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Effect of Employee Training on Institutional Performance at the High Court of Tanzania, Moshi Zone

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Abstract: ***High levels of institutional performance are essential for public institutions to deliver quality services, operate efficiently, secure employee commitment, and resolve cases on time. This study investigated the impact of employee training on institutional performance at the High Court of Tanzania, Moshi Zone. Using a convergent mixed-methods design, the study collected qualitative and quantitative data concurrently. The study targeted all 143 employees of the High Court of Tanzania, Moshi Zone, using a census sampling approach. The study also purposively selected three key informants: one Judge, one Deputy Registrar, and one Court Administrator. The study collected quantitative data using structured questionnaires and qualitative data through interview guides. Experts at Mwenge Catholic University reviewed the research instruments to establish validity, and a pilot study with individuals outside the main study group assessed instrument suitability. Cronbach's alpha of 0.955 confirmed the reliability of the quantitative Likert-scale items, indicating excellent internal consistency. Triangulation enhanced the credibility of qualitative data. The study analysed quantitative data using descriptive statistics (frequencies, percentages, means, standard deviations) and inferential statistics (multiple linear regression) in SPSS Version 27, while analysing qualitative data thematically. The study observed ethical principles throughout, ensuring confidentiality, anonymity, voluntary participation, and protection from harm. Descriptive results indicated that employees rated the contribution of employee training to institutional performance as very high (grand mean = 4.5). Statistical analysis revealed that induction training (p = 0.001), on-the-job training (p = 0.001), coaching (p = 0.001), and mentoring (p = 0.001) each had a statistically significant positive effect on institutional performance. The study concluded that employee training significantly improves institutional performance at the High Court of Tanzania, Moshi Zone. The study recommends that the High Court strengthen induction training, expand on-the-job training opportunities, and establish regular coaching and mentoring programmes to enhance employee competencies, work efficiency, service quality, and overall institutional performance.***

Key Words: ***Employee Training, Induction Training, On-the-Job Training, Coaching, Mentoring, Institutional Performance.***

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Nomenclature:
SPSS: Statistical Package for the Social Sciences
VIF: Variance Inflation Factor
T&D: Training and Development
MWECAU: Mwenge Catholic University
ANOVA: Analysis of Variance

I. INTRODUCTION

Institutional performance describes how well an institution achieves its objectives by using its resources effectively and efficiently (Armstrong & Taylor) [1]. It is important in public institutions and in judicial systems since it has an effect on the quality of service delivered, operational efficiency, employee commitment, productivity, and the timely disposal of cases (Daft) [2]. High institutional performance increases public confidence in those institutions, but poor performance can lead to service delays, inefficiency, and a buildup of cases. Although many reforms have aimed to improve service delivery, many public institutions worldwide still face performance problems that obstruct their organisational goals (World Bank) [3].

Employee training is widely recognized as an important strategy for improving institutional performance in developed countries such as the United Kingdom, Germany, and Australia. Through training, employees gain the knowledge, skills, competencies, and efficiency needed to perform their jobs effectively and deliver quality service (Noe) [4]. Larah et al. [5] noted that employee training enhances organizational performance by improving employee productivity and service quality. Neserian et al. [6] argued that training programmes in the United Kingdom improved employee competencies and institutional performance. Similarly, Slavić and Berber [7] reported that organisations in Germany with well-developed training and development activities achieved higher productivity and service quality.

Institutional performance remains a major concern in many African public institutions, particularly in the judicial and government sectors, where service delays, inefficiency, low productivity, and case backlogs continue to affect service delivery. In Nigeria, Kelvin et al. [8] noted that public organisations faced performance challenges linked to limited employee competencies, prompting increased investment in training and career development programmes to improve organisational performance. In Ethiopia, public institutions have increasingly adopted employee training and capacity-building initiatives to address inefficiency and improve service delivery within government organizations (Ayalew and Workneh) [9]. Similarly, in Kenya, Ismael et

al. [10] reported that inadequate employee development opportunities limited organisational effectiveness, leading institutions to strengthen training and development programmes to enhance employee performance and institutional effectiveness.

In Tanzania, public institutions, including courts, continue to face performance challenges such as case backlog, delays in service delivery, and increasing demand for quality services. In Dar es Salaam Region, the growing number of cases and administrative demands have contributed to delays in case disposal and service delivery within public institutions (Mwaluko et al.) [11]. In Arusha Region, Kisokola et al. [12] reported that public institutions experienced performance challenges related to employee capability gaps, prompting the adoption of training programmes to enhance institutional performance. Similarly, in Tanga Region, Kisasilla and Mutarubukwa [13] noted that the Tanzania Revenue Authority implemented training and development programmes to improve employees' job-related skills and work performance. In response to such challenges, the Government of Tanzania has continued to invest in employee training and professional development programmes to strengthen employees' competencies and improve institutional performance across the public sector.

High institutional performance is essential for ensuring quality service delivery, operational efficiency, employee commitment, and timely case disposal within public institutions. However, judicial institutions in Tanzania continue to face performance challenges, including case backlogs, delays in service delivery, inefficient work, and increasing demand for quality judicial services (Mwaluko et al., 11; Kisokola et al.) [12]. Although these challenges stem from several factors, including inadequate financial resources, limited technological infrastructure, insufficient staffing, weak organisational systems, and leadership practices, employee training remains a key human resource strategy for enhancing employees' knowledge, skills, competencies, and work efficiency (Isangula et al.) [14]. To strengthen institutional performance, the Judiciary of Tanzania has implemented various training programmes, including induction training, on-the-job training, coaching, mentoring, workshops, seminars, refresher courses, online training, and study tours, to improve employees' professional competence, service delivery, and case management (URT) [15]. Despite these initiatives, institutional performance problems persist, suggesting the need to examine whether employee training improves institutional performance in the judicial context. Previous studies in Tanzania have reported a positive relationship between employee training and organisational performance (Kisasilla & Mutarubukwa, 13a; Kisokola et al., 12a), but they were conducted in institutions such as the Tanzania Revenue Authority and the President's Office–Public Service Management and Good Governance. Consequently, little empirical evidence exists regarding the effect of employee training on institutional performance in judicial institutions, particularly at the High Court of Tanzania, Moshi Zone. This contextual gap justifies the present study, which assesses the effect of employee training on institutional performance at the High Court of Tanzania, Moshi Zone.

The findings are significant for employees because they show that training enhances knowledge, skills, competencies, commitment, and overall job performance, enabling more effective service delivery. For administrators, the results offer practical insights into how employee training improves institutional performance and inform decisions about employee development programmes. The findings also provide empirical support for Herzberg's Two-Factor Theory by confirming that opportunities for growth, learning, and professional development motivate employees and enhance performance and organisational effectiveness. Additionally, this study provides empirical evidence on the relationship between employee training and institutional performance within the judicial sector, enriching the literature on human resource management and organisational performance.

II. LITERATURE REVIEW

Frederick Herzberg developed Two-Factor Theory and first published it in 1959 in his book *The Motivation to Work*. The theory explains the factors that influence employee motivation and job satisfaction. Herzberg argued that employee satisfaction and dissatisfaction depend on two distinct sets of factors: motivators and hygiene factors. Motivators, also known as intrinsic factors, include achievement, recognition, responsibility, advancement, growth, and opportunities for personal development; they create job satisfaction and motivate employees to perform better. Hygiene factors, also known as extrinsic factors, include salary, working conditions, organisational policies, supervision, job security, and interpersonal relationships; their absence leads to dissatisfaction, although their presence does not necessarily create satisfaction. The theory assumes that job satisfaction and job dissatisfaction are separate dimensions rather than opposite ends of the same continuum; that employees are primarily motivated by intrinsic factors related to the nature of the work itself; that the removal of dissatisfaction does not automatically result in satisfaction; and that organizations can improve employee performance by enhancing motivators while maintaining adequate hygiene factors.

Herzberg's Two-Factor Theory has several strengths. First, it distinguishes between factors that cause job satisfaction and those that cause job dissatisfaction, enabling organizations to address both aspects effectively (Herzberg, Mausner & Snyderman) [16]. Second, it emphasises intrinsic motivators such as achievement, recognition, and personal growth, which enhance employee commitment and performance (Herzberg) [17]. Third, the theory has practical relevance in human resource management because it guides managers in designing effective motivation, recognition, training, and employee development programs that improve organisational performance (Kudaibergenov et al.) [18].

Herzberg's Two-Factor Theory has some limitations. First, it assumes that the same motivational factors influence all employees equally, yet employees differ in their needs, values, and expectations. Second, the theory pays limited attention to individual and situational factors, such as organisational culture, personality, and economic

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conditions, that may influence employee motivation and performance. As a result, the theory may oversimplify the complex nature of employee motivation by focusing mainly on motivators and hygiene factors (Ozsoy) [19].

Herzberg's Two-Factor Theory is relevant to this study because it explains how employee training can motivate employees and enhance satisfaction, commitment, and performance. According to the theory, opportunities for personal growth, advancement, achievement, and professional development are intrinsic factors that motivate employees to perform effectively Riyanto et al., [20]. In the context of the High Court of Tanzania, Moshi Zone, employee training such as induction training, coaching, mentoring, workshops, seminars, short courses, and study tours provides employees with knowledge and skills that improve their competence and productivity. The theory therefore provides a useful framework for understanding how investment in employee training and development can improve institutional performance. Consequently, Herzberg's Two-Factor Theory supports the study's proposition that provision of employee training positively influences institutional performance.

A. Empirical Review

Employee training plays a vital role in enhancing institutional performance by equipping employees with the necessary knowledge, skills, and competencies to perform their duties effectively. Continuous professional development not only boosts individual productivity and job satisfaction but also improves the organisation's overall efficiency, innovation, and competitiveness.

Al-Nuseirat [21] explored the impact of effective training on institutional performance in Dubai's Public Sector. The study used a cross-sectional survey design and a mailed questionnaire, surveying 180 employees. The findings showed that well-structured training programs improved employee competencies, motivation, and task efficiency, which in turn improved institutional performance. Although the findings showed that effective training enhances employee competencies and institutional performance in Dubai's public sector, the study's context-specific focus limits its generalizability to settings like Tanzania. Additionally, the cross-sectional design and reliance on questionnaires alone may have overlooked long-term impacts and in-depth perspectives. To address these gaps, the current study focused on Tanzanian judicial institutions, used a mixed-methods approach, and incorporated qualitative insights to provide a more comprehensive, contextually relevant understanding of how employee training influences institutional performance.

Fita et al. [22] examined how training and career opportunities affect public organisations' performance in Nigeria. The study used a descriptive survey design. Participants included 206 randomly selected customs administration employees. The study collected data through a questionnaire. The findings revealed the importance and impact of career management and employee training on public organisation effectiveness and performance. While the study highlighted the positive relationship between training, career development, and institutional performance, it was limited by its reliance on quantitative data only, which may have missed deeper contextual insights. Moreover, focusing on a single public institution may limit its broader applicability. The current study addressed these limitations by using a mixed-methods approach and focusing on judicial institutions in Tanzania, allowing for a more comprehensive and context-specific understanding of how employee training influences institutional performance.

Slavić & Berber [7] examined how training practices improve institutional performance in selected Danube Region countries. The research used data from the Cranet 2015/16 international survey of HR practices and applied several statistical techniques to provide a comparative overview of training and development practices in selected Danube Region countries. The statistical analysis used descriptive statistics, t-tests, Spearman's correlation, and ordinal logistic regression. The theoretical and empirical exploration concluded that organisations with more developed T&D activities achieve higher productivity and service quality. While the findings confirmed that well-developed training and development (T&D) activities improve productivity and service quality, the study was primarily comparative. It relied on secondary data, which may not fully capture sector-specific institutional dynamics. To address these limitations, the current study used primary data and a mixed-methods approach within Tanzanian judicial institutions, offering a more context-specific, practical understanding of how training practices influence institutional performance.

Kisasilla & Mutarubukwa [13] examined how training and development programmes affect staff performance at the Tanzania Revenue Authority in the Coast Region. The study used a cross-sectional survey design. The study was conducted at TRA Coast Region, where 92 respondents from a population of 120 senior and operational employees participated in a randomly and stratified sampled study. The study was guided by transformative learning theory. A descriptive research design was employed. The study used questionnaires and interview questions to collect data. Findings suggest that on-the-job training at TRA allows employees to acquire specific job- related skills in a real work environment. However, the study was limited to one government agency and focused mainly on skill acquisition without fully exploring the broader impact on institutional performance. The current study examined training's role within judicial institutions and used a mixed-methods approach to capture individual and organisational outcomes more comprehensively.

Kisokola et al. [12] investigated the effect of on-the-job training on institutional performance: Insights from Tanzania's public service management and good governance office in Arusha, Tanzania. Using a pragmatic philosophy and a mixed-methods approach, the study collected data from 189 respondents and five key informants through questionnaires and interviews. The results showed that coaching has a positive but limited effect on institutional performance. However, the study focused narrowly on coaching. It did not explore other forms of training or their broader organisational effects. The current study addressed this gap by examining a wider range of employee training within judicial institutions and assessing their

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comprehensive influence on institutional performance using both qualitative and quantitative data.

III. METHODOLOGY

This study adopted a convergent mixed-methods design and collected qualitative and quantitative data concurrently. The target population comprised 143 employees of the High Court of Tanzania, Moshi Zone. The study used census sampling to include all 143 employees and purposively selected three key informants for interviews: one Judge, one Deputy Registrar, and one Court Administrator. The study used two instruments: structured questionnaires for quantitative data and interview guides for qualitative data. Experts from Mwenge Catholic University (MWECAU) reviewed the instruments to establish their validity. The study conducted a pilot study among individuals not included in the main study to test the instruments' suitability at Siha District Court. The reliability of the quantitative Likert-scale items was assessed using Cronbach's Alpha, yielding a coefficient of 0.955, indicating excellent internal consistency, while triangulation enhanced the trustworthiness of qualitative data.

Quantitative data were analysed using descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential statistics, including multiple linear regression, using the Statistical Package for the Social Sciences (SPSS) Version 27. Multiple linear regression assessed the effect of four employee training dimensions- induction training, on-the-job training, coaching, and mentoring- on institutional performance. The regression model was specified as follows:

$$Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 4X4 + \varepsilon \qquad (1)$$

Where: Y = Institutional Performance, β_0= Constant (Intercept), X_1 = Induction Training, X_2 = On-the-job Training, X_3 = Coaching, X_4 = Mentoring, β_1, β_2, β_3, β_4 = Regression coefficients, ε = Error term. Qualitative data were analysed using thematic analysis, in which interview responses were transcribed, coded, grouped into themes, and interpreted to complement the quantitative findings. Throughout the study, ethical principles were observed by obtaining informed consent from participants, ensuring voluntary participation, maintaining confidentiality and anonymity, and protecting participants from any potential harm during the research process.

IV. FINDINGS AND DISCUSSION

This section presents and discusses the study's findings on the effect of employee training on institutional performance at the High Court of Tanzania, Moshi Zone. The study objective and hypothesis guide the presentation of findings. The study presents quantitative findings using frequencies, percentages, means, and multiple linear regression results, while integrating qualitative findings to support and enrich the interpretation of the quantitative results. The discussion links the findings to Herzberg's Two-Factor Theory and existing empirical literature to draw meaningful conclusions about the role of employee training in enhancing institutional performance.

A. Return Rate of Instruments

The study distributed 143 questionnaires to employees of the High Court of Tanzania, Moshi Zone, and collected 127 completed questionnaires, representing an 88.8 per cent response rate. In addition, we successfully conducted all three planned key informant interviews with one Key Informant 3, one Key Informant 1, and one Key Informant 2. The high response rates indicate strong participation and provided sufficient data for analysis. A response rate of 75% or above is considered adequate for data analysis and generalisation of findings. Therefore, the response rates achieved in this study were considered satisfactory and enhanced the reliability and credibility of the study findings.

B. Demographic Characteristics of Respondents

Demographic characteristics were analysed to profile the respondents and determine whether they had the relevant attributes and experience needed to provide reliable information on the effect of employee training on institutional performance. The characteristics examined included gender, age, highest level of education, and work experience. These variables matter because they shape employees' perceptions and experiences of training and institutional performance. Table I presents respondents' demographic characteristics.

Table I: Demographic Characteristics of Respondents (n=127)

Category	Category	f	%
Gender	Male	57	44.9
Gender	Female	70	55.1
Highest level of education	Certificate	21	16.8
Highest level of education	Diploma	35	28.0
Highest level of education	Bachelor's Degree	57	45.6
Highest level of education	Master's Degree	11	8.8
Highest level of education	Doctoral Degree	1	0.8
Work experience	Below 2 years	7	5.6
Work experience	2-4 years	30	24.2
Work experience	5 – 9 years	31	25.0
Work experience	10 years and above	56	45.2
Age	Below 20 years	3	2.5
Age	20–29 years	14	11.8
Age	30–39 years	57	47.9
Age	40–49 years	39	32.8
Age	50 years and above	6	5.0

Source: Field Data (2026)

Table I shows that of 127 respondents, 55.1% were female and 44.9% were male. These results indicate that female employees constituted the majority of respondents. The representation of both genders suggests the study captured views from male and female employees on how employee training affects institutional performance. The results align with Kisasilla and Mutarubukwa [13], who emphasised that including employees from diverse demographic backgrounds enhances the credibility and comprehensiveness of findings related to training and employee performance.

Table I shows that most respondents (45.6%) held a Bachelor's Degree, followed by 28.0% with a Diploma and 16.8% with a Certificate. Furthermore, 8.8% of respondents held a Master's Degree, while only 0.8% possessed a Doctoral Degree. These results indicate that most respondents were well educated and therefore capable of providing reliable information concerning employee training and institutional performance. These results align with those

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reported by (Ibid), who found that employees with higher educational qualifications were better positioned to understand and evaluate training initiatives and their contribution to organisational performance.

Table I shows that 45.2% of respondents had 10 years or more of work experience, 25.0% had 5 to 9 years, and 24.2% had 2 to 4 years. Only 5.6% of respondents had less than two years of work experience. These results suggest that most respondents had substantial work experience, enabling them to provide informed views on employee training and institutional performance. These results align with Kisasilla and Mutarubukwa [13], who found that employees with longer work experience better understood institutional training programmes and their influence on employee performance.

Table I shows that most respondents (47.9%) were aged 30 to 39 years, followed by 32.8% aged 40 to 49 years. In addition, 11.8% of respondents were aged 20 to 29 years, while 5.0% were 50 years and above. Only 2.5% of respondents were below 20 years of age. These results suggest that most respondents were in the productive working-age group and therefore likely had adequate experience and understanding of employee training and its influence on institutional performance. These results align with Ismael et al. [10], who reported that employees in the active working-age group were more likely to participate in training programmes and contribute effectively to organisational performance.

C. Extent to Which Provision of Employee Training Affects Institutional Performance

This section presents employees' perceptions of how employee training affects institutional performance at the High Court of Tanzania, Moshi Zone. The analysis focuses on various aspects of employee training and their perceived contribution to quality service delivery, work efficiency, employee commitment, continuous learning, and reduction of case backlog. Table II presents the results.

Table II: Employees' Responses on the Extent to Which Provision of Employee Training Affects Institutional Performance at the High Court of Tanzania in Moshi Zone (n=127)

S/N	Employee Training Statements	VLE	VLE	LE	LE	ME	ME	HE	HE	VHE	VHE	Mean
S/N	Employee Training Statements	f	%	f	%	f	%	f	%	f	%	
i	To what extent does induction training improve quality service delivery at the court?	0	0.0	0	0.0	2	1.6	59	46.8	65	51.6	4.5
ii	To what extent does on-the-job training reduce case backlog through improved work efficiency?	0	0.0	0	0.0	5	4.0	52	41.9	67	54.0	4.5
iii	To what extent does coaching strengthen employee commitment to court duties?	0	0.0	0	0.0	4	3.2	48	38.1	74	58.7	4.5
iv	To what extent does mentoring improve quality service delivery through better professional guidance?	0	0.0	0	0.0	5	4.0	49	39.2	71	56.8	4.5
v	To what extent do workshops reduce case backlog by improving employees' practical skills?	3	2.4	0	0.0	2	1.6	34	27.2	86	68.8	4.6
vi	To what extent do seminars and conferences improve quality service delivery through updated knowledge?	0	0.0	0	0.0	5	4.0	33	26.4	87	69.6	4.6
vii	To what extent do short courses reduce case backlog by improving competence in job tasks?	0	0.0	0	0.0	5	4.0	44	35.5	75	60.5	4.5
viii	To what extent does refresher training strengthen employee commitment and work consistency?	0	0.0	0	0.0	4	3.2	43	34.4	78	62.4	4.5
ix	To what extent does online training improve quality service delivery through continuous learning?	2	1.6	0	0.0	4	3.2	44	34.9	76	60.3	4.5
x	To what extent do study tours/exchange programs reduce case backlog by adopting better work practices?	0	0.0	0	0.0	4	3.2	36	28.8	85	68.0	4.6
	Total											4.5

Source: Field Data (2026)

Note: *The interpretation of mean scores was based on a five-point Likert scale where 1.00–1.80 represented Very Low Extent (VLE), 1.81–2.60 Low Extent (LE), 2.61–3.40 Moderate Extent (ME), 3.41–4.20 High Extent (HE), and*

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4.21–5.00 Very High Extent (VHE).

To complement the quantitative findings in Table 3, we thematically analysed qualitative data from key informant interviews to provide deeper insights into how employee training influences institutional performance at the High Court of Tanzania, Moshi Zone. Table III presents the identified themes, codes, and the key informants who supported each theme.

Table III: Themes, Codes and Key Informants' Views on the Extent to Which Provision of Employee Training Affects Institutional Performance

Theme	Codes/Sub-themes	F	%	Key Informants
Workshops	Practical skills, work efficiency	2	66.7	KI1, KI2
Study tours/Exchange	Best practices, case management	2	66.7	KI1, KI3
Induction training	Orientation, service delivery	2	66.7	KI2, KI3
On-the-job training	Job skills, work efficiency	2	66.7	KI1, KI3
Short courses	Competence, job performance	2	66.7	KI1, KI2
Online training	Continuous learning, service delivery	2	66.7	KI2, KI3
Refresher training	Commitment, work consistency	2	66.7	KI1, KI3

Source: *Field Data (2026).* ***Note:*** *KI1 = Key Informant 1, KI2 = Key Informant 2, KI3 = Key Informant 3*

Table IV shows that the key informants consistently identified various forms of employee training as important contributors to institutional performance. The interview themes included workshops, study tours/exchange programmes, induction training, on-the-job training, short courses, online training, and refresher training. Two of the three key informants supported each theme (66.7%), indicating consistent views that employee training improves work efficiency, service quality, employee commitment, continuous learning, and reduces case backlog.

Table 3 shows that 96.8% of employees indicated that study tours/exchange programmes reduce case backlog to a great extent and to a very great extent by adopting better work practices. In comparison, 3.2% indicated a moderate extent. The mean score of 4.6 indicates that employees acknowledged, to a very great extent, that study tours/exchange programmes affect institutional performance by reducing case backlog through the adoption of better work practices. This implies that study tours/exchange programmes facilitate the adoption of better work practices, thereby reducing case backlog and improving institutional performance. The results align with what key informants shared during face-to-face interviews. Key Informant 1 commented:

Study tours expose employees to different working environments and best practices that our institution can adapt. Through these visits, employees learn more efficient approaches to case management and service delivery, which helps improve operational performance and reduce unnecessary delays in handling cases (Interview: Key Informant 1: 30th April, 2026).

Similarly, a Key Informant 3 stated:

Exchange programmes give employees opportunities to learn from institutions that have achieved positive results in managing court operations. The knowledge and experience gained enable employees to adopt improved work practices that support timely case disposal and better institutional performance (Interview: Key Informant 3: 30th April, 2026).

The key informants' information implies that study tours and exchange programmes enable employees to adopt improved work practices that enhance efficiency and reduce case backlog. The interview results align with Herzberg's Two-Factor Theory, which posits that opportunities for learning, professional growth, and knowledge acquisition motivate employees to perform more effectively. The extent to which employees indicated that study tours and exchange programmes reduce case backlog by adopting better work practices supports the theory's view that employee development enhances institutional performance. The findings also concur with (*ibd*), who found that training and career development enhance employee effectiveness and improve the performance of public organizations.

Table III shows that 98.4% of employees indicated that induction training improves service delivery quality to a high or very great extent. In comparison, 1.6% indicated a moderate extent. The mean score of 4.5 indicates that employees acknowledged, to a very great extent, that induction training affects institutional performance by improving service delivery quality. This implies that induction training equips employees with the knowledge and orientation needed to improve service delivery quality and institutional performance. These results are supported by comments from Key Informant 3, who stated:

Induction training helps newly recruited employees understand court procedures, ethical standards, and institutional expectations from the start of their employment. This understanding helps them perform their responsibilities correctly and consistently, improving the quality of services provided to court users (Interview: Key Informant 3: 30th April, 2026).

Similarly, a Key Informant 2 commented: "*Employees who receive induction training become familiar with organizational systems, work procedures, and reporting requirements at an early stage. This orientation minimizes operational errors, promotes efficiency, and enables employees to provide services in accordance with institutional standards*" (Interview: Key Informant 2: 30th April, 2026). The key informants' information suggests that induction training provides employees with the knowledge and orientation needed to deliver quality services and improve institutional performance. The findings are consistent with Herzberg's Two-Factor Theory, which holds that training and professional development motivate employees to perform more effectively. The extent to which employees indicated that induction training improves service quality supports the theory's view that employee development enhances institutional performance. The findings also align with (ibd), who found that well-structured training programmes enhance employee competencies and improve institutional performance by increasing efficiency and service quality.

Table III shows that 95.9% of employees indicated that on-the-job training reduces case backlog through improved work efficiency to a high extent or very great extent. In

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comparison, 4.0% indicated a moderate extent. The mean score of 4.5 indicates that employees acknowledged, to a very great extent, that on-the-job training affects institutional performance by reducing case backlog through improved work efficiency. This implies that on-the-job training enhances employees' work efficiency, thereby reducing case backlog and improving institutional performance.

These results are supported by comments from Key Informant 1, who stated: "*On-the-job training allows employees to acquire practical skills while performing their daily responsibilities. Through continuous guidance and hands-on experience, employees become more competent in handling court processes, which improves work efficiency and helps minimize delays in case management*" (Interview: Key Informant 1: 30th April, 2026). Similarly, a Key Informant 3 commented: "*Employees who receive on-the-job training gain a better understanding of court procedures and operational requirements. This enables them to execute their duties more accurately and efficiently, which contributes to faster case processing and improved institutional performance*" (Interview: Key Informant 3: 30th April, 2026).

The key informants' information suggests that on-the-job training strengthens employees' practical skills and work efficiency, reducing case backlog and improving institutional performance. The findings are consistent with Herzberg's Two-Factor Theory, which holds that training and professional development motivate employees to perform more effectively. The extent to which employees indicated that on-the-job training reduces case backlog by improving work efficiency supports the theory's view that employee development enhances institutional performance. The findings also align with Kisasilla and Mutarubukwa (13), who found that on-the-job training helps employees acquire job-related skills that improve work performance and organisational effectiveness.

Table III shows that 96.0% of employees indicated that short courses reduce case backlog to a great extent and to a very great extent by improving competence in job tasks. In comparison, 4.0% indicated a moderate extent. The mean score of 4.5 indicates that employees acknowledged, to a very great extent, that short courses affect institutional performance by reducing case backlog through improved competence in job tasks. This implies that short courses enhance employees' competence in job tasks, thereby reducing case backlog and improving institutional performance. These results are supported by comments from a Key Informant 2, who stated:

Short courses provide employees with specialised knowledge and practical skills directly related to their job responsibilities. The competencies acquired enable employees to perform assigned duties more accurately and efficiently, which contributes to timely case processing, reduced delays, and improved institutional performance (Interview: Key Informant 2: 30th April, 2026).

Similarly, a Key Informant 1 commented:

Short courses expose employees to updated procedures, regulations, and professional practices that are relevant to their daily responsibilities. As employees become more competent in performing job tasks, they can handle court processes more efficiently, supporting timely service delivery and helping reduce case backlog within the institution (Interview: Key Informant 1: 30th April, 2026).

The key informants' information suggests that short courses strengthen employees' competence in job tasks, improving work efficiency and reducing case backlog. The findings are consistent with Herzberg's Two-Factor Theory, which holds that training and professional development motivate employees to perform more effectively. The extent to which employees indicated that short courses reduce case backlog by improving competence in job tasks supports the theory's view that employee development enhances institutional performance. The findings also concur with Ismael et al. [10], who found that training and development initiatives enhance employees' knowledge and skills, leading to improved organizational effectiveness.

Table III shows that 96.8% of employees indicated that refresher training strengthens employee commitment and work consistency to a high extent or a very great extent. In comparison, 3.2% indicated a moderate extent. The mean score of 4.5 indicates that employees acknowledged, to a very great extent, that refresher training affects institutional performance by strengthening employee commitment and work consistency. This implies that refresher training enhances employee commitment and work consistency, thereby improving institutional performance. These results are supported by comments from Key Informant 1, who stated:

Refresher training helps employees update their knowledge and reinforce the skills they need to perform their duties effectively. As employees become more confident and competent, they show greater commitment to organisational goals and execute their responsibilities consistently (Interview: Key Informant 1: 30th April, 2026).

Similarly, a Key Informant 3 commented:

Regular refresher training helps employees remain familiar with current procedures, regulations, and professional standards. This continuous reinforcement encourages employees to remain dedicated to their duties and promotes consistent service delivery, which is essential for improved institutional performance (Interview: Key Informant 3: 30th April, 2026).

Key informants indicate that refresher training strengthens employee commitment and promotes consistent work performance, thereby improving institutional performance. The findings are consistent with Herzberg's Two-Factor Theory, which holds that training and professional development motivate employees to perform more effectively. The great extent to which employees indicated that refresher training strengthens employee commitment and work consistency supports the theory's view that employee development enhances institutional performance. The findings also concur with (*Ibd*), who found that training and career development opportunities enhance employee effectiveness and improve the performance of public organizations.

D. Hypotheses Testing

This section presents the results of the inferential statistical analysis conducted to test the study hypothesis regarding

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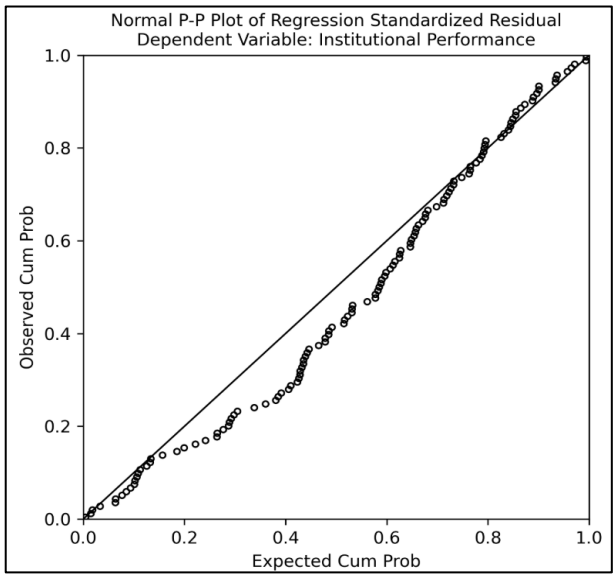
the effect of employee training on institutional performance at the High Court of Tanzania, Moshi Zone. Before the regression analysis, we examined the assumptions of normality, linearity, and multicollinearity to determine whether the data met the requirements for regression analysis. After confirming these assumptions, we evaluated the regression model using the model summary, Analysis of Variance (ANOVA), and regression coefficients to assess the strength, direction, and statistical significance of the relationship between employee training and institutional performance. The null hypothesis was tested at the 5% significance level; a p-value less than 0.05 led to rejection. In contrast, a p-value greater than 0.05 led to acceptance of the null hypothesis.

i. Normality Test

The normality assumption was assessed using the Normal P–P Plot of Regression Standardised Residuals generated in the Statistical Package for the Social Sciences (SPSS) Version 27. The plot was examined to determine whether the standardized residuals were approximately normally distributed. A normal distribution is indicated when the plotted points closely follow the diagonal reference line with only minor deviations. Figure 1 presents the normality test results.



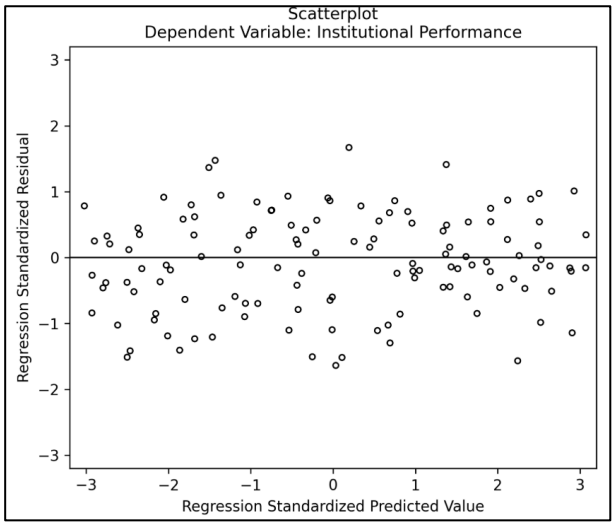
[Fig.1: Normal P–P Plot of Regression Standardized Residual]

Source: Field Data (2026)

As shown in Figure 1, the observed cumulative probabilities closely followed the expected cumulative probabilities and were distributed along the diagonal reference line with only slight deviations. No substantial departures from the diagonal line were observed, indicating that the standardized residuals were approximately normally distributed. Therefore, the data satisfied the normality assumption for multiple linear regression and were suitable for further regression analysis.

ii. Linearity Test

The linearity assumption was assessed using a scatterplot of standardised predicted values (ZPRED) against standardised residuals (ZRESID) generated in the Statistical Package for the Social Sciences (SPSS) Version 27. The scatterplot was examined to determine whether the predictor variables were linearly related to institutional performance. The linearity assumption was considered satisfied when the residuals were randomly dispersed around the horizontal axis without a systematic curved pattern. Figure 2 presents the linearity test results.



[Fig.2: Scatterplot of Standardized Predicted Values Against Standardized Residuals]

Source: Field Data (2026)

As shown in Figure 2, the standardised residuals are randomly dispersed around the horizontal reference line, with no noticeable curve or systematic pattern. The scatterplot showed no evidence of nonlinearity, indicating a linear relationship between the predictor variables and institutional performance. Therefore, the data satisfied the linearity assumption for multiple linear regression and were suitable for subsequent regression analysis.

iii. Multicollinearity Test

The multicollinearity assumption was assessed using the Tolerance and Variance Inflation Factor (VIF) statistics generated from the Statistical Package for the Social Sciences (SPSS) Version 27. Multicollinearity occurs when independent variables are highly correlated, which can affect the stability and interpretation of regression coefficients. According to Hair et al. (2022), a tolerance value greater than 0.10 and a VIF value less than 10 indicate that multicollinearity is not a concern. Table IV presents the multicollinearity test results.

Table IV: Multicollinearity Statistics

Predictor Variable	Tolerance	VIF
Induction Training	0.684	1.462
On-the-job Training	0.598	1.672
Coaching	0.621	1.611
Mentoring	0.703	1.423

Source: Field Data (2026)

Table IV shows that the tolerance values ranged from 0.598 to 0.703, all above the recommended minimum of 0.10. Similarly, the VIF values ranged from 1.423 to 1.672, well below the recommended maximum of 10. These findings indicate that multicollinearity was not present among the predictor variables. Therefore, the independent variables were sufficiently independent, and the data met the multicollinearity assumption for

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multiple linear regression analysis.

iv. Model Summary

The model summary was examined to determine the strength of the relationship between the employee training dimensions (induction training, on-the-job training, coaching, and mentoring) and institutional performance. It also indicates the proportion of variation in institutional performance explained jointly by the predictor variables. Table V presents the model summary results.

Table V: Model Summary for the Effect of Employee Training on Institutional Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.748	0.560	0.546	0.329

Predictors: (Constant), Induction Training, On-the-job Training, Coaching, Mentoring

Source: Field Data (2026)

Table V shows that the multiple correlation coefficient (R = 0.748) indicates a strong positive relationship between employee training dimensions and institutional performance. The coefficient of determination (R Square = 0.560) indicates that induction training, on-the-job training, coaching, and mentoring jointly explain 56.0% of the variation in institutional performance, while other factors not included in the regression model explain the remaining 44.0%. The Adjusted R Square of 0.546 indicates that, after adjusting for the number of predictor variables included in the model, employee training explained 54.6% of the variation in institutional performance. The Standard Error of the Estimate of 0.329 indicates a relatively small prediction error, suggesting the regression model fit the observed data well. Overall, the model summary indicates that the employee training dimensions jointly explained a substantial portion of institutional performance at the High Court of Tanzania, Moshi Zone.

v. Analysis of Variance (ANOVA)

The Analysis of Variance (ANOVA) was conducted to determine whether the multiple linear regression model significantly predicts institutional performance from the employee training dimensions, namely induction training, on-the-job training, coaching, and mentoring. The ANOVA test examined the regression model's overall statistical significance at the 5% significance level. Table VI presents the results.

Table VI: Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	20.648	4	5.162	47.682	0.000[b]
Residual	16.234	150	0.108		
Total	36.882	154			

a. Dependent Variable: Institutional Performance

b. Predictors: (Constant), Induction Training, On-the-job Training, Coaching, Mentoring

Source: Field Data (2026)

The results presented in Table VI indicate that the multiple linear regression model was statistically significant ($F(4,150) = 47.682$, $p < 0.001$). Because the significance value ($p = 0.000$) was below the 0.05 level of significance, the null hypothesis that the employee training dimensions jointly have no statistically significant effect on institutional performance was rejected. These findings indicate that induction training, on-the-job training, coaching, and mentoring collectively explained a statistically significant proportion of the variation in institutional performance at the High Court of Tanzania, Moshi Zone. Therefore, the overall regression model was considered appropriate for predicting institutional performance.

vi. Regression Coefficients

The regression coefficients were examined to determine the direction, magnitude, and statistical significance of each employee training dimension's effect on institutional performance while controlling for the other predictor variables. Table VII presents the regression coefficients.

Table VII: Regression Coefficients

Model	Unstandardized Coefficients	Unstandardized Coefficients	Standardized Coefficients			Collinearity Statistics	Collinearity Statistics
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	0.864	0.243		3.556	0.001		
Induction Training	0.284	0.064	0.279	4.462	0.000	0.684	1.462
On-the-job Training	0.317	0.059	0.332	5.373	0.000	0.598	1.672
Coaching	0.196	0.058	0.205	3.379	0.001	0.621	1.611
Mentoring	0.241	0.061	0.248	3.951	0.000	0.703	1.423

a. Dependent Variable: Institutional Performance

Source: Field Data (2026)

Table VII shows that all four employee training dimensions had positive, statistically significant effects on institutional performance after controlling for the other predictor variables. Induction training had a positive, statistically significant effect on institutional performance ($B = 0.284$, $\beta = 0.279$, $t = 4.462$, $p < 0.001$), indicating that improvements in induction training were associated with higher institutional performance. On-the-job training showed the strongest positive effect ($B = 0.317$, $\beta = 0.332$, $t = 5.373$, $p < 0.001$), suggesting it contributed most to improving institutional performance among the employee training dimensions.

Similarly, coaching had a positive and statistically significant effect on institutional performance ($B = 0.196$, $\beta = 0.205$, $t = 3.379$, $p = 0.001$), indicating that enhanced coaching programmes contributed to improved institutional performance. Mentoring also had a positive, statistically significant effect ($B = 0.241$, $\beta = 0.248$, $t = 3.951$, $p < 0.001$), showing that effective mentoring improved institutional performance through better professional guidance and employee development.

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The standardised beta coefficients indicate that on-the-job training (β = 0.332) contributed most to institutional performance, followed by induction training (β = 0.279), mentoring (β = 0.248), and coaching (β = 0.205). Furthermore, tolerance values ranged from 0.598 to 0.703, and VIF values ranged from 1.423 to 1.672, confirming the absence of multicollinearity among the predictor variables. These findings indicate that each employee training dimension independently and positively contributed to institutional performance at the High Court of Tanzania, Moshi Zone.

The first null hypothesis stated that induction training has no statistically significant effect on institutional performance at the High Court of Tanzania, Moshi Zone. The multiple linear regression results indicated that induction training had a positive and statistically significant effect on institutional performance (B = 0.284, β = 0.279, t = 4.462, p = 0.001). Because the significance value was less than 0.05, the study rejected the null hypothesis. The study therefore concluded that induction training significantly improves quality service delivery at the High Court of Tanzania, Moshi Zone.

The second null hypothesis stated that on-the-job training has no statistically significant effect on work efficiency in reducing case backlog at the High Court of Tanzania, Moshi Zone. The regression analysis showed that on-the-job training had a positive and statistically significant effect on institutional performance (B = 0.317, β = 0.332, t = 5.373, p = 0.001). Because the significance value was less than 0.05, the study rejected the null hypothesis. The study therefore concluded that on-the-job training significantly reduces case backlog through improved work efficiency at the High Court of Tanzania, Moshi Zone.

The third null hypothesis stated that coaching has no statistically significant effect on employee commitment to court duties at the High Court of Tanzania, Moshi Zone. The regression results showed that coaching had a positive, statistically significant effect on employee commitment to court duties (B = 0.196, β = 0.205, t = 3.379, p = 0.001). Because the p-value was below the 0.05 significance level, the study rejected the null hypothesis. The study therefore concluded that coaching significantly strengthens employee commitment to court duties at the High Court of Tanzania, Moshi Zone.

The fourth null hypothesis stated that mentoring has no statistically significant effect on quality service delivery through better professional guidance at the High Court of Tanzania, Moshi Zone. The regression analysis indicated that mentoring had a positive and statistically significant effect on institutional performance (B = 0.241, β = 0.248, t = 3.951, p = 0.001). Because the significance value was less than 0.05, the study rejected the null hypothesis. The study therefore concluded that mentoring significantly improves quality service delivery through better professional guidance at the High Court of Tanzania, Moshi Zone.

The study also found that employee training positively contributed to institutional performance at the High Court of Tanzania, Moshi Zone. The descriptive findings indicated that respondents rated the contribution of induction training, on-the-job training, coaching, mentoring, workshops and seminars, short courses, refresher training, online training, and study tours to institutional performance to a very great extent, with an overall mean score of 4.5. The qualitative findings further revealed that these training programmes enhanced employees' knowledge, practical skills, work efficiency, commitment, quality service delivery, and professional competence. The inferential findings from the multiple linear regression analysis confirmed that induction training (p = 0.001), on-the-job training (p = 0.001), coaching (p = 0.001), and mentoring (p < 0.001) each had a statistically significant positive effect on institutional performance. Consequently, the study rejected all four null hypotheses, indicating that employee training significantly improved institutional performance at the High Court of Tanzania, Moshi Zone.

V. CONCLUSION

The study concluded that employee training significantly improved institutional performance at the High Court of Tanzania, Moshi Zone. Specifically, induction training significantly enhanced quality service delivery; on-the-job training significantly improved work efficiency and reduced case backlog; coaching significantly strengthened employee commitment to court duties; and mentoring significantly improved quality service delivery through better professional guidance. The descriptive findings indicated that employees rated the implementation and contribution of the various training programmes to institutional performance very highly. In contrast, the qualitative findings confirmed that training enhanced employees' knowledge, skills, competence, and professionalism. Furthermore, the multiple linear regression analysis established that induction training (p < 0.001), on-the-job training (p < 0.001), coaching (p = 0.001), and mentoring (p < 0.001) each had a statistically significant positive effect on institutional performance. Overall, the findings show that sustained investment in employee training is essential to improving institutional performance at the High Court of Tanzania, Moshi Zone.

RECOMMENDATIONS

The High Court of Tanzania is recommended to strengthen induction training programmes by ensuring that all newly recruited employees receive comprehensive orientation on court procedures, ethical standards, organizational policies, and job responsibilities. This will help them adapt faster to the work environment, improve service delivery, and strengthen overall institutional performance.

The High Court of Tanzania is recommended to expand on-the-job training opportunities through structured coaching during daily work, job rotation, practical assignments, and continuous professional development programmes. These initiatives will enhance employees' practical skills, improve work efficiency, and help reduce the case backlog.

The High Court of Tanzania is recommended to institutionalize regular coaching and mentoring programmes by assigning experienced judicial officers and senior staff to guide junior employees. This will strengthen employee commitment, improve professional competence, promote knowledge sharing, and enhance the quality of judicial services.

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The Government of the United Republic of Tanzania is recommended to continue supporting capacity-building initiatives within the Judiciary by increasing budgetary allocations for employee training and promoting policies that encourage continuous professional development. Such investments will improve justice delivery and support the national development aspirations outlined in the Tanzania Development Vision 2050 through a competent, efficient, and accountable public service.

DECLARATION STATEMENT

Some of the cited references are older and are noted explicitly as [16] and [17]. However, these works remain significant for the current study, as they are pioneering in their fields.

Some references cited in this study may be relatively old; however, they remain relevant because they provide foundational theoretical and empirical perspectives on employee training and institutional performance. The authors have reviewed the cited literature and confirm the accuracy and integrity of the information presented in the study.

- **Conflicts of Interest/Competing Interests:** The authors declare that there are no conflicts of interest or competing interests associated with this study.
- **Funding Support:** This study did not receive financial support from any organization, agency, or funding institution. The research was conducted independently without external financial influence.
- **Ethical Approval and Consent to Participate:** Ethical approval and permission to conduct the study were obtained from the relevant authorities. Participants were informed of the study's purpose; participation was voluntary, and researchers obtained informed consent. The researchers-maintained participants' confidentiality and anonymity throughout the research process.
- **Data Access Statement and Material Availability:** The data and materials supporting the findings of this study are available from the corresponding author upon reasonable request, subject to ethical and confidentiality requirements.
- **Author's Contributions:** The student researcher contributed to the conceptualisation, data collection, analysis, interpretation of findings, and preparation of the manuscript. The two supervisors guided the research design and methodology, interpreted the findings, critically reviewed the manuscript, and helped refine it. All authors reviewed and approved the final version of the manuscript and accept responsibility for the integrity of the work.

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