
EFFECT OF NON-MONETARY INCENTIVES ON ENHANCING EMPLOYEES' PERFORMANCE IN TANZANIA FOREST SERVICES

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<http://doi.org/10.35409/IJBMER.2024.3615>

ABSTRACT

The study examined the effect of training and employee performance in Tanzania forest services. The research methodology used in the study was positivist. The quantitative technique was employed. The study used an explanatory research design. 60 respondents were drawn using stratified sampling from 84 populations from TFS headquarters. Structured questionnaires were used to collect data. Descriptive statistics and inferential statistics Pearson moment correlation and linear multiple regression were used. The study found that training is positive and significantly related to TFS employee's performance. The study recommends that TFS should continue to allocate resources and prioritize investment in comprehensive training programs; Regular training opportunities should be provided to employees at all levels to enhance their skills, knowledge, and competencies relevant to their roles and responsibilities.

Keywords: Employees Training, Skill Development, Career Development, Employees Performance.

1. INTRODUCTION

Motivation has been identified as one of the key organizational strategies that can improve employee performance and increase an organization's output (Bohórquez, Caiche, Benavides, & Benavides, 2022). The current global financial boom has made many businesses recognize that productivity is essential for their organizations to work hard and that employee productivity also plays a significant role in determining an organization's success. Also, any company must prioritize the effectiveness of its people as a result of its advancement and growth (Hooi, 2021).

Employees often seek to improve or acquire new skills relevant to their current role or future career aspirations (Fournier, Lambert, & Marion-Vernoux, 2020). This could involve technical skills, such as proficiency in specific software or tools, or soft skills, like communication, leadership, and time management. Moreover, training can provide employees with the necessary qualifications and competencies to advance within the organization (Al-Kassem, 2021). This might include training for leadership roles, specialized positions, or cross-functional roles that offer broader career opportunities. Also, employees may identify areas where they need to improve their performance and seek training to address these gaps. This can lead to increased efficiency, productivity, and overall job satisfaction (Wulur, & Mandagi, 2023, Ali, & Anwar, (2021).

Performance in connection with ideas of ability, chance, and zeal is extensively investigated (Dabale, Jagero, & Nyauchi, 2014). Ability, knowledge, competence, and teaching all have an impact on skills. The infrastructure needed to perform a task is an opportunity. In conclusion, Tanzania Forest Service (TFS) was established as an Executive Agency with the mandate to

manage the nation's forest and bee resources sustainably by ensuring a steady supply of various forest and bee goods and services, a steady ecosystem, and the preservation of biological diversity. The agency is using several motivating tools. However, it is the interest of this study to focus on the effect of non-incentives like training and promotion, working environment

Training programs at organizations like the Tanzania Forest Services (TFS) can face several challenges. These issues can impact the effectiveness of training and the overall performance and development of the employees (Karam, 2019). Some of the common problems associated with training at TFS or similar institutions. Training programs require significant financial, human, and material resources (Greer, 2021). In many cases, organizations like TFS face budget constraints that limit their ability to provide comprehensive and ongoing training. Moreover, effective training requires proper facilities, equipment, and technology (Weichbroth, 2022, Liu, & Yu, 2023). In some regions, there might be a lack of suitable training centers, modern equipment, or reliable internet access, hindering the delivery of high-quality training (Zalat, Hamed, & Bolbol, 2021). Notably, the quality of training largely depends on the expertise and effectiveness of the trainers. If trainers themselves lack updated knowledge, practical experience, or effective teaching skills, the training programs will be less effective (Blanchard, & Thacker, 2023). Critically, without a proper assessment of the training needs of employees, organizations may implement generic programs that do not address specific skills gaps or development areas. This can lead to wasted resources and minimal impact on employee performance. Last, employees may be overwhelmed with their regular duties and find it challenging to take time out for training. Balancing training with work responsibilities requires careful planning and support from management (Silberman, & Biech, 2015). Human capital theory Becker (1964) will be used in this paper. Human capital theory posits that investments in education and training enhance the productivity and performance of individuals. In the context of TFS, this means that training programs can be seen as investments in employees' skills and knowledge, leading to better performance in their roles.

2. LITERATURE REVIEW

Training

Training refers to the provision of learning and development opportunities to employees to enhance their job satisfaction, engagement, and overall performance in the workplace (Shahzadi, Javed, Pirzada, Nasreen & Khanam, 2014). It recognizes that employees' motivation and job satisfaction can be influenced not only by monetary rewards but also by opportunities for growth, skill enhancement, and career advancement.

In this context, training serves as a motivational tool by addressing employees' intrinsic needs for personal and professional development (Akhtar, Iqbal & Tatlah, 2017). It demonstrates that the organization values its employees' growth and invests in their potential. By offering training programs, the organization communicates a commitment to nurturing employees' talents, expanding their knowledge base, and equipping them with new skills relevant to their roles. In this study training is referred to as the systematic process of acquiring knowledge, skills, and competencies to improve an individual's performance in a specific job, task, or role. It is a purposeful and organized effort aimed at developing or enhancing the abilities of individuals, typically within an organizational or educational context.

Employees Performance

Employee performance refers to the assessment and evaluation of an individual's job-related behaviors, skills, competencies, and outcomes within an organizational context (Rodriguez, & Walters, 2017). It encompasses the ability of an employee to fulfil their assigned tasks, responsibilities, and goals effectively and efficiently. Employee performance is measured by considering various factors such as job knowledge, quality and quantity of work produced, problem-solving capabilities, teamwork, communication skills, adherence to organizational policies and procedures, punctuality, attendance, and overall contribution to the success of the organization (Carlos and Rodrigues, 2016). It is typically evaluated through performance appraisals or a review conducted by supervisors, managers, or the organization's designated evaluators. The assessment of employee performance helps organizations identify strengths, areas for improvement, and potential development needs to enhance individual and overall organizational performance.

In this study employee's performance refers to the extent to which an individual employee successfully accomplishes the goals, tasks, and responsibilities associated with their role within an organization. It is an assessment of how well an employee meets or exceeds the expectations set by the employer in terms of job-related skills, behaviors, and outcomes. Employee performance is a multifaceted concept that encompasses various dimensions, including job knowledge, productivity, communication skills, teamwork, and adherence to organizational values.

Human Capital Theory

According to Human Capital Theory by Becker (1964), training is seen as an investment in employees' skills and knowledge. Just as physical capital (like machinery and technology) enhances productivity, so does human capital. By improving employees' abilities and competencies through training, organizations can enhance their performance and productivity. The theory poses some assumptions like Individuals and organizations act rationally when making decisions about investments in human capital. They weigh the costs and benefits of education, training, and other forms of development to maximize their economic returns. Also, education, training, and health are viewed as investments that enhance an individual's productivity (Morris, Alvarez, Barney, & Molloy, 2017). Just as physical capital (machinery, equipment) requires investment to generate returns, so does human capital. Moreover, it assumes that the benefits of investing in human capital are realized over time. Individuals and organizations expect that the initial costs of education and training will be offset by future gains in productivity, earnings, and economic performance.

The human capital theory link with this study is that, training programs in TFS equip employees with specialized knowledge in areas like sustainable forest management, conservation techniques, and modern forestry technologies (Sawe, 2022). This specialized training ensures that employees can effectively manage forest resources, leading to better forest conservation and resource utilization. Also, raining helps employees understand best practices and efficient processes in forestry operations. Well-trained employees are more likely to perform their tasks correctly and efficiently, reducing errors and increasing overall productivity (Romao, Costa, & Costa, 2019), Investing in training shows employees that the organization values their development, leading to increased motivation and job satisfaction. Motivated employees are generally more committed and productive. Last, raining provides employees with opportunities for career advancement within

TFS, encouraging them to perform better to achieve higher positions and responsibilities. Human capital theory emphasizes that investments in education, training, and health improve individual capabilities, leading to increased productivity and value creation for organizations (Anosa, 2021). By promoting continuous learning and skill development, the theory supports enhanced employee performance, which translates into higher productivity and efficiency. Human capital theory encourages the development of dynamic capabilities, enabling employees and organizations to adapt to changing environments and innovate continuously. However, the theory suffers some critiques. Critics argue that the theory places too much emphasis on formal education and training, neglecting other forms of learning such as on-the-job experience, informal training, and tacit knowledge (Messmann, Segers, & Dochy, 2018). Moreover, the theory often assumes that more education and training automatically lead to higher productivity, without considering the quality of education or its relevance to the job market.

Almarashdah (2024) conducted research on how organizational culture affects the connection between work performance and employee training in Jordan. SmartPLS (PLS4) was utilized to examine the possibilities. The study's conclusions showed that employee performance is greatly impacted by staff training. A moderation study showed that there was a larger relationship between employee training and emotional job performance among workers for those with a higher degree of training perspective. In conclusion, this demonstrates that giving individuals advanced training will inspire them and that businesses will establish a positive atmosphere that will boost worker productivity.

Yeshitila, and Beyene (2019) investigated the impact of training on employees' output in a tech-focused academic environment. An administrative staff sample population from Ethiopia's Bahir Dar University who attended training in 2019 was chosen by simple random selection to collect data for this study's cross-sectional survey. 316 questionnaires were distributed and collected for the study. It was decided to evaluate the data using both inferential and descriptive statistics (Yeshitila, & Beyene 2019). Results: Statistics show that the delivery mode, needs assessment, training design, and evaluation all significantly improve workers' performance. The study's final recommendation was that human resource management increases the quantity and quality of the training program and properly implements its four phases to enhance the performance of staff at Bahir Dar University, particularly in technological institutions.

In Tanzania, NNKO and TIENG'O (2022) conducted research on the impact of employee performance and human resource training. The study used a descriptive correlation research design and a quantitative research approach. The 170 AICC employees who made up the study's population. Just 109 of the 119 respondents that were intended for the study's sample size actually took part in it. Structured questionnaires were used in the data collection process. Regression analysis and descriptive statistics were used to analyze the data. This study's primary goal was to evaluate how training approaches affected AICC employees' performance. The results of this study indicate that employee performance is significantly impacted by training approaches. Evaluating the impact of AICC employee performance on training policies was the second research goal. The results of this study indicate that employee performance is significantly impacted by human resource training policies. The study suggests that training resources, training policies, and human resource training methodologies have a substantial impact on improving employee performance at AICC based on its findings. According to this report, AICC should introduce training initiatives to raise worker productivity.

3. METHODOLOGY

Paradigm

The paper employed positivist research philosophy. Positivist philosophy, also known as positivism, is a school of thought in philosophy that emphasizes the importance of empirical evidence and scientific methods in the acquisition of knowledge (Alakwe, 2017). Positivist research focuses on collecting quantifiable data through observation and measurement. In studying the relationship between training and employee performance, this approach allows for the collection of objectives, numerical data, such as training hours, performance metrics, and productivity levels (Elnaga, & Imran, 2013). Moreover, positivist research often involves large sample sizes, which helps in generalizing the findings to a broader population (Hennink, & Kaiser, 2022). In the context of TFS, collecting data from various regions and departments ensures that the results are representative of the entire organization.

Approach

The use of predetermined study goals and inquiries that are all motivated by a conceptual framework was used to collect data. The quantitative technique was employed, according to Arghode (2012), since it improves validity, provides a more detailed and comprehensive picture of the study phenomenon, and may be used to account for errors, make more reliable inferences, and respond to a variety of research topics.

Design

The design for the study refers to the overall strategy you choose to arrange all of the study elements coherently and logically to properly address the research problem. It acts as a guide for collecting, evaluating, and interpreting data (Brownstein, Beggs, Homer, Merriman, Flannery, & Caskey, (2014). To analyze the effect of non-monetary incentives as an independent variable on enhancing employees' performance as the dependent variable. Therefore, the study used an explanatory design at TFS.

Population of the Study

The entire 84-person workforce at Headquarters made up the study's population. A study population is a group that is taken into account in statistical analysis. The research population is not just comprised of people. It is a collection of features that share a characteristic (Asiamah, Mensah, & Abayie, 2017) therefore, age, gender, marital status, educational level and experience are features of the population examined which have influence on how they perform subject to non-financial incentives induced to them

Sample Size and Sampling Procedures

Sampling is a method of choosing a subset of respondents from a population to have them take part in the study. Shapiro, & Xu, (2008). defined sample size as the number of units that were selected for data collection. For quantitative sampling the size of the sample is determined using Yamane (1967).

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

Where *n* is the Sample size, *N* is Population, *e* is the Level of Precision (Level of tolerance 5% =

0.05), and 1 is Constant.

$$n = \frac{84}{1+84(0.05)(0.05)}$$

$$n = \frac{84}{1.41}$$

$$n = 60 \text{ respondents}$$

Source: Yamane: 1967

Table 1: Sample Size of the Respondents

Respondents	P opulation	Sample
Senior managers	11	8
Middle managers	23	16
Other members of the staff	50	36
TOTAL	84	60

Source: Field Data (2023)

Sampling Techniques

The stratified sampling technique was employed in this study. The adoption of the stratified sampling methodology allows researchers to ensure a fair and representative selection of respondents from a larger population (Taherdoost, 2016). Within this approach, the population is divided into distinct subgroups or strata based on relevant characteristics or attributes pertinent to the study's objectives. From each stratum, samples are then meticulously chosen in proportion to their representation within the entire population.

Data Collection

To gather pertinent data for the study, it is crucial to identify and describe the primary data-gathering tool and technique (Khan, 2014). In this investigation, primary data were utilized. The primary data was gathered through interviews and observation. To gather data the study respondents were subjected to questionnaires where a researcher examined the effect of non-monetary incentives on Tanzania Forest Service's personnel's performance and questionnaires

Questionnaire

In this investigation, primary data were utilized. The primary data was gathered through structured questionnaires. To efficiently gather primary data from the intended respondents, a Likert-scaled questionnaire was created. According to Mugenda & Mugenda (2003), the benefits of questionnaires include anonymity, convenience, and time savings. According to Hair, Bush, and Ortinau (2000), the most important tools for gathering data for a survey are questionnaires. Thus, to save money and time and to make analysis easier due to their direct use, structured questionnaires were utilized using Self-administered processes. With the drop-and-collect method, the responder is given a questionnaire to complete at his or her own pace. According to Bernard (2006), using this method enables researchers to gather data from a sizable sample at a reasonable

price. Additionally, the drop-and-collect method offers space, confidentiality, and plenty of time to complete the questionnaires.

Data Analysis

Descriptive statistics were used to analyze data; Means, maximum, frequencies, means and standard deviations. Additionally, multiple regression analysis was used as well used to test the relationship between each of the independent variable training on employee performance at Forest services agency. Jahani, Kalantary, Moeinaddini, and Mand Khorasani (2021) claim that by looking at variables and presenting the link between the independent and dependent variable, linear regression analysis expands the scope of regression analysis. Utilizing regression, one can examine the relationship among two or more variables. If a change in one variable's value affects the value of the other variable, both of the variables are said to be linked. The term change in this context denotes an alteration in the variable's value.

Regression Model

$$Y_1 = \beta_0 + B_1 + \mathcal{E}$$

Where Y_1 = Dependent Variable EP

β_0 = Y – Intercept

B_1 = Slope of Line defined as ratio rise or change in X

$$Y_1 = \beta_0 + \beta_1 TR + \beta_2 PROM + \beta_3 TRGT + \mathcal{E}$$

Where: Y_1 = Dependent variable EP (Employee performance)

β_0 = Y-intercept

$\beta_1 - \beta_3$ = Slope of the Line defined as ratio rise or change in X

TR = Training

$\mathcal{E}$ = Error Term

Regression Assumptions

Ordinary least squares (OLS) regression presumptions are frequently taken into consideration in a basic regression equation. The primary presumptions were examined to ensure that the data met the requirements for analysis to meet the goals of the regression analysis. Kaur, Thomas, Desai Green, Lovell, Powell & Cook, (2008) and Park (2011). Investigations were conducted into five of Ordinary Least Square's fundamental hypotheses. Among these are multicollinearity, homoskedasticity, outlier, linearity, and normalcy.

Linearity Assumption

The relationship between the independent variables must be linear for regression to occur. For each increase in the predictor, the average value of the results variables follows a straight line. Using P-P graphs to demonstrate where they fall along the diagonal line, this assumption is verified (Steyerberg & Steyerberg, 2019).

Normality Assumption

The linear regression model presupposes a normally distributed distribution for the residuals

(differences between the observed and projected values). It is possible to check for normalcy using the histogram. The bell-shaped distribution of residuals, with a mean near 0 and an SD close to 1, should be obvious as proof that the residuals are distributed normally (Schmidt, & Finan, 018).

Outlier Assumption

Regression is predicated on the idea that residuals that fall beyond the histogram's three mean values are outliers. This is supported by Tabachnick and Fidell (2007), who assert that any number beyond the range of $|3|$ is an outlier. Outliers typically skew estimates for metrics like mean. The sum squares may also be changed by outliers to make them appear more extreme. Sum squares are typically used to determine the standard error. Therefore, if the sum square is skewed, the standard error is likely to be affected as well. the confidence interval's bias. The case value needs to be removed if an issue is found.

Homoskedasticity Assumption

The assumption behind regression is that the error term's variance is constant for all independent variable values. It is possible to determine if points are distributed rectangularly and evenly over all values of the independent variables by plotting the standardized residuals (often referred to as scatter plots) vs. the projected values. When the scatter plots take on a cone-like shape, homoscedastic data is present (Đalić, & Terzić, 2021). In this study data were homoscedastic.

Reliability

Cronbach's alpha was used as a technique to assess the internal consistency and dependability of the data collection instruments. Cronbach's alpha is a reliability coefficient that provides a fair assessment of the generalizability of data. The value of .7 is to be found as the value to be accepted.

Table 2: Reliability Test Results

S/N	Variable	Number of Items	Cronbach's Alpha
	Training	5	.7183
	Employees' Performance	5	.8492

Source: Data analysis, 2023

Validity

Validity refers to how closely the study's data reflects the variables. In other words, how the data are reliable and relevant to the outcomes. By pre-testing the research instruments, the external validity of the research instrument (questionnaire) was maintained. Before beginning the real field activity, a piloting test was conducted using the same research instruments on a separate but comparable sample of 15 respondents. Content, structural, and scale validity comments from the pretest were used to inform the design of data collection tools. Data validity was maintained by using the Content Validity Index (CVI).

4. RESULTS

Training Descriptive Statistics Results

The data represent responses to a survey or assessment that asked respondents to rate their perceptions of training related offered by Tanzania forest service's as non monetary incentives.

The data includes statistical measures such as the minimum, maximum, mean (average), and standard deviation for each statement. For the effect of training scale, descriptive statistics (minimum, maximum, mean and standard deviation) were computed (Table 4.6). To what extent have you participated in the on-the-job training had the highest score on the effect of training on employee's performance ($M = 2.47$, $SD = .724$) This was followed by to what extent have you participated in the on-the-job training? ($M = 2.42$, $SD = .686$). To what extent have you received opportunities for training received the lowest score on the effect of training ($M = 1.87$, $SD = .892$) followed by to what extent are you satisfied with the training opportunities provided ($M = 2.33$, $SD = .729$).

From the data, it's apparent that respondents generally rated their training experiences with moderate scores. Responses varied more for some questions (as seen by higher standard deviations) compared to others. For instance, the question about the alignment of training with job requirements (To what extent is the provided training aligned with your job requirements) had a relatively higher mean score, suggesting respondents perceived the training to be somewhat aligned with their job needs.

Table 3: Training Descriptive Statistics Results

	Min	Max	Mean	Std. Dev
To what extent have you received opportunities for training	1	3	1.87	.892
To what extent are you satisfied with the training opportunities provided	1	5	2.33	.729
To what extent have you participated in the on-the-job training?	1	5	2.42	.696
To what extent is the provided training aligned with your job requirements	1	5	2.47	.724
To what extent has the training enhanced your skills	1	5	2.31	.729

Source: Data Analysis, 2023

Employees' Performance Descriptive Statistics Results

The data represent responses to a survey or assessment that asked respondents to rate their perceptions of promotion related offered by Tanzania forest service's as non monetary motivation. The data includes statistical measures such as the minimum, maximum, mean (average), and standard deviation for each statement. For the effect of training scale, descriptive statistics (minimum, maximum, mean and standard deviation) were computed (Table 4.9). To what extent do you complete your assignment as scheduled received the highest score on the scale of employee's performance ($M = 2.78$, $SD = 1.059$) followed by to what extent are you satisfied with the quality of your work ($M = 2.72$, $SD = .940$). To what extent do you contribute to the team projects received the lowest score on the employee's performance dependent variable scale ($M = 2.52$, $SD = .833$) followed by to what extent do you achieve the best targets ($M = 2.53$, $SD = .712$)

Table 5: Employees' Performance Descriptive Statistics Results

	Min	Max	Mean	Std. Dev
To what extent do you complete your assignment as scheduled?	1	5	2.78	1.059
To what extent do you receive positive performance evaluations?	1	5	2.63	.823
To what extent do you achieve the best targets?	1	5	2.53	.712
To what extent are you satisfied with the quality of your work?	1	5	2.72	.940
To what extent do you contribute to the team projects	1	5	2.52	.833

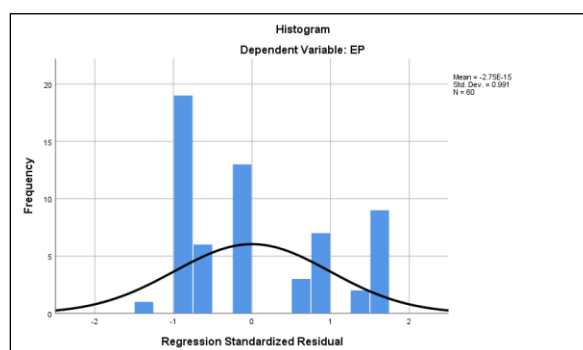
Source: Data Analysis, 2023

Regression Assumption Test Results

The distribution of residuals is represented by a bell-shaped curve in the histogram (figure 4.1). (Mean is close to 0 and SD close to 1, evidencing of a normal distribution of residuals). In addition, residuals plot along the diagonal line, as seen in Figure 4.2. Present the presence of outliers. As a result, there isn't much departure from the usual. The histogram (Figure 4.1) reveals that some of the residual values are outside $[-3]$, cutoff, indicating that there are outliers. Any value outside the cutoff of $[-3]$, according to Tabachnick and Fidell (2007), is an anomaly.

The diagonal dots in Figure 4.3 are speeded up along the diagonal line, indicating that the data is linear although some residuals are outside the line indicating outliers.

The case residual dots are dispersed rectangularly about zero (0) in Figure 4.3, implying homoscedasticity (equality of variance). As a result, there is no reason to suspect heteroscedasticity (unequal variance in the data).


Figure 1: Histogram

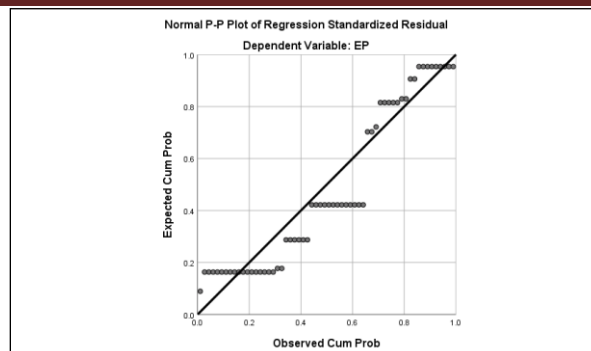


Figure 4.2 P – Plot of Regression Standardized Residual

Source: Data Analysis, 2023

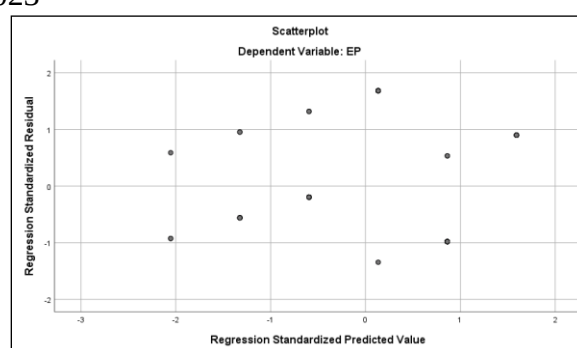


Figure 4.3 Scatter Plot

Source: Data Analysis, 2023

Regression Results

A linear regression analysis was carried out to estimate the effect of training (independent variable) on employee's performance (dependent variable). Results presented involved testing of model summary, ANOVA and Regression Coefficient Results.

Model summary

Table 5 shows the model summary result. The given model summary indicates that the independent variable (TR) is a strong predictor of the dependent variable (EP). The high R value (0.847) and R Square value (0.717) which is 71.7% demonstrate a strong correlation and a good proportion of explained variance, respectively. The adjusted R Square (0.712) being close to the R Square value further supports the model's robustness, suggesting minimal overfitting. Lastly, the standard error of the estimate (0.13208) signifies a reasonable level of prediction accuracy. Overall, the regression model appears to be effective in explaining and predicting the dependent variable based on the given independent variable.

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.717	.712	.13208
a. Predictors: (Constant), TR				
b. Dependent Variable: EP				

Source: Data Analysis, 2023

Analysis of Variance

Table 6 shows the ANOVA analysis results. The ANOVA results indicate that the regression model is highly significant. The regression sum of squares (2.558) is much larger than the residual sum of squares (1.012), suggesting that the model explains a substantial portion of the variance in the dependent variable (EP). The F-statistic (146.654) is significantly high, and the corresponding p-value (0.000) indicates that the independent variable (TR) is a significant predictor of the dependent variable (EP). Therefore, overall, the ANOVA table supports the conclusion that the regression model is statistically significant and that the predictor (TR) is effective in explaining the variability in the dependent variable (EP).

Table 6 Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.558	1	2.558	146.654	.000 ^b
	Residual	1.012	58	.017		
	Total	3.570	59			
a. Dependent Variable: EP						
b. Predictors: (Constant), TR						

Source: Data Analysis, 2023

Regression coefficient Results

Table 7 shows the regression coefficient results. The standardized coefficient (Beta) measures the strength and direction of the relationship between the independent variable (TR) and the dependent variable (EP) in standardized units. A Beta value of 0.847 indicates a strong positive relationship, with TR being a significant predictor of EP. The p-value for the constant tests the null hypothesis that the intercept is equal to zero. A p-value of 0.000 (typically reported as < 0.001) indicates that the intercept is statistically significant. The p-value for the TR coefficient tests the null hypothesis that the coefficient is equal to zero. A p-value of 0.000 indicates that the coefficient for TR is statistically significant, reinforcing the conclusion that TR is a significant predictor of EP. VIF measures the degree of multicollinearity. A VIF value of 1.000 also suggests no collinearity issues, confirming that the independent variable TR is not correlated with other predictors (since it's the only predictor).

Table 7: Regression Coefficient Results

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.086	.287		3.789	.000		
	TR	.759	.063	.847	12.110	.000	1.000	1.000

a. Dependent Variable: EP

Source: Data Analysis, 2023

5. DISCUSSION

Training and development initiatives play a crucial role in enhancing the skills, knowledge, and performance of employees in various organizations. In the context of the Tanzania Forest Services Agency (TFS), the impact of training on employee performance holds significance due to the nature of the agency's responsibilities in forestry management and conservation. This study found that training is positive and significantly effecting employees' performance. The finding is supported by the theory which states that the acquisition of new skills, knowledge, and competencies through training initiatives directly influences and enhances an employee's overall job performance (Kaleem, 2019). This theory underscores that providing employees with targeted training opportunities can lead to improved job-specific skills, increased productivity, higher job satisfaction, and a greater ability to meet organizational objectives. Similarly Imbahale (2016) found that employees enjoy non-cash incentives and desire the company to offer them a variety of these rewards. Moreover, Ayitey and Boateng (2020) also found that there is a positive and significant relationship between non-financial incentives and employee performance at Zenith Bank , training receiving the highest score.

However, Sittenthaler and Mohnen's (2020) For instance, men tend to exhibit notably better performance when enticed by monetary rewards as opposed to non-monetary ones. Conversely, women tend to achieve higher performance results when motivated by non-monetary incentives. Therefore, TFS has to focus on proper incentives based on gender in order to get required employees' performance.

The management and preservation of the nation's forest resources are hence the responsibility of the Tanzania Forest Services Agency. Continuous training is crucial given the dynamic and complicated challenges in the field of forestry to give staff members the tools and knowledge to handle new problems. The agency's goal depends on a broader awareness of sustainable forestry practices, which is fostered by training that also improves technical skills. The technical subjects covered by TFS's training programs are probably forest inventory, wildlife conservation, forest fire management, and sustainable harvesting techniques. Employees can get modern knowledge and skills through these programs, helping them to do their jobs well. For instance, instruction in contemporary forestry methods can result in enhanced forest assessment accuracy and more effective resource management.

Giving employees the chance to advance professionally conveys to them that their employer cares

about their development. Higher levels of job satisfaction and motivation can result from this. Employees who believe that their professional growth is valued are more likely to be committed to their jobs and the objectives of the organization. Although training has many advantages, difficulties could still occur. Financial limitations, logistical problems with training delivery to remote locations, and the requirement for ongoing material upgrades to stay abreast of market developments are a few examples. The management of resources and strategic planning are necessary to meet these problems.

Performance metrics should be set before and after training programs to evaluate the impact of training on employee performance at TFS. Improvements in the accuracy of forest management, a decrease in incidents involving forests, and increased participation in community initiatives may all be included in these measurements. The organization can measure the practical advantages of training by monitoring these results.

6. CONCLUSION

The correlation coefficient (R) of 0.847 indicates a strong positive relationship between training and employee performance. This suggests that as training increases, employee performance also improves significantly. The R Square value of 0.717 indicates that 71.7% of the variance in employee performance can be explained by the amount of training received. This high value demonstrates that training is a major factor in determining employee performance levels. The regression model is statistically significant, as evidenced by the F-statistic of 146.654 and a p-value of 0.000. This confirms that the relationship between training and employee performance is not due to chance and is statistically valid. The training coefficient's t-value of 12.110 and corresponding p-value of 0.000 further substantiate the significant impact of training on employee performance. The unstandardized coefficient for training (0.759) indicates that each unit increase in training results in an increase of 0.759 units in employee performance, highlighting the substantial impact of training programs. The findings provide strong evidence that training is a critical factor influencing employee performance in Tanzania Forest Services. The significant positive correlation, the high proportion of variance explained, and the statistical significance all point to the effectiveness of training programs in enhancing employee performance

7. RECOMMENDATIONS

Based on the analysis of the relationship between training (TR) and employee performance (EP) in Tanzania Forest Services, several recommendations can be made to enhance employee performance through effective training programs. It is advised that there should be allocation sufficient funds specifically for training and development programs to ensure all employees have access to necessary training resources. Also, conduct regular assessments to identify current skill gaps and future training needs. Tailor training programs to address these specific needs. Moreover, develop customized training modules that cater to the specific job roles and responsibilities within the organization. Lastly, establish mentorship programs where experienced employees can guide and support less experienced staff, fostering a culture of continuous learning and improvement.

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