

## **Effects of Training Methods on Employees' Performance in the Tanzania Police Force School in Moshi**

**Jackline Mbunda<sup>\*</sup>, Hezron Onyancha, Nyanjige Mayala**

Mwenge catholic university-Tanzania, P.O Box 1226, Moshi, Tanzania

<sup>\*</sup>Corresponding Author's Email: [jackymbunda@gmail.com](mailto:jackymbunda@gmail.com)

### **Abstract**

The aim of the research was to assess the effects of training on employees' performance at Tanzania police school Moshi. The study's goal was to evaluate how different training methods impacted performance within the Tanzania police force. A cross sectional research design was used with mixed method approach. It used a population of 450 police officers. The research involved a sample size of 197 police officers, determined through the application of Slovin's formula. Respondents were selected using a simple random sampling technique, and two data collection instruments were employed: an interview schedule for department heads and questionnaires for police officers. To ensure the validity of these research tools, they were subjected to scrutiny and recommendations from university experts regarding their validity, relevance, clarity, and appropriateness of information. To establish the reliability of the research instruments, a pilot test was conducted with the assistance of Cronbach Alpha, yielding a reliability value of 0.75, indicating the questionnaires' suitability for the study. This reliability test was employed to assess the internal consistency of the questionnaires. Data collection involved the use of both questionnaires and interview schedules. Subsequently, data analysis was carried out employing graphs, charts, and the Statistical Package for the Social Sciences (SPSS). The quantitative data collected were subjected to descriptive statistics, encompassing percentages, frequency counts, and tables, with the presentation of results in tabular form. The study's findings demonstrated that training methods significantly impact the performance of police officers. Based on the findings, it was concluded that Tanzania police school should keep on offering training to police officers for better performance.

## **1. Introduction**

In today's competitive business world, companies must constantly raise the quality of their goods and services if they want to stay on top of the competition. It is thus in every organization's best interest to improve employee performance by implementing training and development as one of the major steps to increasing productivity (Utomo et al., 2023). Police departments across the board have assigned a notable importance to police training, particularly due to the highly litigious nature of the present-day environment (Kumar, 2019). The training aimed to prepare competent police officers capable of effectively protecting lives and property (Petersson et al., 2017). Thus, there is a need for police training courses that are planned, organized, implemented, and evaluated in order to provide police officers with the skills and knowledge they need to prevent and combat crime.

Enhancing officer training significantly enhances their likelihood of prevailing in confrontations, instills confidence in them, and can prevent both the officers and their organizations from facing legal repercussions. Moreover, training has the potential to bolster the community's trust and confidence in their police service. Law enforcement personnel undergo training to ensure the protection of life and property within the boundaries of legal frameworks, while also actively working to foster and uphold public order (Xia et al., 2023). In challenging economic periods, training often becomes the initial budgetary item to be reduced, despite the heightened need for well-trained police officers (Wood et al., 2020). Training aimed at improving employees' personal qualities in order to improve organizational performance (Marques-Quinteiro et al., 2018). Training aims to help workers gain the knowledge and abilities necessary to perform and use their maximum potential in the areas that are important to the company. An officer should refrain from undertaking any duty for which they have not received proper training, especially when such a lack of training could potentially result in a violation of a citizen's rights (Choi & Kim, 2020).

Historically, police effectiveness was assessed primarily through the decrease in crime rates. However, it is acknowledged that relying solely on conventional benchmarks like crime rates and community satisfaction is inadequate for establishing a dependable gauge of police performance. Given that public safety significantly influences the well-being of all individuals, police administrators must have a comprehensive understanding of how to measure police services effectively to assess the efficacy of specific internal policies (Swannie, 2023).

Employing crime rates as a metric for evaluating performance necessitates illustrating the connection between reductions in criminal activity and improvements in the quality of police services (Santhiapillai & Ratnayake, 2023). The decrease in crime rates should be taken into account in relation to various factors, including the influence of people's changed behavior in preventing crime, as well as the transformation of the public environment into a more observant one, thereby reducing opportunities for criminal activity (Dustmann & Landersø, 2021). Besides the decline in crime rates, other measures such as a decrease in complaints against the police and adherence to established standards are utilized. Training is a deliberate intervention aimed at improving the factors that influence an individual's job performance, and ensuring that police officers receive adequate training is the foremost responsibility for any department.

Globally, the use of excessive force among police officers is highly reported in the United States of America and the rest of the countries it has caused a number of deaths in the country (Herman et al., 2018). In the United States, the field of policing took a progressive approach by associating policing as a profession with educational qualifications and competency standards. Moreover, police officers in African countries are highly reported to be much involved in corruption matters in relation to their duties (Sassi & Ali, 2017). Additionally, the competence of police officers is becoming a matter of concern as a good number of them are reported to lack competence in most of the policing skills (Salem, 2019). Similar to the scenario in Mexico and El Salvador, where the police force is criticized by government officials for being ineffective and corrupt.

In Tanzania, the police force is responsible for maintaining peace, upholding law and order, preventing crime, locating and securing criminals, and defending people's life and their properties (Wani, 2023). Though police officers are termed as law enforcers, they need to respect the people as they perform their law enforcement duties (Olanrewaju et al., 2023). Tanzania Police Force (TPF) has been offering extensive training and development of its employees for the sake of increasing organizational performance as law enforcers (Lukumay et al., 2018). The Tanzania police force on its side has centralized the training of police officers whereby all of them are trained at the Police School located at Moshi. The training focuses on preparing police officers who are competent and with high levels of integrity and respect.

Research shows that most of the aspects of integrity, respect and competence can be taught when the police officers are in the training (Kleygrewe et al., 2022). However, there has been

a limited amount of research conducted in Tanzania to assess the effects of training on the performance of employees in the Police School. Thus, the major question arises on the relevance of training and its influence to the employees' performance. Therefore, the current study will be necessary to be conducted to assess the effects of training (on job training) on employees' performance in Tanzania Police School Moshi.

## **2. Statement of the Problem**

Training enhances the skills, capabilities, and proficiency of employees, leading to improved performance and increased organizational productivity. On this basis, Tanzania police force began introducing a variety of employee training programs (Kleygrewe et al., 2022). Excessive use of force, corruption and brutality among police officers has been an outcry among different communities. In order to address this situation, the police force implemented various measures, which included the creation of police posts and an emphasis on engaging traditional security groups to complement the work of the police (Herman et al., 2018). Other similar initiatives included the development of a training policy, the use of ICT for internal operations, and joint operations to combat armed robbery and corruption. Despite these efforts, every day newspaper headlines have featured crime, and the public outcry has not subsided. Crime prevention has been dramatic, as if the music has been paused for some time, and has arisen unexpectedly, as if there is the stem. Tanzania's police force, on the other hand, has centralized police officer training, with all officers receiving training at the Police School in Moshi. The training focuses on preparing competent police officers with high levels of integrity and respect (Tanzania Police Force, 2019). However, there is limited information available specific to Tanzania regarding the effects of training on police officers in terms of equipping them with the necessary skills for effective policing. Therefore, the purpose of this study was to assess how training affects Tanzanian police workers' performance in Tanzania police.

## **3. Research objective**

- i. To find out the effects of training methods on employees performance in Tanzania police force

## **4. Research question**

- i. What are the effects of training methods on employee's performance in Tanzania police force?

## **5. Theoretical Framework**

Experiential Learning Theory (ELT), which David Kolb created in 1984, is the foundation of this work. ELT is a circular process that draws on the experiences of participants to help learners learn and apply concepts. Goal-setting, analytical thinking, planning, experimentation, reflection, observation, application, and review are all part of it. By combining the cognitive, emotional, and physical components of learning and application, learners construct their own distinctive knowledge. Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE) are the four learning styles Kolb names for ELT, and they are all linked to a four-stage cycle. This model is widely accepted because it accommodates diverse learning preferences and offers a universal framework for experiential learning, applicable to all trainees in any setting, ensuring effective use of acquired skills and knowledge. The study aims to explore how ELT impacts employee performance in the Tanzania police force, specifically in Moshi Council.

Experiential Learning Theory outlines how learners can use their experiences and unique learning abilities to construct knowledge. It incorporates opposing elements into a comprehensive learning cycle that covers the entire learning process. This theory emphasizes the effectiveness of learners by capitalizing on their strengths and addressing underdeveloped skills to complete the cycle and perform tasks efficiently. However, Kolb's theory has faced criticism, particularly for its treatment of the concrete experience aspect, which is seen as inadequately explained and unexplored. Critics also challenge the realism of the concept of immediate and concrete experience. Despite these criticisms, the theory remains a valuable tool in contemporary employee training.

Tailoring specialized training to each police officer's unique knowledge and skills, with a focus on their specific responsibilities within the organization, is advocated by this theory. This approach enhances job performance efficiency and effectiveness, ultimately benefiting the overall performance of the organization. Hence, this study will utilize the Experiential Learning Theory to assess the influence of training on the performance of Tanzania police force employees.

## **6. Literature review**

Yimam (2022) did a study on the examining the influence of training on the performance of employees: A case study conducted at Bahir Dar University in Ethiopia. This research

followed a quantitative methodology, employing a cross-sectional survey to gather information from administrative staff who underwent training in 2019 at Bahir Dar University in Ethiopia. The participants were selected randomly, and a total of 316 surveys research tools were disseminated and subsequently gathered. The study's findings indicated that aspects such as the design of training programs, the assessment of training needs, the style of delivering training, and the evaluation of training all demonstrated a significant positive influence on employee performance. This improvement is especially crucial for enhancing the performance of administrative employees, particularly those in technology-related roles at the university.

Khamis (2019) researched on how training methods affected employee performance at the Zanzibar Social Security Fund. A questionnaire and an interview were used in the survey design. According to the results, the ZSSF is dedicated to offering a diverse range of training programs, which encompass on-the-job training, orientation sessions, and coaching training. The overarching goal of these initiatives is to equip employees with the necessary skills and competencies required for fulfilling ZSSF's primary mission, which is to serve both members who are retirees and those who are still actively employed. Additionally, the findings indicate that ZSSF employs various training methods, including lectures, PowerPoint presentations, and group discussions. Interestingly, distance training methods, which could reduce employee mobility and training costs, were seldom chosen.

Okumu et al., (2018) looked into the effects of employee training methods on employee performance in the Kenyan judiciary. The study employed a descriptive research design to gather and analyze data. The 400 non-judicial employees of the Milimani Law Courts were the subject of the study. A sample of 210 employees was chosen for the study using a combination of stratified and straightforward random selection methods. Both descriptive and inferential statistical techniques are included in data analysis. The results of the study showed that knowledge transfer was the most important independent variable in predicting employee performance. It also showed a substantial link with employee performance. The second most significant factor in predicting employee performance was instructional media, which likewise showed a substantial association with employee performance.

The study of Mpeo & Ngussa, (2017), sought to ascertain the effect of job training methods on employee performance in Arusha City's Institutions of Higher Learning. A questionnaire was randomly distributed to 149 teaching and non-teaching staff members, and their responses underwent analysis using both descriptive and inferential statistical methods. The

study's findings indicated that employee performance effectiveness was notably high. This outcome was attributed to the employees receiving regular training, encompassing orientation, off-the-job training, on-the-job training, and coaching/mentoring. Furthermore, the research revealed no statistically significant differences in employee performance based on gender or position. Notably, orientation, off-the-job training, on-the-job training, and coaching/mentoring were positively associated with job performance. In light of these results, the study concluded that training plays a pivotal role in enhancing performance by elevating employees' performance levels.

Maina (2017) examined the impact of training methods on the performance of Kenya Police Service officers. A study involving 85 police officers and 47197 households in South Police Division, Kenya, found that field training significantly improved the performance of officers. However, on-the-job and off-the-job training had a positive but insignificant effect. The study also revealed that crime reduction relies on a collaborative effort by various stakeholders, not just police training. The researcher recommends that Kenya Police Service (KPS) develop policies to integrate field training into officers' training, and consider various approaches to on-the-job and off-the-job training.

## **7. Methodology**

This study applied a cross-sectional research design using mixed methods. A cross-sectional research design is a research method for gathering a large amount of raw data about a population from various groups at one point in time. The design was chosen for this study intended to provide an unbiased representation of the population. The goal of this design was to collect detailed information in order to provide insight into the effects of training on employee performance in Tanzania police force. The study design was advantageous for the researcher as it enabled the utilization of qualitative and quantitative data collection tools. The researcher selected a mixed method for this study to link common themes across the questionnaire and interviews in order to facilitate comparison of qualitative and quantitative data. The quantitative approach was used in this study by administering questionnaires to police officers, while the qualitative approach was used by interviewing police inspectors.

## **8. Return Rate of the Instruments**

Police officers working at Tanzania school Moshi in Moshi municipality served as the study's respondents. In this study, 197 questionnaires responses drawn from the ranks of



police officers were anticipated. Ten police inspectors were interviewed. However, 140 correspondents returned the questionnaires.

**Table 1 Return rate of the instruments**

Participants	Expected Respondents	Percentage %	Actual Respondents	Percentage%
Police officers	197	100	140	75%
Police inspectors	10	100	10	100%
<b>Total</b>	<b>197</b>	<b>100</b>	<b>150</b>	<b>78%</b>

**Source: Field Data (2023)**

The return rate results in table 1 provide the illustration of the percentages return rate tools corrected and used for analysis. 75% of Police officers, 100% police inspectors provided the required information for the study. Therefore, the overall return rate was 78%; this return rate is acceptable as it is higher than the minimum rate recommended as argued by Nyaga, (2015), a response rate of over 60% is enough for final analysis and presentation. Having a response rate of 78% is appropriate for the assessing the effects of training in Tanzania police school, Moshi. Six police inspectors were interviewed during the structured interview session and prior arrangement was made. For those who did not return the questionnaires, the assumption was either they were unwilling to answer questionnaires or they had little knowledge on the effects of training.

## 9. Demographic Characteristics of the Respondents

The demographic information of respondents sought in this study included gender, age, level of education, working knowledge Tanzanian police force Moshi municipality, which encourages people to think critically and understand presented challenges. Information of these aspects was sought important in answering the research questions and coming up with a sensible conclusion on the effects of training on employees. The respondents' demographic details are displayed in Table 2 below.

**Table 2 Demographic Information of Employee (n=150)**

Characteristic of Participants	Frequency (f)	Percentage (%)
<b>Sex of Respondent</b>		
Male	105	70.0
Female	45	30.0
<b>Age of Respondent</b>		
18 – 25 years	44	28.0
26 – 35 years	44	28.0



---

36 – 45 years	22	24.0
46 – 55 years	27	14.0
56 years and above	13	6.0

**Level of Education**

Primary	10	16.0
Secondary	15	10.0
Certificate	20	16.0
Diploma	75	36.0
Degree	30	22.0

**Work Experience**

Less than 1 Year	11	7.0
1 – 5 Years	45	30.0
6 - 10 Years	50	33.0
11 Years And Above	44	29.0

---

**Source: Field Data 2023**

Table 2 shows that 70.0% of respondents were male, while 30.0% were female, according to Table 2. This study demonstrates that there were more male participants than female participants. It is a true that there are more male employees than female ones in Tanzania police force because police sector has been dominated by male police officers than women.

According to Table 2, there were 28.0% of participants aged 18 to 25 years old, 28.0% of participants aged 26 to 35 years old, and 24.0% of people aged 36 to 45 years old. 14.0% of participants were between the ages of 46 and 55, and 6.0% were over the age of 56. Given that, the majority of the participants have plenty of time to accumulate job experience before reaching retirement age, it is obvious that young people make up the majority in the service sector. These, however, have various interests. The administration will find it challenging to keep young people employed while also fostering their interests, expanding service options, and providing incentives in order to improve employee's performance.

According to the research, 36.0% of participants have a diploma, 22.0% have a bachelor's degree, 16.0% have a certificate, 16.0% have completed their primary education, and 10.0% have completed their secondary school. By allocating varied tasks to employees, the institution can benefit from the diversity of educational backgrounds among its staff and guarantee the delivery of high-quality services to customers. As educational levels vary, management has the capacity to improve workplace discipline, but it is unable to have an impact on employee performance. Therefore, support from skilled and competent workers in their sector is necessary to boost employee performance management.

Table 2 also shows that the majority of participants, 33.0%, have 6-10 years or more of professional experience, compared to 29.0% of participants who have 11 years of experience, 22.0% of participants who have less than 1 year of experience, and 1.0% of participants who have 1 years of experience in their working station. Experience in labor is one indication that a servant is given the right attention to satisfy his basic needs for food, clothing, and housing. Years of expertise also encourage the delivery of high-quality services so that society benefits from public security. The researcher was able to understand respondents' views on how the effects of training methods on employee's performance in Tanzania police force.

## 10. Findings and Discussion

**Table 3. Respondent's Views on the Effects of Training Methods on Employee's Performance in Tanzania Police Force**

**Key:** SA=Strongly Agree, A= Agree, NS= Not Sure, D=Disagree, SD=Strongly Disagree

Effects of training methods on employees performance in Tanzania police force	SA		A		NS		D		SD		Mean Score
	f	%	F	%	f	%	f	%	f	%	
Mentoring has an effect on performance of employees	6	4.0	15	10.0	30	20.0	54	36.0	45	30.0	3.78
Coaching has an effect on performance of employees	9	6.0	3	2.0	27	18.0	69	46.0	42	28.0	3.68
Job protection has an effect on performance of employees	9	6.0	21	14.0	33	22.0	54	36.0	33	22.0	3.23
Job instructions has an effect on performance of employees	3	2.0	9	6.0	33	22.0	54	36.0	48	32.0	3.92
Online training has an effect on performance of employees	12	8.0	6	4.0	15	10.0	54	36.0	63	42.0	4.00
Committee assignment has an effect on performance of employees	18	12.0	3	2.0	24	16.0	54	36.0	48	32.0	3.92
simulations has an effect on performance of employees	3	2.0	18	12.0	45	30.0	63	42.0	21	14.0	2.54
Case study has an effect on performance of employees	6	4.0	9	6.0	15	10.0	30	20.0	81	54.0	4.21
Management education has an effect on performance of employees	6	4.0	3	2.0	15	10.0	57	38.0	68	46.0	4.19
Incidental method has an effect on performance of employees	15	10.0	15	10.0	21	14.0	57	38.0	36	24.0	3.58

**Sources: Field Data 2023**

According to Table 3, a small minority of participants 46.0% believed that management education had a substantial influence on employee performance, whereas 54.0% believed that the case study technique had a considerable impact on the performance of Tanzanian police

officers. Participants countered that solid training methods between trainers and trainees have a big influence on how well employees perform. Regardless of race, education level, religion, or ethnicity, leadership in any organization that trains its employees unites the workforce into one in performance. This improves performance at work within the institution and fosters a greater sense of achievement. This is in agreement by Dustmann & Landersø, (2021) on the impact of training on employee performance in Malaysia revealed a strong and favourable association between training and work satisfaction and employee performance.

Table 3 shows that a 42.0% minority of participants believed that improving training methods would help police officers to perform better by reducing workplace stress, 38.0% of participants in the minority also argued that the employer training methods are better and need to give training through the year. And 42.0% of the minority also believed that having online teaching has an impact on the performance of employees at Tanzania police forces.

“Case study method is the most preferred methods of teaching our police force. This method is preferred because police officers like to see things as they happen and it not easier to forget when it is simulated in a number of time” another inspector was quoted on 15 June 2023 interview

## **11. Conclusions and Recommendations**

### **11.1 Conclusions**

From the findings of the research, it is established that training methods have an effect on employee's performance at Tanzania police school, Moshi: Case study method is the most preferred method at Tanzania police as a method of training employees and need to be used at all times for new employees to perform better. It was also concluded that management education has an effect on employees' performance at Tanzania police school compared to other methods of training.

### **11.2 Recommendations**

The study recommends to Tanzania police school to embrace the use of case study as a method of training new and old employees at Tanzania police school as it is the most preferred training method as indicated by majority of respondents. It's also recommended for TPS, to also use management education method as a method of training employees as it was rated the second by respondents for employee's better performance.

## REFERENCES

1. Choi, H., & Kim, B. (2020). The Effect of Martial Arts Training of Noncommissioned Officer Cadets on Leadership Skills and Innovative Behavior. *Journal of Instrumentation*, 5.
2. Dustmann, C., & Landersø, R. (2021). Child's Gender, Young Fathers' Crime, and Spillover Effects in Criminal Behavior. *Journal of Political Economy*, 129.
3. Hehman, E., Flake, J., & Calanchini, J. (2018). Disproportionate Use of Lethal Force in Policing Is Associated With Regional Racial Biases of Residents. *Social Psychological and Personality Science*, 9.
4. Khamis, M. K. (2019). *The Effects of Training on Employees' Performance: A Case of the Zanzibar Social Security Fund (ZSSF)* [Masters, The Open University of Tanzania].
5. Kleygrewe, L., Oudejans, R., Koedijk, M., & Hutter, R. (2022). Police Training in Practice: Organization and Delivery According to European Law Enforcement Agencies. *Frontiers in Psychology*, 12.
6. Kumar, T. V. (2019). Variation in the perception of desired qualities of police officers among trainees and senior police officers. Insights into the process and efficacy of police training. *International Journal of Comparative and Applied Criminal Justice*, 43.
7. Lukumay, G., Ndile, M., Outwater, A., Mkoka, D., Padyab, M., Saveman, B., & Backteman-Erlanson, S. (2018). Provision of post-crash first aid by traffic police in Dar es Salaam, Tanzania: A cross-sectional survey. *BMC Emergency Medicine*, 18.
8. Marques-Quinteiro, P., Vargas, R., Eifler, N., & Curral, L. (2018). Employee adaptive performance and job satisfaction during organizational crisis: The role of self-leadership. *European Journal of Work and Organizational Psychology*, 28.
9. Okumu, E. L., Kifleariam, A., & Mang'anyi, E. (2018). Effects of Employee Training on Employee Performance: A Case of the Judiciary of Kenya. *International Journal of Research in Management*, 08(09), 9.
10. Olanrewaju, 'Deji, Taiwo, A., & Omodele, A. O. (2023). Land-Grabbers and Land-Grabbing in Lagos and Ogun States in the Face of the Law. *African Journal of Humanities and Contemporary Education Research*, 11(1), Article 1.
11. Petersson, U., Bertilsson, J., Fredriksson, P., Magnusson, M., & Fransson, P. (2017). Police officer involved shootings – retrospective study of situational characteristics. *Police Practice and Research*, 18.
12. Santhiapillai, F. P., & Ratnayake, R. M. C. (2023). Exploring knowledge work waste in public emergency services using the AHP algorithm. *International Journal of Lean Six Sigma*, ahead-of-print(ahead-of-print).

13. Sassi, S., & Ali, M. (2017). Corruption in Africa: What Role Does ICT Diffusion Play. *Telecommunications Policy*, 41.
14. Swannie, B. (2023). Individual communications: Can they provide effective redress for human rights violations? *Alternative Law Journal*, 1037969X231199504.
15. Utomo, H. J. N., Irwantoro, I., Wasesa, S., Purwati, T., Sembiring, R., & Purwanto, A. (2023). Investigating The Role of Innovative Work Behavior, Organizational Trust, Perceived Organizational Support: An Empirical Study on SMEs Performance. *Journal of Law and Sustainable Development*, 11(2), e417–e417.
16. Wani, C. K. (2023). The Overview and Analysis of the Practice of Human Rights Education and Advocacy in Central Equatoria State and Further: Post 2005 to Present. *PanAfrican Journal of Governance and Development (PJGD)*, 4(2), Article 2.
17. Wood, G., Tyler, T., & Papachristos, A. (2020). Procedural justice training reduces police use of force and complaints against officers. *Proceedings of the National Academy of Sciences of the United States of America*, 117.
18. Xia, L., Semirumi, D. T., & Rezaei, R. (2023). A thorough examination of smart city applications: Exploring challenges and solutions throughout the life cycle with emphasis on safeguarding citizen privacy. *Sustainable Cities and Society*, 98, 104771.
19. Yimam, M. H. (2022). Impact of training on employees performance: A case study of Bahir Dar university, Ethiopia. *Cogent Education*, 9(1), 2107301.