamba, B. (2015). The Impact of Training and Development on Job Performance in Ugandan Banking Sector. *Journal on Innovation and Sustainability*. RISUS ISSN 2179-3565, 6(2), 65-71.
- [4] Awan, A. G., Kiren, B., & Scholar, M. S. (2016). Impact of Training and Development on Employees Performance in Banking Sector of Pakistan. *strategies*, 17.
- [5] Becker, W., Base, A. and Freeman, V. (2006). An Executive take on the Top Business Trends: A Mckinsey Global Survey, *BE Magazine*, Vol. 3, Issue 2, pp.60-61.
- [6] Bhat, Z. H. (2013). Impact of training on employee performance: A study of retail banking sector in India. *Indian Journal of Applied Research*, 3(6), 292-293.
- [7] Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *psychometrika*, 16(3), 297-334.
- [8] Griffin, M.A., Neal, A., & Parker, S.K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50(2), 327-347.
- [9] Hanif, F. (2013). Impact of training on employee's development and performance in hotel industry of Lahore, Pakistan. *Journal of business studies quarterly*, 4(4), 68.



- [10] Hesketh, B., & Neal, A. (1999). Technology and performance. In D.R. Ilgen & E.D. Pulakos (Eds), *The changing nature of performance: Implications for staffing, motivation, and development* (pp. 21–55). San Francisco, CA: Jossey-Bass.
- [11] Huang, J.L., Ryan, A.M., Zabel, K.L., & Palmer, A. (2014). Personality and adaptive performance at work: A metaanalytic investigation. *Journal of Applied Psychology*, 99(2), 162–179.
- [12] Jaworski, C., Ravichandran, S., Karpinski, A. C., & Singh, S. (2018). The effects of training satisfaction, employee benefits, and incentives on part-time employees' commitment. *International Journal of Hospitality Management*, 74, 1-12.
- [13] Khan, I. M. (2012). The Impact of Training and Motivation on Performance of Employees: A Case study of Habib Bank and Federal Urdu University of Arts Science and Technology Islamabad Pakistan, *Business Review*, Vol. 7, No. 2, pp.84-95.
- [14] Koopmans, L., Berhnaards, C.M., Hildebrandt, V.H., Vet, H.C.W., & Berk, A.J. (2014). Construct validity of the individual work performance questionnaire. *Journal of Occupational and Environmental Medicine*, 56(3), 154–171.
- [15] LePine, J.A., Erez, A., & Johnson, D.E. (2002). The nature of dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87(1), 52–65.
- [16] Likert, R. (1932). A technique for the measurement of attitudes. *Archives of psychology*.
- [17] Lawler, E.E., & Worley, C.G. (2006). *Built to change: How to achieve sustained organizational effectiveness*. New York: Wiley.
- [18] McCook, K.D. (2002). *Performance management system in organizations* (Unpublished doctoral dissertation). Baton Rouge, LA, US: Louisiana State University and Agricultural and Mechanical College.
- [19] Mengli, M. (2005). A study on factors affecting consumers' attitude towards online shopping and online shopping intention in Bangkok, Thailand. In *Proceedings of the 7th International Conference on Innovation & Management* (pp. 1-7).
- [20] Nassazi, A. (2013). *Effects of Training on Employee Performance.: Evidence from Uganda*.
- [21] Pradhan, R. K., & Jena, L. K. (2017). Employee performance at workplace: Conceptual model and empirical validation. *Business Perspectives and Research*, 5(1), 69-85.
- [22] Roe, R.A. (1999). Work performance: A multiple regulation perspective. In C.L. Cooper & I.T. Robertson (Eds), *International review of industrial and organizational psychology* (pp. 231–335). Chichester: Wiley Publishers.
- [23] Swart, J. Mann, C., Brown, S. and Price, A. (2005). *Human Resource Development: Strategy and Tactics*. Oxford: Elsevier Butterworth- Heinemann Publications.
- [24] Wright, P. and Geroy, D. G. (2001). Changing the Mindset: The Training Myth and the Need for World-Class Performance. *International Journal of Human Resource Management*, Vol. 12, No. 4, pp. 586–600.
- [25] Viswesvaran, C., & Ones, D.S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment*, 8(4), 216–226.