Contribution of Training Opportunities on Employees Occupational Mobility in Moshi District Council

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Abstract
Training opportunities have become an important issue that influences occupational mobility of employees. The purpose of the study was to assess the contribution of training opportunities on employees occupational Mobility in Moshi District Council. The study was grounded by Human Capital Theory (1962) theory. The study employed a convergent design which is under mixed approach; the target population was 3,500 employees working at Moshi District Council. A sample size of 349 was obtained through Yamane Formula. Data collected through questionnaires and interview guide. Validity of instruments was ensured through both content, and then the instruments piloted 53 employees form Moshi District Council. Data analyses of quantitative instruments conducted through descriptive statistics which were analyzed in terms of means, frequencies, and percentages using SPSS and presented inform of table, means and standard deviation. While qualitative data were analyzed through thematic analysis using Transcriptor software, where interview responses were transcribed and the direct quotations from respondents were included to support and enrich the interpretation of findings, ensuring that participants' voices were accurately represented. Further, ethical considerations ensured throughout the research process including; confidentiality, informed consent, protection from harm and adhering to APA 7th Edition style of referencing. The study found that training opportunities play an important role in enhancing employees' career mobility, as reflected by a grand mean score of 3.31 and a standard deviation of 1.31. The study concludes that training opportunities have been a critical driver of occupational mobility among employees in Moshi District Council, as they enhanced professional growth, supported internal promotions, and equipped employees with the skills necessary to transition into new roles. The study recommends that stakeholders should establish clear career development policies and implement structured programs in these areas. Additionally, regular evaluations and department-specific frameworks should be adopted to foster continuous employee growth and mobility.

Keywords: Training Opportunities, Employees, Occupational Mobility, Skills Development and Public Sector

1. Introduction

Training opportunities significantly impact employee professionalism (Iskamto, 2022). These opportunities refer to the planned, ongoing efforts by organizations to enhance employee performance (Akoth, 2018). In today's workplaces, training programs have become a crucial factor influencing the occupational mobility of employees. Occupational mobility refers to the movement of individuals between different job positions, levels, or roles within an organization. Over time, achieving occupational mobility has become increasingly difficult (Cheng & Park, 2020). Despite the potential benefits, recent trends suggest that it has become more challenging for employees to advance within organizations. Although previous research highlights the importance of training opportunities, the specific mechanisms through which training contributes to employees' occupational mobility within organizations are not well understood.

Occupational mobility has become increasingly difficult over time, despite the potential benefits it can offer to both employees and organizations (Chattu et al., 2023). Several factors have been identified as hindrances to occupational mobility, including skill gaps, changing job requirements, and organizational structures that limit mobility. This challenge has coincided with broader shifts in the labor market, economic liberalization, and the rise of occupational stratification, which have further complicated career advancement pathways. However, occupational mobility has rarely been the central focus in studies examining the contributions of career development programs. Most existing research tends to concentrate on broader outcomes such as employee job satisfaction, retention, and overall career progression (Kim & Kim, 2022), without exploring in detail the specific mechanisms through which career development programs contribute to employees' occupational mobility within organizations (Ahmad & Rizal, 2022). This gap in the literature is significant, as occupational mobility holds profound implications for both individual employees and the organizations they belong to.

Organizations around the world are increasingly recognizing the critical role of training opportunities in attracting, retaining, and motivating employees (Jena, 2023). One of the top reasons employees begin searching for new jobs are the lack of opportunities for professional training and skill enhancement (Wang et al., 2022). Recent statistics show that 76% of employees actively seek avenues to develop their skills, and only 24% of those with access to continuous training opportunities are likely to stay with their current organizations (Baravik,

2023). This illustrates a growing demand among employees for skill advancement and ongoing learning, which, if unmet, may lead to turnover and stagnation. The European Commission has recognized training and professional development as a key challenge and a priority area for intervention. In the Slovak Republic, for example, the absence of consistent up skilling and reskilling initiatives has been linked to widening skill gaps, making it difficult for employees to adapt to evolving job requirements (Samaratunge & Ariyapperuma, 2023).

In Africa, the focus on expanding training opportunities has become increasingly prominent. Governments are implementing programs that enhance skill-building, provide job placement support, and offer technical and vocational training. In South Africa, training is seen as a critical phase in shaping an individual's career trajectory (Stywayi, 2021), while in Kenya, addressing employees' mentoring and training needs is regarded as essential for workforce preparedness (Hallo & Obuba, 2021). Such training initiatives are equipping individuals with the necessary competencies to remain relevant in competitive labor markets, ultimately improving employability and enabling upward mobility, particularly for disadvantaged populations.

Tanzania, too, has placed strong emphasis on improving training opportunities as part of its national strategy for human capital development. The Tanzania Development Vision 2025 highlights the importance of building a highly skilled and adaptable workforce to support economic growth (Alloph & Tibategeza, 2022). Under the Prime Minister's Office, the Employment and Skills Development Division is mandated to coordinate training programs aimed at enhancing employee readiness for evolving job markets (Jaffu, 2023). Furthermore, the Education and Training Policy (2014) underscores the government's commitment to enhancing technical and soft skills through structured training interventions across all education levels (URT, 2014). Evidence from studies shows that employees who access regular training opportunities improve in job performance and productivity (Nyoni, 2020). Jaffu (2023) also argues that effective training systems allow organizations to better differentiate employee performance and manage talent more strategically.

However, despite growing rhetoric and budget allocations toward employee training in local government, a gap remains in understanding how these efforts actually translate into real career mobility for staff. In Moshi District Council, internal human resource records (2023) reveal that only 12% of employees who attenDistrict Executive Director formal training between 2021 and

2023 were promoted or reassigned to higher roles, while over 68% remained in the same position, often expressing dissatisfaction and frustration over stagnated career progression. Even more concerning, a regional review by PO-RALG (2023) indicated that nearly 3 out of 4 council employees felt that training had no clear link to advancement, describing it as "tick-box exercises" with little follow-through (URT 2023). These figures paint a sobering picture: training may be happening, but it's not creating movement. Employees invest time and hope, but the system offers no ladder to climb. This study, therefore, sought to interrogate the real contribution of training opportunities to employees' occupational mobility in Moshi District Council to expose where the system breaks down, and to offer data-driven insights that can inform urgent reforms in workforce development strategy.

1.2 Statement of the Problem

The absence of effective training opportunities and the scarcity of clear pathways for occupational mobility have significantly undermined employee engagement. In the public sector, employees often experience stagnation due to the lack of structured training programs and defined routes for career progression, leading to decreased motivation, diminished job satisfaction, and ultimately, higher employee turnover. In Tanzania, the Public Service Act (PSA) CAP.298 acknowledges the crucial role of training and professional development in the career growth of public employees and places the responsibility on appointing authorities to oversee and promote such initiatives within their cadres (URT, 2019). However, despite this formal recognition, there are ongoing challenges in the practical implementation and facilitation of training programs, which restrict employees' occupational mobility. Wiboga (2018) notes a relatively high rate of labor mobility within Tanzanian government institutions, with 5,099 employees (83.7%) out of 6,089 transitioning between positions (URT, 2018). Said (2020) further identifies the lack of effective training practices, inadequate supervisory support, and the absence of structured promotion systems and career planning as major barriers to occupational advancement. Nonetheless, the specific impact of training opportunities on enhancing occupational mobility within the public sector remains insufficiently explored, signaling a gap that this study aims to address.

Existing empirical studies on occupational mobility such as those by Maczulskij (2021), Mrope (2023), and Wiboga (2018) have explored various dimensions including occupational

polarization, the link between job satisfaction and teacher mobility, and labor mobility trends in Dar es Salaam. However, these studies did not specifically investigate the role of training opportunities in enhancing occupational mobility among public sector employees. Moreover, no research has been conducted within the Moshi District Council to assess the extent to which training opportunities influence employees' occupational mobility. This study, therefore, sought to address this gap by examining the contributions of training opportunities to the occupational mobility of employees in Moshi District Council.

3. Research Question

To what extent does training opportunities contribute to employees occupational Mobility in Moshi District Council?

4. Literature Review

Martins (2023), conducted a study on training in a context of potential worker mobility on a case of Employees Associations (EA) in Portugal. The study aimed at examining relationship between training and workers mobility. Simple model was used to illustrate the impact of employer coordination on training. The study revealed that workers' mobility between firms in the same EA is considerably lower than mobility between equivalent firms not in the same EA. Also, the study found out that training provision by EA firms is considerably higher. However, the study has limitations, including its limited generalizability to other contexts, methodological limitations, absence of causal inference, limited scope of training assessment, and failure to control for external factors. While the Martins study was conducted in the context of Employees Associations in Portugal, this study situated within the Moshi District Council in Tanzania. Rather than relying solely on a simple model as in the previous study, this research will employ a mixed-methods design so as to provide understanding of the relationship between training opportunities and employee mobility. Therefore, this study aimed at assessing the contribution of training opportunities on employees' occupational mobility in Moshi District Council, Tanzania.

Bechichi (2019), conducted a study on occupational mobility and training needs. The study aimed at investigating on how education and training programs may facilitate occupational transition. The study identified the occupational transitions that can occur upon small transition period (6 months to 3 years). The results suggested that there are potential and acceptable transitions available for the majority particularly when considering up to one year of training.

But, low-skilled occupations tend to have fewer acceptable transitions, often necessitating higher cognitive or task-based skills. Further the study indicated that for high-skilled occupations often lead to significant wage decreases or an excess of skills. Further, the study indicated that for high-skilled occupations often lead to significant wage decreases or an excess of skills. The study conducted by Bechichi (2019) focused on occupational mobility and training needs. However, there are several limitations for this study. The study's findings may not directly apply to the specific context of Moshi District Council. Factors influencing occupational mobility and training needs vary significantly across different regions. Further, the study lacks sufficient details regarding its methodology. Furthermore, the study primarily focused on short-term occupational transitions, neglecting the long-term effects of training opportunities on employees' occupational mobility.

Muhoro (2020), investigated on Integrated Employee Training on Sustainable Mobility of Matatu. This study aimed at assesses the effect of integrated employee training on sustainable mobility of Matatu Sacco in public transport sector in Nairobi County. The study comprised of 177 Sacco Managers representing all the registered Matatu Saccos, adopting mixed method research design. Data was analyzed using descriptive and inferential statistics, and the results revealed that influence of integrated employee training, had significant influence on sustainable mobility of Matatu Saccos. The results also revealed that there has been training of simple technical skills, such as, maintenance of vehicles and first aid to the drivers. It was recommended that conducting training needs assessment prior to employee training is crucial, as it helps to identify gaps or mismatches in skills, ensuring that the training objectives are effectively met. Muhoro (2020) examined the effect of integrated employee training on the sustainable mobility of Matatu Saccos in the public transport sector in Nairobi County, Kenya. Nairobi County, Kenya differs from the context of this study which is aimed to be conducted in Tanzania within the Moshi District Council. To strengthen this current study, this study ensured a representative sample and considers the specific context of Moshi District Council so as to understand the contributions of training opportunities on employee’s occupational mobility in Moshi District Council, Tanzania.

Nnko (2022), investigated on Human Resource Training, job rotation being one of the trainings offered by Human Resource Managers in Tanzania at Arusha International Conference Center

(AICC). One of the objectives of this study was to assess the effects of human resource trainings on employee's performance. The study adopted quantitative research approach which involved descriptive correlation research design. The study found that job rotation has significant effect on employee performance at AICC ($t= 6.937$, $p= .000 \leq .05$). Other studies assessed where job training policy, job training methods and job coaching. However, the study provided insights into the effects of job rotation on employee performance in Tanzania, it does not directly align with the context of Moshi District Council. The study does not explicitly address employees' occupational mobility. Further, the study's reliance on quantitative data alone may lack depth in evaluating the effects of job rotation. Incorporating qualitative methods, such as interviews. To provide stronger evidence of the contribution of job rotation on employees' occupational mobility this study adopted a mixed research approach to investigate the topic under study. Therefore, this study intended to identify the contribution of job rotation on employees' occupational mobility in Moshi District Council.

Leyaro (2019), in Tanzania conducted a research on Employment Mobility and Returns to Technical and Vocational Training. The research examined employment mobility and returns to technical and vocational training (TVET) relative to general education using data from the 2014 Integrated Labor Force Survey (ILFS) in Tanzania. The results showed that TVET training facilitates individual easy transition into employment. The results further revealed that, though the returns to general education (GED) and TVET are positive and statistically significant. The study's recommendations emphasize two key points; prioritizing technical and vocational training as an effective measure to combat youth unemployment and governments call to increase incentives to enhance the appeal of TVET. Leyaro (2019) study has several limitations. It relied on outdated data from 2014 and focuses primarily on comparing TVET to general education, without considering other factors influencing occupational mobility such as trainings. The study focused on the comparison between TVET and general education in terms of employment mobility and returns. But, it is important to consider other factors that may influence occupational mobility, such as the quality of training programs. While the recommendations of this study have merit and they are broad but were not specific to the context of Moshi District Council Tanzania. Therefore, this study aimed to training opportunities on employees' occupational mobility in Moshi District Council Tanzania.

4.2 Theoretical Framework

This study grounded by Human capital theory (HCT) to which is about the idea of humans increasing their productivity and efficiency through a greater focus on education and training. Human capital theory comes from Human capital, where by human capital is the study of human resources. It talks about the development of economic value from how we function as a society. Human capital theory was developed by an American economist known as Greg Becker in 1962. The main assumption of Human Capital Theory is that individuals can invest in their own education, training, and development to enhance their knowledge, skills, and abilities, which in turn increases their productivity and earning potential. This theory posits that investments in employees' skills and knowledge (such as training opportunities) lead to increased productivity, higher earnings, and improved job mobility. It emphasizes the role of education and training in enhancing an individual's ability to move within and between organizations.

The Human Capital Theory provides a theoretical framework for examining the contributions of career development programs on employees' occupational mobility within the Moshi District Council. The theory emphasizes the importance of investing in the enhancement of employees' knowledge, skills, and abilities. This aligns well with the aim of training opportunities, which seek to develop the human capital of employees. According to the theory, employees who participate in and successfully complete training opportunities will possess greater human capital. This human capital makes individual more attractive candidates for promotions, job rotations, or lateral moves within the organization, leading to increased occupational mobility. Further, the theory recognizes that the organization benefits from the increased human capital of its employees suggesting that Moshi District Council will see a return on its investment in the employees' human capital development through their enhanced occupational mobility..

The Human capital theory's narrow focus on quantifiable economic and productivity-related outcomes may overlook the more qualitative and intangible aspects of employee development. The theory also tends to neglect the influence of sociocultural factors, organizational politics, and contextual nuances that can shape career progression in complex ways. Additionally, the theory oversimplifies the realities of training opportunities, and it may not fully address the ethical considerations around employee well-being.

Human Capital Theory is relevant to this study as it helps explore how the training opportunities provided by the Moshi District Council can be seen as investments in the employees' human capital. The theory underscores the significance of investing in employee development through training and education, which directly aligns with the goals of training programs aimed at improving the knowledge, skills, and capabilities of employees. Furthermore, Human Capital Theory is pertinent because it facilitates an understanding of the relationship between training opportunities, the enhancement of employee human capital, and the consequent impact on occupational mobility within the organization.

4.3. Demonstration of Knowledge Gap

The existing studies on training opportunities and occupational mobility reveal several gaps, particularly in the context of the public sector in Tanzania. Studies such as Martins (2023), Bechichi (2019), and Muhoro (2020) focus on training's impact in different contexts such as Portugal with a little focus specifically on addressing how career development programs contribute to occupational mobility in public sector organizations like the Moshi District Council. Additionally, these studies often rely on simplified models, short-term transitions, or sector-specific contexts, limiting their applicability to this study. Furthermore, existing research often overlooks the long-term effects of training and the broader variety of training programs that may impact mobility. This study sought to fill these gaps by employing a mixed-methods approach to assess the impact of training opportunities on employees' occupational mobility within the Moshi District Council, providing valuable insights into the contributions of career development programs in enhancing mobility in Tanzania's public sector.

5. Methodology

This study employed a convergent research design under a mixed-methods approach, which involved the simultaneous collection of qualitative and quantitative data in a single phase to gain a detailed understanding of the research problem (Creswell & Creswell, 2023). The target population for this study comprised 3,500 employees from various divisions and units within the Moshi District Council, as reported by the United Republic of Tanzania (URT, 2022). To determine an appropriate sample size, Yamane's (1967) formula was applied, resulting in a sample of 349 respondents. The study employed a combination of probability (simple random sampling) and non-probability (purposive sampling) techniques to select participants, which

included general employees, Heads of Departments, the District Human Resource Officer, and the District Executive Director. Data collection instruments consisted of structured questionnaires and interview guide. To ensure the validity and relevance of these instruments, 2 academic experts specializing in economics and business studies at Mwenge Catholic University reviewed and validated them.

The trustworthiness of the interview guide was ensured through triangulation techniques to confirm the findings' credibility, conformability, transferability, trustworthiness, and dependability. Statistical Package for Social Sciences (SPSS) version 27 used in quantitative data analysis. Descriptive data of quantitative analyzed in terms of means, frequencies, and percentages. For the qualitative data, direct quotations in respect of the theme and items from respondents were included to support and illustrate key findings. Ethical considerations were paramount, including obtaining a research permit, securing informed consent from participants, and ensuring anonymity and confidentiality throughout the study to uphold ethical standards and protect the privacy of all involved.

6. Finding and Discussion

6.1 Research Instruments Return Rate

This section discusses the return rate of the research instruments used in the study. The return rate of research instruments is summarized and presented in Table 1.

Table 1: Return Rate

Category	Target Population	Expected Sample size	Actual Respondents	Return Rate
Employees	3,500	349	237	67.9%

Source: Researcher Own Construction, (2025)

Table 1 displays the return rate of the research instruments used in this study, which involved data collection from both managers and employees. Questionnaires were distributed to employees because their roles directly contribute to the effectiveness of career development programs in enhancing employees' occupational mobility in Moshi District Council. A total of 349 questionnaires were distributed to employees, with 237 (67.9%) successfully returned. This response rate was deemed acceptable for analysis based on Mugenda & Mugenda (2003), where a response rate of 50% is considered adequate, 60% is good, and above 70% is rated as excellent.

Therefore, with a response rate of 67.9%, the study met the necessary threshold for data analysis. The return rate of the research instruments was assessed to ensure that the collected data were credible and sufficient for further analysis.

6.2 Demographic Information of Respondents

This section provides a description of the demographic data of the respondents who participated in the study, comprising employees, District Executive Director (Interviewee A), District Human Resource Officer (Interviewee B) and Heads of Department (Interviewee C). To address specific research questions, the researcher sought to understand variations among employees in terms of gender, age, work experience, and academic qualification in relation to the study's requirements. This demographic information was particularly important as employees serve as firsthand contributor of career development programs on employees occupational Mobility in Moshi District Council. The details are presented in Table 2.

Table 2: *Demographic Information for Employees*

		F	**%**
Gender	Male	132	55.7
	Female	105	44.3
Age	18-25 years	38	16.0
	26-34 years	94	39.7
	35-44 years	74	31.2
	45-54 years	31	13.1
Academic Qualification	Certificate	17	7.2
	Diploma	71	30.0
	Degree	119	50.2
	Postgraduate	23	9.7
	PhD	7	3.0
Working Experience	Less than 5 years	89	37.6
	6-9 years	75	31.6

	Over 10 years	73	30.8

Source: Field Data, (2025)

Results in Table 2 shows a gender distribution in Moshi District Council, to which males represent a moderate (55.7%) of the employees, while females account for (44.3%) of employees, indicating a slightly higher proportion of male employees but still maintaining a relatively balanced gender ratio. The near-balance in gender distribution within Moshi District Council reflects efforts toward inclusive employment policies in public institutions. While men slightly outnumber women, the gap is not extreme, suggesting that both genders have fair access to employment opportunities in local government structures. The results tally with International Commitments (SDGs 5 and AU Agenda 2063) on gender equality and the African Union (AU) Agenda 2063, which emphasize increased female participation in governance and decision-making. The 44.3% female representation in Moshi District Council suggests Tanzania is working toward these commitments, though more can be done to reach full gender parity.

In additional, results in Table 2 on age distribution indicates that a minority of employees fall within the 26-34 years age range, comprising 39.7% of the workforce, suggesting a predominantly young workforce in the early to mid-career stages. The 18-25 years group accounts for 16.0%, while 35-44 years make up 31.2%, reflecting a stable workforce with a significant proportion in their peak career years. Employees aged 45-54 years constitute only 13.1%, indicating a small proportion of senior employees. The dominance of youthful employees in Moshi District Council imply a recent graduates entering the workforce with modern skills, innovation, and adaptability, positively impacting service delivery and efficiency in public administration. Meanwhile, the presence of a smaller but experienced group of employees aged 45-54 years adds valuable expertise, mentorship, and institutional knowledge, fostering a balanced and effective organizational structure. The results are in line with the study conducted by Yoon (2024) which revealed that youth council participation during adolescence fully mediates the professional identity development in youth work, increasing awareness, volunteer hours, and willingness to choose youth work as a future career.

Moreover, results in Table 2 on academic qualifications indicates that the majority of employees in Moshi District Council hold a Bachelor's degree (50.2%), followed by Diploma holders (30.0%), suggesting a well-educated workforce with a strong emphasis on formal education. A

smaller proportion consists of Certificate holders (7.2%), Postgraduate degree holders (9.7%), and a highly specialized group of PhD holders (3.0%), reflecting advanced expertise and research-oriented roles. The dominance of degree holders suggests that higher education is a key requirement for employment in the council, ensuring a skilled workforce capable of handling complex administrative and technical tasks that require specialized knowledge. Meanwhile, the small percentage of PhD holders (3.0%) highlights the presence of a select group with advanced research and policy-making expertise. These findings align with Baciu's (2022) study, which found that graduates of a bachelor's program during the financial crisis experienced better employment outcomes than those who graduated afterward, while maintaining similar levels of career satisfaction.

Furthermore, results in Table 2 on working experience reveal that 37.6% of employees have been with the organization for less than 5 years, indicating a relatively young workforce in terms of tenure. 31.6% of employees have 6-9 years of experience, while 30.8% have been employed for over 10 years, reflecting a mix of new employees and those with long-term commitment to the organization. This balanced distribution suggests that Moshi District Council benefits from a combination of fresh talent, mid-career professionals, and experienced staff, fostering both innovation and stability in service delivery. These findings align with the study by Setyadi and Verawati (2022), which concluded that higher education and balanced work experience positively and significantly impact employee performance.

6.3 Cross-Tabulation between Working Experience and Career Development Programs on Employees Occupational Mobility

The cross-tabulation between working experience and career development programs aimed to evaluate how varying experience levels impact employees' occupational mobility. While less experienced employees often depend on these programs for skill development, more seasoned staff utilize them for career progression. Analyzing this relationship offers valuable insights into how career development initiatives contribute to workforce growth in Moshi District Council. A five-level Likert scale was used for analysis, where 1 = Very Small Extent (VSE), 2 = Small Extent (SE), 3 = Moderate (M), 4 = Large Extent (LE), and 5 = Very Large Extent (VLE), as highlighted by Taherdoost (2019). The results are presented in Table 3 below.

Table 3: Cross-tabulation Between Working Experience and Career Development Programs on Employees Occupational Mobility

		Working Experience			Total
		Less Than 5 Years	**6-9 Years**	**Over 10 Years**	
To what extent does training opportunities provided by organization have contributed to inability to obtain a better job?	VLE	18	16	4	38
	LE	7	13	7	27
	ME	14	7	16	37
	HE	22	16	26	64
	VHE	28	23	20	71
Total		89	75	73	237
To what extent has training programs have greatly facilitated my promotions within the organization?	VLE	5	0	3	8
	LE	4	3	7	14
	ME	18	18	23	59
	HE	38	25	27	90
	VHE	24	29	13	66
Total		89	75	73	237
To what extent does an experience on different job roles has decreased employees' adaptability?	VLE	26	21	11	58
	LE	5	4	11	20
	ME	20	10	20	50
	HE	17	16	20	53
	VHE	21	22	11	54
Total		89	73	73	235
To what extent does job rotation improved employees problem-solving in the organization?	VLE	4	2	2	8
	LE	5	5	9	19
	ME	15	15	18	48
	HE	35	29	26	90
	VHE	30	23	18	71
Total		89	74	73	236
To what extent has mentor provide guidance and advice for advancing employees career goals?	VLE	2	2	4	8
	LE	5	0	5	10
	ME	17	6	9	32
	HE	29	26	30	85
	VHE	36	40	25	101
Total		89	74	73	236

To what extent have mentor	VLE	2	3	2	7
advocate employees to	LE	6	1	10	17
secure new job	ME	25	14	30	69
opportunities?	HE	36	29	20	85
	VHE	20	27	11	58
Total		89	74	73	236

Source: Field Data, (2025)

Results in table 3 shows the relationship between career development programs on employees' occupational mobility based on their working experience. The results indicates for training opportunities, 64% of employees with over 10 years of experience reported high contributions, compared to only 38% of those with less than 5 years. Regarding promotions, 90% of those with over 10 years saw significant benefits, while 8% of those with less than 5 years did. Experience in different job roles had a greater negative effect on adaptability for those with less than 5 years (58%) than for those with over 10 years (53%). Job rotation improved problem-solving for 90% of employees with over 10 years of experience, while only 8% of those with less than 5 years reported improvement. Mentorship in advancing career goals was highly beneficial for 85% of employees with over 10 years, compared to just 8% for those with less than 5 years. Finally, 85% of employees with over 10 years felt mentored in securing new job opportunities, while only 7% of those with less than 5 years did.

The finding implies that career development programs, such as training opportunities, job rotation, and mentorship, have a more significant impact on employees' occupational mobility the longer they have been in the organization. Employees with over 10 years of experience report higher benefits from these programs in terms of job promotions, problem-solving skills, career advancement, and securing new job opportunities.

6.4 The Extent to which Training Opportunities Contribute to Employees Occupational Mobility

This study was based on the extent to which training opportunities contribute to employees' occupational mobility. Chyung & Hutchinson, (2023) described Key as follows; Very Low Extent, VLE =1, Low Extent, LE=2, Moderate Extent, ME=3, High Extent, HE=4, Very High Extent, VHE = 5. The frequency and percentage distribution of responses were categorized as follows: ≤ 20= extreme minority; 21-49=minority; 50-59=moderate; 60-69=majority; 70-89=very high majority; 90-99= majority; 100=overwhelming majority. A mean score greater

than 2.5 indicated that the Training Opportunities Contribute to Employees Occupational Mobility, while a mean score lower than 2.5 suggested otherwise. A mean score precisely equal to 2.5 implied uncertainties regarding the training opportunities contribute to employees' occupational mobility. Responses from public employees are summarized in Table 4.

Table 4: *The Extent to which Training Opportunities Contribute to Employees Occupational Mobility (n=237). Key; Very Low Extent, VLE =1, Low Extent, LE=2, Moderate Extent, ME=3, High Extent, HE=4, Very High Extent, VHE = 5*

S/N		VHE		HE		ME		LE		VLE		Mean	SD
		f	%	F	%	f	%	f	%	f	%		
i.	To what extent does training opportunities contributed to inability to obtain a better job?	71	30.0	64	27.0	37	15.6	27	11.4	38	16.0	3.43	1.42
ii.	To what extent has training programs facilitated my promotions within the organization?	66	27.8	90	38.0	59	24.9	14	5.9	8	3.4	3.81	1.01
iii.	To what extent has training opportunities failed to prepare employees for shifting duties?	29	12.2	62	26.2	58	24.5	44	18.6	44	18.6	2.95	1.29
iv.	To what extent has training programs supported my ability to shift to a different organization?	112	47.3	64	27.0	41	17.3	13	5.5	7	3.0	4.10	1.06
v.	To what extent has training opportunities in organization destroyed my job-related skills and knowledge?	40	16.9	61	25.7	42	17.7	29	12.2	65	27.4	2.92	1.46
vi.	To what extent has training courses not facilitated my career advancement?	45	19.0	41	17.3	54	22.8	30	12.7	67	28.3	2.86	1.47
vii.	To what extent have training opportunities empowered employees to a little on confidently take on new roles within the organization?	60	25.3	59	24.9	52	21.9	34	14.3	32	13.5	3.34	1.35

viii.	To what extent has a training courses led employee to obtain more desirable job positions?	60	25.3	73	30.8	60	25.3	22	9.3	22	9.3	3.54	1.22
ix.	To what extent has continuous training been a key factor for downward career moves?	61	25.7	46	19.4	59	24.9	36	15.2	35	14.8	3.26	1.38
x.	To what extent has training programs not equipped employees with a diverse skillset to broaden their occupational options?	53	22.4	36	15.2	60	25.3	25	10.5	63	26.6	2.96	1.49
	Grand Total											**3.31**	**1.31**

Source: Field Data, (2025)

Results in Table 4 shows that majority (65.8%) of employees indicates a high extent that training programs have greatly facilitated their promotions within the organization. Additionally, an extreme minority (9.3%) of public employees indicates a low extent, while a minority (24.9%) of public employees indicates a moderate extent. The statement has a mean score of 3.81 and a standard deviation of 1.01. The results indicate that employees view training programs favorably regarding their impact on promotions, suggesting they clearly associate the training they receive with career advancement opportunities.

During a face-to-face interview, the Head of Department further emphasized, stating that: *Training programs are not just routine; they are a fundamental part of our workforce development strategy. We ensure that training aligns with government policies and the council's operational goals to enhance efficiency and career mobility (Interview with interviewee C, January 23rd, 2025)"*

Another District Executive Director further elaborated by stating that: *"That is true, and it aligns also with our objectives. Our training programs are structured to enhance employees' competencies, making them more eligible for career progression. We encourage continuous professional development to ensure efficiency in service delivery. (Interview with Interviewee A, February 05th, 2025)"*

The results from employees, the interviewee A, and C suggest that training programs are not merely routine activities but fundamental drivers of career progression and organizational

efficiency. This aligns with Martins (2023) study, which affirms that training programs play a crucial role in enhancing career mobility by improving employee skills, knowledge, motivation, job satisfaction, and overall performance. Furthermore, these results correspond with Human Capital Theory (1962), which emphasizes that investment in employee education and training increase their productivity and economic value. The positive perception of training programs among employees reflects their recognition of these opportunities as essential for career advancement. This supports HCT's focus on the idea that developing human capital through learning and skill acquisition directly contributes to better career outcomes.

Results in Table 4 express a minority (38.4%) of public employees indicated a high extent that training opportunities have failed to prepare employees for shifting duties. A minority (37.2%) of public employees indicated a low extent, while a minority (24.5%) of public employees indicates a moderate extent. The statement has a mean score of 2.95 and a standard deviation of 1.29. The data imply that training opportunities prepare employees for shifting duties, suggests that training programs play a role in equipping employees with the necessary skills and knowledge to adapt to new job responsibilities. District Human Resource Officer supported the results form employees by saying that; "*Certainly. We conduct workshops, on-the-job training, and refresher courses targeting specific competencies. For instance, employees in administrative roles undergo public finance management training, enabling them to transition into financial-related tasks when needed. (Interview with interviewee B, January 14th, 2025)"*

To top up on the above information during face to face interview with District Executive Director had the following to add; "*absolutely. Some of our administrators started in lower clerical positions but, through structured training, have taken on managerial roles. This not only boosts morale but also strengthens institutional efficiency. (Interview with interviewee A, February 05th, 2025)"*

The insights gathered from employees, interviewee B, and A suggests that training programs play a vital role in facilitating career mobility and workforce adaptability. By equipping employees with essential skills and knowledge, these programs enable them to transition into new roles and take on greater responsibilities, promoting both individual career growth and institutional efficiency. The findings align with Human Capital Theory (1962), which emphasizes that career success is driven by investments in education, training, and skill

development. Training programs support lifelong learning by providing employees with updated knowledge and competencies, ensuring they remain adaptable and well-prepared for career mobility. The results are in line with the study conducted by Nnko (2022) which reveal that lifelong learning, through continuous education, training, and skill development, is essential for career success, adaptability, and employability in a rapidly changing global economy.

Additionally, results in table 4 shows a majority of (74.3%) of public employees indicates a very high extent (47.3%) and minority (27.0%) of employees agreed that training programs have strongly supported their ability to shift to a different organization. A minority (8.5%) of public employees indicated a low extent (5.5%) of employees and very low extent (3.0%) of employees, while an extreme minority (17.3%) of employees indicated a moderate extent. The statement has a mean score of 4.10 and a standard deviation of 1.06. The data suggests that training programs in public organizations enhance employees' career flexibility and mobility, equipping them with skills that are valuable beyond their current workplace. To upkeep the employees result during face to face interview one of the interviewee C supported that; *Absolutely. Many employees express appreciation for these programs because they increase their employability both within and outside the public sector. Some have pursued further studies, while others have leveraged acquired skills to take on new responsibilities. (Interview with interviewee B, January 14th, 2025)"*

In addition Head of Department during face to face interview session had the following to contribute; "*It's true that due to, several instances. For example, we have staff members who initially joined in lower-ranking positions but advanced to supervisory roles after completing professional training. Some have even transitioned to specialized roles within other public institutions. (Interview with interviewee C, January 23rd, 2025)"*

The insights gathered from employees, the interviewee B, and A highlight the critical role of structured training programs in career progression, job satisfaction, and institutional efficiency, ensuring that employees are adaptable and prepared for evolving professional demands. The findings align with the study Nnko (2022), which confirms that training programs effectively support the transfer of skills and drive organizational change. Additionally, Human Capital Theory (HCT, 1962) line up with the impact of training programs on employees' ability to transition to different organizations by emphasizing that investments in employee training

enhance their value, productivity, and employability. Training boosts employees' confidence and adaptability, making them more prepared for career mobility. This reflects HCT's focus on continuous learning and skill development, underscoring how training opportunities significantly contribute to employees' occupational mobility.

Moreover, a minority (42.6%) of public employees indicates an extreme minority (16.9%) of employees and minority (25.7%) agreement that training opportunities in organizations have destroyed their job-related skills and knowledge. A minority (39.6%) of public employees indicates an extreme minority (12.2%) and minority (27.4%), while an extreme minority (17.7%) of public employees indicated a moderate extent. The statement has a mean score of 2.92 and a standard deviation of 1.46. The data suggests that while training is generally beneficial, some employees perceive it as counterproductive, potentially due to poorly structured training programs, irrelevant content, or misalignment with job demands. To add on the employees experiences during face to face interview with District Executive Director said that; "*That is a valid concern. In some cases, the structure of the training might not directly align with employees' daily responsibilities. If the content is not job-specific or if the training methodology does not engage participants effectively, employees may feel that it is not adding value to their work. We are constantly assessing these challenges to ensure training programs are meaningful and practical. (Interview with interviewee A, February 05th, 2025)"*

However, the head of department reported: "*Well, training is generally beneficial, but its effectiveness depends on how well it is planned and executed. Some training programs have been quite impactful, equipping employees with essential skills. However, we have also encountered cases where employees feel the training is either too generic or irrelevant to their specific job roles. (Interview with interviewee C, January 23rd, 2025)"*

The insights gathered from employees, the interviewee A, and C recognized the importance of regularly assessing and refining training programs to ensure they are meaningful, practical, and relevant to specific job roles, thereby maximized their impact on employees' skills and performance. The information arrange in a line with the study conducted by Bechichi (2019), which assert that training opportunities in organizations enhance job-related skills and knowledge, though the effectiveness of training transfer, particularly for soft skills, remains a

challenge. The finding reflects Human Capital Theory (1962), which posits that investments in training and development increase employees' productivity and economic value.

In the same way, a minority (36.3%) of public employees indicates a very high extent (19.0%) and high extent (17.3%) agreement that training courses have not facilitated their career advancement. A minority (41.0%) of public employees indicated a low extent (12.7%) and very low extent (28.3%), while a minority (22.8%) indicated a moderate extent. The statement has a mean score of 2.86 and a standard deviation of 1.47. The data imply that training contributed to their career progression. This indicates that employees feel that training programs provide the necessary skills, credentials, or networking opportunities required for upward mobility in their organizations.

The employees` responses were supported by the response from District Executive Director during the interview said: *"Absolutely. Employees who demonstrate growth through training are often considered for advancement. It's not just about the skills they acquire, but also how they apply them in the workplace. Training creates a foundation for employees to contribute at a higher level, and it serves as a key factor when assessing candidates for promotions. (Interview with interviewee A, February 05th, 2025)"*

In addition Human resource officer added that; *"Indeed, networking plays a significant role in career development. Training programs often bring together employees from various departments, which allow them to connect, exchange ideas, and share experiences. These interactions are invaluable, as they build relationships that can lead to collaborative efforts and even mentorship opportunities. (Interview with interviewee B, January 14th, 2025)"*

The information gathered from interviewee A, B and employees suggests that training contributes to both individual career development and organizational success by preparing employees for higher-level positions. This aligns with Human Capital Theory (HCT, 1962), which highlights that investing in employees' skills and knowledge enhances their productivity and value. As employees gain new skills, they become more adaptable, increasing their employability and readiness for promotion, which benefits both their personal career paths and the organization's overall success. This assert with the study conducted by Muhoro (2020) which found that investing in employees' skills and knowledge through training and development programs enhances their productivity, adaptability, and value, benefiting both individual career

paths and organizational success by fostering innovation, reducing turnover, and improving financial performance.

As well, table 4 shows that a moderate (50.2%) of public employees indicates a very high extent (25.3%) and high extent (24.9%) agreement that training opportunities have empowered employees to confidently take on new roles within the organization. A minority (27.8%) of public employees indicated a low extent (14.3%) and very low extent (13.5%), while an minority (21.9%) of public employees indicates a moderate extent. The statement has a mean score of 3.34 and a standard deviation of 1.35. The data imply that employees feel training they receive provides them with the necessary skills, knowledge, and self-assurance to take on more challenging responsibilities within their organization. These employees likely feel more equipped to embrace new tasks, contribute in varied capacities, and step into leadership or advanced positions when opportunities arise.

The employees` responses were supported by the response from District Executive Director during the interview said: *"Certainly. Many staff members who undergo training demonstrate improved efficiency and a willingness to take on leadership roles. We've seen cases where employees transition into managerial positions or diversify their skills to support multiple departments, enhancing overall service delivery (Interview with interviewee A, February 05th, 2025)"*

The information gathered from both employees and the interviewee "A" highlights the significant role that training programs play in empowering employees and driving organizational success. By enhancing employees' skills, confidence, and adaptability, training helps prepare them for career progression and enables them to take on leadership roles. The findings align with the study by Leyaro (2019), which emphasizes that training opportunities empower employees by boosting their psychological empowerment, job performance, and their ability to take on new roles within organizations. Moreover, the results correspond with Human Capital Theory (HCT) 1962, which argues that investing in employees' education and training enhances their productivity and effectiveness. As employees acquire new competencies, they become more adaptable and ready to assume higher-level responsibilities, benefiting both their personal career development and the overall growth of the organization.

Results in Table 4, shows that minority (45.1%) of public employees indicating a very high extent (25.7%) and high extent (19.4%) agreement that continuous training and development have been a key factor for downward career moves. A minority (30.0%) of public employees indicated a low extent (15.2%) and very low extent (14.8%), while a minority (24.9%) of public employees indicates a moderate extent. The statement had a mean score of 3.26 and a standard deviation of 1.38. The data suggest that employees feel that they have gained skills that have made them overqualified for their current positions, resulting in fewer opportunities for advancement or even demotion.

District Executive Director supported by commenting that; *"We have structured career progression policies in alignment with government regulations. However, we recognize that there may be gaps in practical implementation. If employees feel overqualified yet stagnant, Our organization has made an effort by improving the alignment between training, promotions, and available opportunities to make the employees recognized (Interview with interviewee A, February 05th, 2025)"*

Also, employees` responses were supported by the response from District HR Manager during the interview said: *"Absolutely. Motivation and job satisfaction are key factors in productivity. I encourage employees to utilize their skills within their roles and seek opportunities where they can make greater contributions (Interview with interviewee B, January 14th, 2025)"*

The information gathered suggests that Moshi District officials are actively addressing the misalignment between the skills acquired through training and the available opportunities for career progression by ensuring that training programs are closely linked to employees' career development and responsibilities. These efforts align with the findings of Martins (2023), who assert that addressing this misalignment requires a dual approach: recognizing existing skill sets while also increasing resources to bridge skill gaps, alongside designing multi-skill training programs and fostering an entrepreneurial mindset to enhance employability and socioeconomic status.

Furthermore, results in table 4 illustrate a minority (37.6%) of public employees indicates a very high extent (22.4%) and high extent (15.2%) agreement that training programs have not equipped employees with a diverse skill set to broaden their occupational options. A minority (37.1%) of public employees indicated a low extent (10.5%) and very low extent (26.6%), while

a minority (25.3%) of public employees point toward a moderate extent. The statement has a mean score of 2.96 and a standard deviation of 1.49. The data suggest that employees view training programs as valuable for acquiring a diverse skill set, which expands their occupational opportunities. This indicates that employees perceive training not just as a means to enhance their performance in current roles, but as a strategic tool to improve their career mobility and position them for future advancement. This finding aligns with the study by Bechichi (2019), which affirm that employees perceive training programs as essential for acquiring diverse skills that enhance career mobility and advancement opportunities. Furthermore, it aligns with Human Capital Theory (1962), which posits that investing in education and training boosts employees' productivity, skills, and overall value. By acquiring new competencies, employees become more adaptable and better prepared for career growth, thereby improving their career prospects and opportunities for advancement within the organization.

6.4.1 Ever Attended Any Training Since Employed in this Organization

This statement aimed to collect results on ever attended any training since employed in this organization; the responses on this question are indicated in Table 5.

Table 5: *Ever Attended Any Training Since Employed in this Organization (n = 233)*

	Frequency	**Percent**
Yes	159	67.1
No	74	31.2
Total	**233**	**98.5**

Source: Field Data, (2025)

Results in table 5 indicate that a majority (67.1%) of employees have attended training programs, while a minority (31.2%) reported that they have never attended any training. This suggests that the organization has made efforts to provide training opportunities, but a significant portion of employees has yet to benefit from such initiatives. This suggests that Moshi District Council has made professional development a priority and is actively working to enhance employee skills. It indicates the existence of structured training policies, regular workshops, and development programs designed to improve job performance and facilitate career progression. This aligns with the study conducted by Martins (2023), which confirms that structured training and development programs significantly improve employee

performance, career progression, and job satisfaction by enhancing skills and competencies, while also promoting organizational support and motivation.

6.4.2 Ways to which Employees attended Any Training since Employed in this Organization

This statement aimed to collect results on ways to which employees attended any training since employed in this organization; the responses on this question are indicated in Table 6.

Table 6: *If YES, What Benefit*

	Frequency	Percent
Career development	10	4.2
Getting experience	16	6.8
I benefited through acquiring new knowledge	31	13.1
I benefited by gating new knowledge	48	20.3
Leadership skills and more confidence	3	1.3
Not answered	115	48.5
Solving skills and confidence	14	5.9
Total	**237**	**100.0**

Source: Field Data, (2025)

Results in table 6 illustrate that among those who attended; a minority (48.5%) of public employees did not specify any benefits, possibly indicating a lack of awareness or minimal impact of the training. For those who provided responses, the most frequently cited benefits included gaining new knowledge (20.3%) and acquiring experience (6.8%), suggesting that training enhances employees' expertise. However, fewer employees reported benefiting from career development (4.2%) and leadership skills (1.3%). This suggests that employees who attended the training most of them have valued training programs as an effectively contribution to enhancing employees' expertise and updating their skills. This align with study did by Muhoro (2020), which affirm that training programs considerably enhance employee performance by improving skills, motivation, and job satisfaction, leading to increased productivity, adaptability, and organizational success.

6.4.3 The Area of Training That You Were Trained During the Training Session

This statement aimed to collect results on the area of training that you were trained during the training session; the responses on this question are indicated in Table 7.

Table 7: *The Area of Training That You Were Trained During the Training Session*

	Frequency	**Percent**
Communication skills	37	15.6
Computer skills	19	8.0
Customer care	34	14.3
First aid	2	0.8
First aid	1	0.4
Leadership and marketing	10	4.2
Leadership skills	17	7.2
Not answered	117	49.4
Total	**237**	**100.0**

Source: Field Data, (2025)

Results in table 7 shows that a minority (49.4%) of employees did not answer, which indicate limited engagement with training or lack of awareness of the areas covered. Among those who responded, the most commonly mentioned training areas included communication skills (15.6%), customer care (14.3%), and computer skills (8.0%), reflecting a focus on professional and technical competencies. However, critical areas like leadership and marketing (4.2%) and first aid (1.2%) were less frequently mentioned. This implies that the primary focus has been on communication skills and customer care, indicating that organizations prioritize interpersonal skills to improve employee engagement, client satisfaction, and overall service quality. This aligns with the study by Nnko (2022), which affirms those deep acting emotional labor skills, an initiative climate, and a learning goal orientation are key factors in enhancing job engagement through interpersonal leadership.

6.4.4 The Duration to which Training Last

This statement aimed to collect results on the duration to which training last; the responses on this question are indicated in Table 8.

Table 8: In Reference to Question 2 Above, How Long Did the Training Last

	Frequency	**Percent**

In Days	62	26.2
Week	93	39.2
Month	27	11.4
Years	14	5.9
Total	**196**	**82.7**

Source: Field Data, (2025)

Results in table 8 indicate that in reference to Question 2 Above, How Long Did the Training Last training sessions were mostly short-term, with a minority (39.2%) of employees reporting that training lasted a week, followed by 26.2% who attended training lasting only a few days. In contrast, only an extreme minority (5.9%) of employees participated in training lasting years, suggesting that long-term training programs are rare. The data suggest that employees participated in shorter training programs, indicating that organizations prefer quick, intensive sessions over extended professional development initiatives. This approach is beneficial for immediate skill enhancement and addressing pressing organizational needs. These findings align with the study by Song et al. (2024), which reveals that short-term training programs are effective for immediate skill improvement and cost efficiency, while long-term programs foster stable employment, higher earnings, and career advancement, with both types contributing positively to employee performance and motivation.

6.4.5 The Training Provider Provide Feedback to the Employee

This question aimed to collect results on the training provider provides feedback to the employee; the responses on this question are indicated in Table 9.

Table 9: *The Training Provider Provide Feedback to You*

	Frequency	**Percent**
Yes	136	57.4
No	62	26.2
Total	**198**	**83.6**

Source: Field Data, (2025)

Data in table 9 illustrate that a moderate (57.4%) of employees reported receiving feedback from training providers, while a minority (26.2%) stated they did not receive feedback. This indicates that while more than half of the employees received evaluations or feedback after their training sessions, a portion did not benefit from such follow-ups. Feedback after training is essential for employees within Moshi District Council to assess their progress, acknowledge their strengths, and pinpoint areas for improvement. These findings align with the study by Martins (2023),

which found that feedback whether real-time, AI-generated, or provided by a supervisor enhances employee performance, job satisfaction, and productivity, with the quality and delivery method of feedback being key to its effectiveness.

Furthermore, the study sought to assess the extent to which training opportunities contribute to employees' occupational mobility within the Moshi District Council. The study found that training opportunities play an important role in enhancing employees' career progression, as reflected by a grand mean score of 3.31 and a standard deviation of 1.31. These values suggest a generally favorable perception among employees regarding the influence of training on their occupational mobility. The quantitative results imply that the majority of employees perceive the training initiatives they have received as having a moderate to high impact on their professional growth. This assertion was corroborated by qualitative data obtained from key informants namely, the Head of Department (HOD), District Executive Director (District Executive Director), and District Human resource officer (DHRO). According to their perspectives, training programs have substantially contributed to internal promotions and enhanced the capacity of employees to transition into new roles within or outside the organization. These insights underscore the strategic importance of continuous professional development in fostering both individual career advancement and broader institutional effectiveness.

7. Conclusion

Based on the findings, the study concludes that training opportunities have been a critical driver of occupational mobility among employees in Moshi District Council, as they enhanced professional growth, supported internal promotions, and equipped employees with the skills necessary to transition into new roles.

Based on the study's conclusion, it recommends that policymakers institutionalize a National Training Impact Assessment Framework to systematically evaluate the effectiveness of training programs in enhancing occupational mobility within public service. The District Executive Director (District Executive Director) should establish a Career Mobility Accelerator Program that aligns individualized training pathways with structured promotion or role transition timelines. Heads of Departments (HODs) are encouraged to conduct regular departmental skills audits and implement targeted mentorship schemes to bridge identified skill gaps and foster both vertical and lateral mobility. Additionally, the District Human Resource Officer (DHRO) should

develop a Digital Training and Mobility Tracker to monitor employee participation in training, track acquired competencies, and support strategic career development decisions. Furthermore, employees should be provided with structured career development plans, which include a clearly defined training schedule and expected career milestones, to ensure they have a transparent pathway to occupational mobility.

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