



Effect of On-the-Job Training on the Performance of Law Enforcement Officers: A Case of Dodoma Field Force Unit, Tanzania

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Abstract: Globally, on-the-job training is widely recognized as crucial for enhancing job performance. This study examined the impact of on-the-job training methods on job performance in the Dodoma Field Force Unit (FFU), with a specific focus on drill and induction methods. The study employed the concurrent triangulation design to cross-validate the results obtained from both qualitative and quantitative data. The study selected 192 police officers through random and purposive sampling methods and analyzed the data using the SPSS Version 25 for quantitative analysis alongside the content analysis for qualitative data. Findings from the regression analysis revealed that the drill and induction methods significantly affect job performance ($R^2 = 0.521$, $F = 68.073$, $p < 0.001$). The drill method enhanced problem-solving abilities and adaptability while the induction method facilitated smoother integration and the development of role-specific competencies. Qualitative findings showed that encouraging skill development and career progression necessitates effective training that combines both theoretical and practical approaches. The study recommends that the police department in Dodoma City should prioritize implementing training initiatives that incorporate both hands-on exercises and theoretical instruction.

Keywords: On-the-job training; Drill method; Induction method; Job performance.

How to cite: Mpuya, G. J. and Iddi, I. (2025). Effect of On-the-Job Training on the Performance of Law Enforcement Officers: A Case of Dodoma Field Force Unit, Tanzania. East African Journal of Management and Business Studies 5(1), 15-24. DOI: <https://doi.org/10.46606/eajmbs2025v05i01.0067>.

Introduction

The police force is responsible for enforcing laws, protecting civilian life and property, responding to emergency calls and apprehending criminals (Kleygrewe et al., 2022). Law enforcement officers often face complex and high-risk situations that require high professional behavior; this necessitates institutional reform and ongoing education in the form of training (Karimullah, 2024). With the rapid increase in socioeconomic development and technological advancements, modern policing has evolved to incorporate community engagement,

conflict resolution and problem-solving skills (Mwesige, 2023). This transformation requires training to provide a broader skill set, including effective communication, critical thinking and ethical decision-making.

Globally, literature has emphasized the importance of training. For example, in European countries, police training programs are crucial in developing police officers as they lead to improved relationships with community members and adherence to human rights policing (John, 2024). Two prevalent on-the-job training methods are

utilized in the police force: the drill and induction (Kleygrewe et al., 2022; Maina, 2017). The drill method enables employees to acquire job-specific knowledge and skills through repetition, observation and hands-on practice. The induction method involves familiarizing new officers with organizational culture, policies, procedures and job-specific tasks through structured orientation programs, mentoring, job shadowing and workshops (Maina, 2017).

The need for police training in Africa cannot be undermined. In Sub-Saharan Africa, for example, induction training for orienting ethical issues was adopted by the police force as the sector continued to face criticism for underperformance, corruption and excessive use of force (Kunkel, 2019). This necessitated the conduct of studies, providing an analysis of the training and development within the South African Police Service (SAPS). Conventional wisdom dictates that for effective service delivery to occur, there is a need for the practical training and development of SAPS employees (Mofokeng et al., 2023).

In Tanzania, crime rates increased in the mid-1990s and early 2000s, diminishing public confidence in the police (Mateja, 2014). The challenges faced by the Tanzania Police Force include poor investigative techniques, lack of forensic capacity and insufficient professionals to handle evidence (Mateja, 2014). These challenges prompted the Tanzania Police Force to enhance the training of its personnel responsible for law enforcement to improve their performance. Nevertheless, studies such as Mwakyosi's (2016), still emphasized the need for further training for police officers in Tanzania, given the continuing challenges faced by the community that require the attention of the police force. This highlights the necessity for scholarly studies on the impact of training police officers on their performance.

The Tanzania Police Force (TPF) has continued to invest in local and international on-the-job training to enhance the performance of its police officers. Between 2022 and 2023, TPF provided on-the-job training to 10,500 officers, focusing on skills development and promotional training (Tanzania Police Force, 2023). Moreover, the Tanzanian Government, through the Tanzania Police Force (TPF) under the Ministry of Home Affairs, allocates annual budgets to support various training programs for in-service police officers, including on-

the-job training. This demonstrates the Tanzanian Government's commitment to empowering police officers and strengthening the law enforcement unit. It also demonstrates that the Tanzanian government is adhering to the Sustainable Development Goals, of which human security is a central objective (Budi et al., 2018).

Despite efforts by TPF and the government of Tanzania in general, communities in Tanzania continue to face security challenges, such as increasing cyber-attacks, robbery, killings and conflicts over land use, resulting in community policing where community members cooperate with the police force to ensure their security (Dang, 2019; Hamisi & Ngusa, 2024; Maagi, 2018; Semlambo & Stanslaus Shalua, 2024). In Dodoma, Tanzania's growing capital city with an expanding population, challenges such as corruption, inadequate forensic capacity among police officers and negative perception of police officers by the people prevail (Mateja, 2014). Empirically, several studies have been conducted in Tanzania to evaluate the impact of training on the job performance of public sector employees, revealing a positive impact as they improve productivity and morale (Kisasilla & Mutarubukwa, 2024; Landa, 2018; Mohd & Bulengela, 2023).

While studies explicitly focusing on the police sector in Tanzania and Dodoma City in particular are limited, the few available (Mwakyosi, 2016; Gange & Barongo, 2024; Koranda et al., 2023) focused on training in general that police forces undertook to improve performance, suggesting enhanced morale, skills and retention among police officers. With the ongoing security challenges to communities in Tanzania, a critical gap remains in examining the specific effects of on-the-job training using drill and induction methods on the performance of police officers, with a focus on Dodoma, the country's capital city. Without addressing this gap, the government and the police force risk remaining unaware of the actual impacts of their training investments and the necessary improvements to maximize the effectiveness of on-the-job training. In response, this study aimed to investigate the effect of on-the-job training on the job performance of law enforcement officers in the Dodoma Regional Police.

The rationale for conducting this study is to provide evidence-based insights that empower policymakers and decision-makers within the police sector and

the broader government framework. Such insights are critical for informing strategic decisions regarding the design, implementation and resource allocation for training programs to ensure they align with the desired outcomes of enhancing law enforcement performance. Moreover, the implications of this study extend beyond Tanzania, offering valuable lessons for other developing countries with similar socio-economic and institutional contexts.

Theoretical Literature Review

Scholars employ several theories to examine the impact of training on job performance. The researcher adopted the Human Capital Theory to guide this study. Becker (1993) developed the human capital theory in 1993. As explained more by Weiss (2015), human capital theorists postulate that investments, such as education and training enhance the individual's productivity and economic value. It argues that education and training impart a variety of skills and knowledge that are potentially useful on the job, ranging from specific skills, such as computer skills, to general skills like reasoning ability. Bruwer and Haydam (1996) noted that the human capital theory posits that the training and development of employees play a crucial role in enhancing the productivity of a business's labor force.

The relevance of Human Capital Theory to this study lies in its theoretical foundation, which emphasizes the importance of training in enhancing the organizational performance. This theory suggests that organizations need to invest in training employees for both specific (drill method) and general skills (induction method) to improve organizational performance. It supports the need to undertake studies that examine the effects of training efforts on employee performance in various organizations, including the police sector.

Empirical Literature Review

Employee training is widely recognized as an effective means of enhancing performance. Studies indicate that training is a significant approach to empowering employees, enhancing their effectiveness and improving the organization's overall performance. For example, Rishi et al. (2024) found that employee training in top management is a crucial initiative in enhancing the employees' performance as it improves job efficiency and satisfaction. Similarly, Hadi (2021) investigated the impact of training and development programs on

employees' performance at Keerthi Industries in India. The findings indicate that 97% of the employees attended training, revealing a positive correlation between training and improved job performance. These findings highlight the importance of training in addressing skills shortfalls and preparing employees to perform to organizational expectations.

To law enforcement personnel, drill and induction training are critical due to the nature of their duties. The Committee on Evidence to Advance Reform in the Global Security and Justice Sectors et al. (2022) emphasized that periodic training for law enforcement personnel is essential to ensure they possess the necessary knowledge and skills to support the rule of law and protect the population effectively. Such training build reform and sustain competent and legitimate criminal justice systems, which are crucial for addressing the significant challenges faced by nations. Additionally, Zola et al. (2024) observed that training for law enforcement officers ensures that they acquire and implement a common knowledge base, adapting to evolving criminal activities.

On the one hand, the drill method has proven highly successful in employee training, particularly in occupations that require focused attention and accuracy. The West Ukrainian National University et al. (2022) emphasized the importance of physical fitness exercises and drill-based training for law enforcement officers in Ukraine, enabling them to act effectively under the usual conditions of law enforcement activities and in complex operational situations. It is emphasized by Born and Lehner (2022) that the primary goal of drill practice is to enable automated actions under pressure through pure drill and enhance the adaptability and exaptation of learned behaviors through preparatory drill, incorporating background knowledge for effective responses to surprises.

On the other hand, the term 'Induction' describes a training method that introduces new employees to their roles, the company's goals and its culture. Bendera and Mtey (2024) highlight these, stating that it is crucial to build self-identity, develop job engagement and foster social integration, collectively, enhancing job performance in the public sector. Likewise, Gurguri (2024), Iddrisu and Adam (2024) and Mchete and Shayo (2020) noted that the induction training method introduces employees to the organization's culture, a method

of utmost importance when it comes to facilitating the process of new employees settling into their jobs.

In Africa, the Kenyan government, for example, has been carrying out public service reforms, and a review of the police training curriculum was part of the agenda aimed at professionalizing the Kenya Police Service (Kaman, 2023). Like other African countries, Tanzania recognizes the need for training its law enforcers. In Arusha, Tanzania, orientation, on-the-job, off-the-job and coaching training have been implemented within the police force organization (Chezue & Mbuti, 2023).

Despite the extensive research on employee training and its benefits and while general studies on public sector training demonstrate positive impacts on employee productivity and morale, the unique dynamics of police training in the rapidly growing urban context of Dodoma, Tanzania, remain unclear. Notably, the gap is in examining the effect of drill and induction training methods on the police officers' performance. This lack of targeted research limits policymakers' ability to assess the return on investment in training initiatives and to design programs tailored to the specific needs of law enforcement in evolving socio-economic environments.

Conceptual Framework

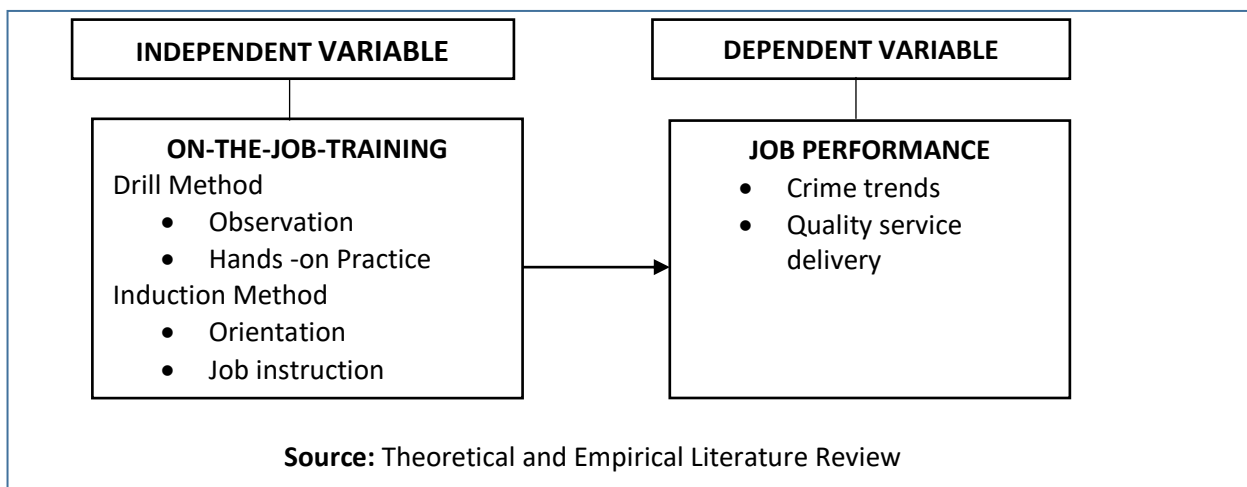


Figure 1: Conceptual Framework

The conceptual framework in Figure 1 illustrates the relationship between the independent variables (drill and induction methods) and the dependent variable, job performance. This conceptual framework demonstrates the relationship between on-the-job training (independent variable) and job performance (dependent variable) in the context of police officers' roles in Tanzania. It highlights two key components of on-the-job training, utilizing the drilling and induction methods and their impact on various aspects of job performance. The drilling Method involves structured and repetitive training techniques, such as repetition, observation and hands-on practice. These approaches aim to improve operational precision, discipline and readiness in police work. The Induction Method introduces police officers to the organizational culture, protocols and job responsibilities through orientation, job instruction, job rotation, and feedback. The goal is to enhance familiarity, adaptability and teamwork within the force.

Job performance incorporates three critical dimensions. The first is quality service delivery, which implies the extent to which police officers provide effective and efficient services to the public). The second is crime trends, indicating the ability to reduce and manage crime rates in the community through improved operational capacity; The third is the procedural utilization reflecting police officers' adherence to established procedures and protocols in their day-to-day operations, ensuring accountability and professionalism. This conceptual framework posits that implementing both training methods has a positive influence on job performance by enhancing officers' skills, knowledge, and effectiveness in law enforcement activities.

Methodology

This section presents the methodology of the study. It highlights the research design employed in the study, including the population and sampling,

instruments used, validity and reliability, statistical treatment of data and ethical considerations.

Research Design

The study employed a concurrent triangulation design, as explained by Creswell et al. (2003), to gather both qualitative and quantitative data simultaneously, thereby cross-validating the results and fostering a thorough understanding of the study problem. It also helped to increase the validity of the study's findings, as it enabled the researchers to overcome the weaknesses of one approach with the strengths of the other.

Population and Sampling

The study population comprised police officers from the Dodoma Field Force Unit (FFU) as well as managerial and non-managerial staff. The researchers selected this group due to their direct involvement in training programs and vital role in maintaining regional security. The total number of officers was 436, representing diverse roles and experiences within the FFU. This diversity provided a solid foundation for examining the effects of on-the-job training methods, such as drill and induction techniques on job performance. The study focused on this population to gather relevant information that reflects the experiences of law enforcement personnel operating in a high-pressure, dynamic environment.

The study employed the combination of random sampling and purposive sampling. It used the random sampling to select non-managerial officers, ensuring equal selection chances. Purposive sampling targeted key informants, including the Regional Police Commander and the Officer Commanding the Field Force Unit. The sample size

was determined using the Yamane's formula within the population of 436 officers and a margin of error 0.05, yielding 208 possible respondents. The study collected 192 valid responses, with a shortfall attributed to time constraints and incomplete questionnaires.

Instruments

The researchers developed the instruments following a comprehensive review of relevant literature to ensure validity. The instruments aligned with the study's objectives. The study employed a questionnaire survey to collect quantitative data, as it enables the coverage of a large sample. The researchers administered the structured questionnaire sheets to non-managerial officers, focusing on the relationship between training methods and job performance. They conducted the semi-structured interviews with key informants to gather qualitative data and gain in-depth insights into training programs and their outcomes. The interview guide was prepared to gather detailed information and maintain focus throughout the data collection process.

Validity and Reliability

The researchers enhanced the content validity by obtaining feedback from experts in law enforcement training to evaluate the questionnaire's relevance and clarity. Testing at a 95% confidence interval enhanced the credibility and generalizability of the findings, minimizing potential measurement errors. For reliability, the researchers calculated the Cronbach's Alpha to assess the internal consistency of the measurement items, ensuring that the data are accurate and dependable for analysis. The results are as indicated in Table 1.

Table 1: Reliability Statistics

Cronbach's Alpha	Number of Items
0.941	47

The study demonstrated a high level of reliability, as evidenced by the Cronbach's Alpha value of 0.941 (Table 1), indicating strong internal consistency among the 47 items in the instrument. This indicates the reliability of the instrument used to measure job performance. According to Morera and Stokes (2016), a Cronbach's Alpha exceeding 0.70 indicates adequate internal reliability.

Statistical Treatment of Data

Quantitative data was analysed using the SPSS version 25. The study employed descriptive and inferential statistics, including frequencies,

percentages and correlation analysis to identify trends and relationships. For qualitative data, content analysis interpreted the narrative data, uncovering patterns and insights that complemented the quantitative findings. To examine the relationship between the dependent variable (job performance) and the independent variable (drill and induction methods), the study used the following multiple linear regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Where: Y =Dependent variable (job performance; X_1 =Drill; X_2 =Induction; β_0 =Intercept; β_1 , β_2 =Regression coefficient, and ϵ =Error term at 95% confidence level. The study used the model because the study evaluated the effect of two independent variables (drill and induction training) on one dependent variable (job performance).

Ethical Considerations

The researchers sought permission from relevant authorities to collect data for academic purposes. The researchers also informed participants about the purpose of the research and asked them to participate voluntarily. The study observed the confidentiality to safeguard participants' personal information.

Results and Discussion

This section presents the study's findings and their discussion, aligning with the research objective. The section begins by testing the key assumptions of the multiple linear regression to determine whether the model used is suitable for analyzing the effect of on-the-job training on the job performance of police officers. The assumptions tested were multicollinearity, normality, autocorrelation and homoscedasticity. After presenting the results of the assumption tests, the section presents the results of statistical significance (ANOVA and regression analysis results), along with their associated discussion.

Table 2: Multi Collinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.477	.356		1.340	0.186		
	X1	.076	.073	.098	1.038	0.304	.911	1.097
	X2	.589	.146	.498	4.034	.000	.538	1.859

a. Dependent Variable: Y

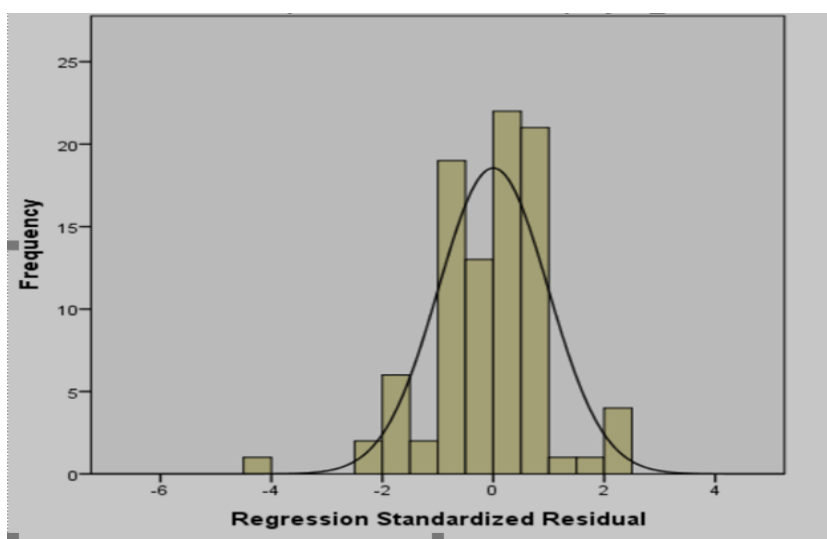


Figure 2: Normality of Residual

Multicollinearity Test

The study used Variance Inflation Factors (VIF) to assess multicollinearity based on Field (2009), who suggests that VIF values above 10 indicate a problem. Table 2 shows that all variables in the study had the VIF values between 1 and 10. Therefore, the results confirm no multicollinearity issues were present.

Normality

Figure 2 presents a histogram of regression-standardized residuals, showing a bell-shaped distribution that aligns with the superimposed normal curve, indicating normality. The symmetry around zero suggests that there is no significant prediction bias in the model. These findings confirm that the residuals meet the normality assumption, supporting the validity and reliability of the multiple linear regression analysis.

Additionally, the Shapiro-Wilk test confirmed normality ($W = 0.987$, $p = 0.452$).

Autocorrelation

The Durbin-Watson statistic of 1.89 indicates no significant autocorrelation as the value falls within the ideal range of 1.5 to 2.5, suggesting that residuals are independent of each other. The absence of autocorrelation ensures that the regression estimates are unbiased and efficient, validating the model's reliability for inference.

Homoscedasticity

The Breusch-Pagan test results ($\chi^2 = 2.15$, $p = 0.341$) confirm that the assumption of homoscedasticity is satisfied, as the non-significant p-value (>0.05) indicates no evidence of heteroscedasticity. This

means the residuals maintain constant variance across all levels of the predicted values. The test validates that the spread of errors remains consistent, ensuring the reliability of the regression coefficients and significance tests. Consequently, the model meets the homoscedasticity requirement, indicating that the variance in job performance is stable regardless of the training method used.

ANOVA and Regression Significance Tests

Table 3 presents the ANOVA results for the regression model, addressing the research question: What is the effect of drill and induction training methods on the job performance of police officers in the Dodoma Region?

Table 3: ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.815	3	9.605	68.073	.000 ^b
	Residual	26.526	188	0.141		
	Total	55.341	191			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Drill method, Induction Method)

Table 4: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.722 ^a	0.521	0.513	0.376	0.521	68.073	3	188	0.000

a. Predictors: (Constant), Drill Method, Induction Method)

b. Dependent Variable: Job performance

The results in Table 4 indicate a strong positive relationship between the independent variables, drill and induction training methods and the dependent variable job performance, as indicated by the R-value of 0.722. Furthermore, the R-squared value of 0.521 suggests that the combined effects of drill and induction training methods included in the model explain 52.1% of the variance in job performance. Other factors outside the model attribute the remaining 47.9%.

Moreover, the adjusted R-squared value of 0.513 suggests that the model is strong and unbiased in presenting the results. In addition, the sig. F Change (0.000) indicates that the overall model is statistically significant, meaning that drill and induction training methods collectively reveal a considerable portion of the variance in job performance. This finding aligns with the findings of Mchete and Shayo (2020), who reported that induction training, when conducted effectively, enhances employees' performance. Similarly,

Nyakundi (2022) reported that formal and informal induction training can improve employees' performance, consistent with the work of Gurguri (2024) and Iddrisu and Adam (2024), who reported that the induction method plays a significant role in promoting employees' performance across various industries.

The descriptive statistics also showed that officers who underwent drill and induction training demonstrated improved physical readiness, coordination and task execution, contributing to the overall job performance. The findings underscore the significant impact of the drill method on enhancing job performance, particularly in operational environments, where physical readiness and procedural accuracy are paramount. In line with this study, Born and Lehner (2022) emphasized that the drill method helps law enforcers be ready for surprises, implying they become ready for operational activity whenever needed.

Qualitative findings from interviews with key informants highlighted that induction training provided a critical foundation for officers, equipping them with knowledge of operational guidelines and ethical standards. Likewise, findings from interviews with senior Field Force Unit (FFU) officers emphasized how induction training equips police officers with knowledge of community engagement and crisis management strategies. According to one senior field force officer, "Most police officers interact more with community members when solving crises after receiving training and accomplish their tasks more successfully." This finding highlights the significance of induction training in equipping police officers with the knowledge and skills to perform their duties effectively.

Regarding the drill method, an officer in charge of the training stated, "Through drilling, they receive comprehensive, practical instruction that ultimately equips them well with the knowledge and practical skills necessary to perform their duties proficiently." Another trainer echoed the same sentiment, saying, "Drill method empowers police officers with the skills to make quick decisions on how to instill discipline in criminals and respond quickly to emergencies." This finding aligns with the descriptive findings of the study, which indicate that the drill method enables police officers to improve their task execution skills. This implies that the drill method is essential for empowering police officers to improve their work performance. All these findings align with the human capital theory, which suggests that training enhances the individual productivity (Weiss, 2015). The theory emphasizes both specific training (such as drills and inductions) and general training for professional development.

The primary significance of this study's findings lies in its exclusive examination of the collective impact of drill and induction methods on the performance of police officers. The study demonstrates that the combined use of these methods has more positive implications than other methods, making a significant contribution. Other scholars (Chezue & Mbuti, 2023; Kaman, 2023) have reported a significant positive impact of training on improving employee performance.

Contrary to this study's findings, Nasution et al. (2024) revealed that training generally enhances employees' retention. Still, it does not have a direct impact on work performance. This discrepancy could result from contextual differences between

tasks performed by law enforcers and other organizations. Law enforcement officers need to focus on mastering practical skills due to the nature of their functions.

Conclusion and Recommendations

The study emphasizes the significance of training techniques in enhancing job performance, particularly for law enforcement employees. Encouraging skill development and career progression necessitates effective training that combines both theoretical and practical approaches. This highlights the strategic importance of training in enhancing the effectiveness and efficiency of law enforcement officers, ultimately benefiting both organizational performance and public safety.

Therefore, the study recommends that the police department in Dodoma City should prioritize implementing training initiatives that incorporate both hands-on exercises and theoretical instruction. This well-rounded approach offers a comprehensive learning experience that promotes skill development and adaptability in real-world settings. It also recommends that the Ministry of Home Affairs in Tanzania invest in ongoing professional development initiatives to ensure that personnel consistently update their skills, keep pace with evolving practices and respond to new challenges in the field. .

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