



The Effect of Training on Employee Performance in the Public Sector of Rwanda, A Case Study of The Ministry of Finance and Economic Planning

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Abstract

The general objective of the study was to assess the effect of training on employee performance in the public sector of Rwanda. The specific Objectives under this study were to determine the effect of training design on employee performance of Ministry of Finance and Economic Planning, establish the effect of training policies on employee performance of Ministry of Finance and Economic Planning and assess the effect of evaluation of training on employee performance of Ministry of Finance and Economic Planning. Data collected via questionnaires given to a sample of one hundred and seventy (170) employees in MINECOFIN. With the aid of descriptive statistics, data analyzed. Standard-deviation, averages, and percentages used in descriptive statistics. The basis of this research is a completed questionnaire. The findings indicate strong positive correlations are evident between various training factors and employee performance at the MINECOFIN. Training design exhibits a strong positive correlation of 0.812, highlighting that well-structured Training design is closely linked to better employee performance at the MINECOFIN. Similarly, Training policies shows a strong positive correlation of 0.843, indicating that effective Training policies contributes significantly to improved employee performance at the MINECOFIN. Lastly, Evaluation of trainings demonstrates a positive correlation of 0.823, emphasizing the importance of Evaluation of trainings in employee performance at the MINECOFIN. These correlations, all statistically significant at the 0.05 level with ($p=0.000$), collectively indicates that enhancements in employee-performance, Training design, Training policies, and Evaluation of trainings are associated with improved overall employee performance of the MINECOFIN. Training design has a coefficient of ($\beta= 0.275$, $t=5.289$, p value= 0.000), Evaluation of trainings has a coefficient of ($\beta= 0.361$, $t=6.947$, p value= 0.000), and Training policies has a coefficient of ($\beta= 0.367$, $t=6.558$, p value= 0.000). All these coefficients are statistically significant on employee performance of the Ministry of Finance and Economic Planning, as indicated by their associated Sig. Values below 0.05. The study reflected on the following recommendations: MINECOFIN should assess the training needs of all departments; management to offer staff members chances for workshops and training in order to keep them informed and help them advance their knowledge and abilities. Additionally, underperforming employees shall be evaluated in order to identify the causes of

their poor performance rather than being condemned. The management of the institution should work to support each department and all personnel levels. Promotions should not be determined on length of service, as is now the case, but rather by degree of skills and job performance.

Key words: *Training, Training Design, Training Policies, Evaluation of Training and Employee Performance*

1. Introduction

Training can be defined as a “systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviors to meet job requirements”. Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. However, its benefits may extend throughout a person’s career and help develop that person for future responsibilities. Current educational systems do not necessarily impart specific knowledge for specific job positions in organizations. As a consequence of this the labor force contains few individuals with the proper skills, knowledge and competences required for jobs in the job market. Therefore, firms must invest heavily in educating its human resources departments outside so that they can boost and contribute to productivity (Wagner, 2021).

In today's rapidly evolving world, technological advancements and systemic changes continuously reshape how things operate. At MINECOFIN, there's a growing need for employees to enhance their skills and competencies. The institution implements the Public Financial Management Portfolio, which includes initiatives like the Public Finance Management Reform Basket Fund and the Institutional Development Fund Project. These projects aim to bolster Rwanda's Public Investment Program, particularly in economic and financial analysis, benefitting MINECOFIN employees (Emmanuella, 2022).

However, despite these efforts, certain areas within the enabling functions remain uncovered by the Public Financial Management Portfolio. Moreover, where coverage exists, there's a realization that a more cohesive policy is essential to address identified gaps within employees' individual development plans. Previous studies on training's impact on employee performance in Rwanda's public sector have overlooked specific elements: the influence of training design, training policies, and the evaluation of training on employees' performance specifically within MINECOFIN (Emmanuella, 2022).

This study aims to bridge this gap by pinpointing these inadequacies and proposing corrective measures, addressing the need for a more comprehensive understanding of how training design, policies, and evaluation affect employee performance within MINECOFIN.

1.2 Objectives of the Study

The general objective of the study was to assess the effect of training on employee performance in the public sector of Rwanda.

The specific Objectives under this study were;

- i. To determine the effect of training design on employee performance of Ministry of Finance and Economic Planning.
- ii. To establish the effect of training policies on employee performance of Ministry of Finance and Economic Planning.
- iii. To assess the effect of evaluation of training on employee performance of Ministry of Finance and Economic Planning.

1.3 Research hypotheses

The research tested the following hypotheses

Ho1: There is no significant effect of training design on employee performance of Ministry of Finance and Economic Planning.

Ho2: Training policies have no significant effect on employee performance of Ministry of Finance and Economic Planning.

Ho3: There is no significant effect of evaluation of training on employee performance of Ministry of Finance and Economic Planning.

2. Literature review

This chapter gave a thorough analysis of the relevant literature in an effort to situate the study within a useful theoretical framework. As a result, it discussed the results of studies that are relevant to this one.

2.1. Theoretical framework

This study refers and uses the theories like social learning theory, adult learning theory and human capital theory. In this section the researcher explained how all the used theories are applied by consideration of main and specific objectives of the study.

2.1.1 Social Learning Theory

According to Albert Bandura's social learning theory, people learn primarily through observation and modeling. The idea that learning is the direct result of interacting with the environment is only one aspect of Bandura's theory. According to Bandura, learning can happen just by seeing how other people behave.

According to the social learning theory developed by Albert Bandura in 1977, the majority of human behavior is picked up by watching others and then using that knowledge as a guide for future actions. In the workplace, social learning can be effectively applied to observe and replicate constructive behavior. Social learning, however, is not a passive process. Benefiting from social learning techniques requires attention, memory, replication, and drive.

2.1.2 Adult learning theory

The context of how adults learn is shown in Malcolm Knowles' (1973) theory of adult learning, which is based on his study. The child's educational learning methods are frequently contrasted with this theory. When an adult decides to learn something like a child, adult learning first began. Because of this, it is assumed that any training that involves employees will produce a better learning environment than training that is conducted in a way that excludes employees. Learners did not have access to any adult learning-related technical resources during World War II. In the United States, pedagogy was the only approach used to impart knowledge and skills to both adults and children. However, education was never designed for an adult when it came to imparting knowledge and skills to young people.

According to the trainer and the students who were learning the material, this notion was mentioned. The method for applying what was learnt to daily life, as well as the experience, motivations, or interests of a student, were not included. However, learning theorists are now beginning to recognize that adults simply do not learn in the same way as children. Knowles offered adult education to adapt the dominant pedagogical model to the needs of adults. He reasoned that because adults and children have different social and psychological makeups, they cannot effectively use information and skills in the same ways. The adult learning paradigm is based on five guiding concepts. They must understand the need for knowledge

and skill acquisition, participate in decisions regarding necessary training, draw from a variety of life experiences, which are the richest source of learning, and stand by the knowledge they require in order to carry out their duties and responsibilities effectively. They are encouraged to learn the extent that they perceive that it will help them to perform tasks they confront in their daily activities (Ampomah, 2016).

Finally, Knowles argued that if staff members aren't questioned about their personal learning requirements, they won't participate actively in the learning process. Conducting a bottom-up, as opposed to a top-down, examination of training needs is the best strategy to identify the gaps. Knowles advises employers to involve their staff in determining the methods to be utilized to give the training and in assessing the training needs. By doing so, they will be far more motivated to complete a learning program that fulfills the need. According to him, Employees should participate in the selection of training options and learning methods since they are thought of as adult learners, which will help them achieve their learning objectives and enhance their performance (Knowles, 2005).

2.1.3 The Human Capital Theory

The Human Capital Theory, developed by economist Gary S. Becker, is a significant concept in economics and labor studies. Becker introduced this theory in the 1960s, primarily through his groundbreaking work *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education* published in 1964. The purpose of the Human Capital Theory is to understand how individuals invest in education and training to enhance their productivity and earnings over their lifetime (Ezeani & Oladele, 2013).

The primary purpose of the Human Capital Theory is to explain how individuals make rational choices regarding investments in education, training, and other activities that enhance their skills and knowledge. It asserts that individuals view education and training as an investment, incurring costs (e.g., tuition, time, and effort) in anticipation of future returns in the form of higher wages and better job opportunities. In essence, it highlights that human capital, which encompasses an individual's education, skills, and experiences, can be a valuable economic asset.

2.2 Conceptual framework

Training design, MINECOFIN training policy, training evaluation are all independent variables that have an impact on an employee's performance and are connected, as shown in Figure 1, the conceptual framework. For a training program to be successful and to ensure that the receiver has received the necessary skills and information in a practical way, a careful study of the aforementioned variables is necessary. The intervening and moderating variables that affect the dependent variable are also shown in the figure. Employee performance is the dependent variable, and it is essential for any firm to attain its goals and objectives.

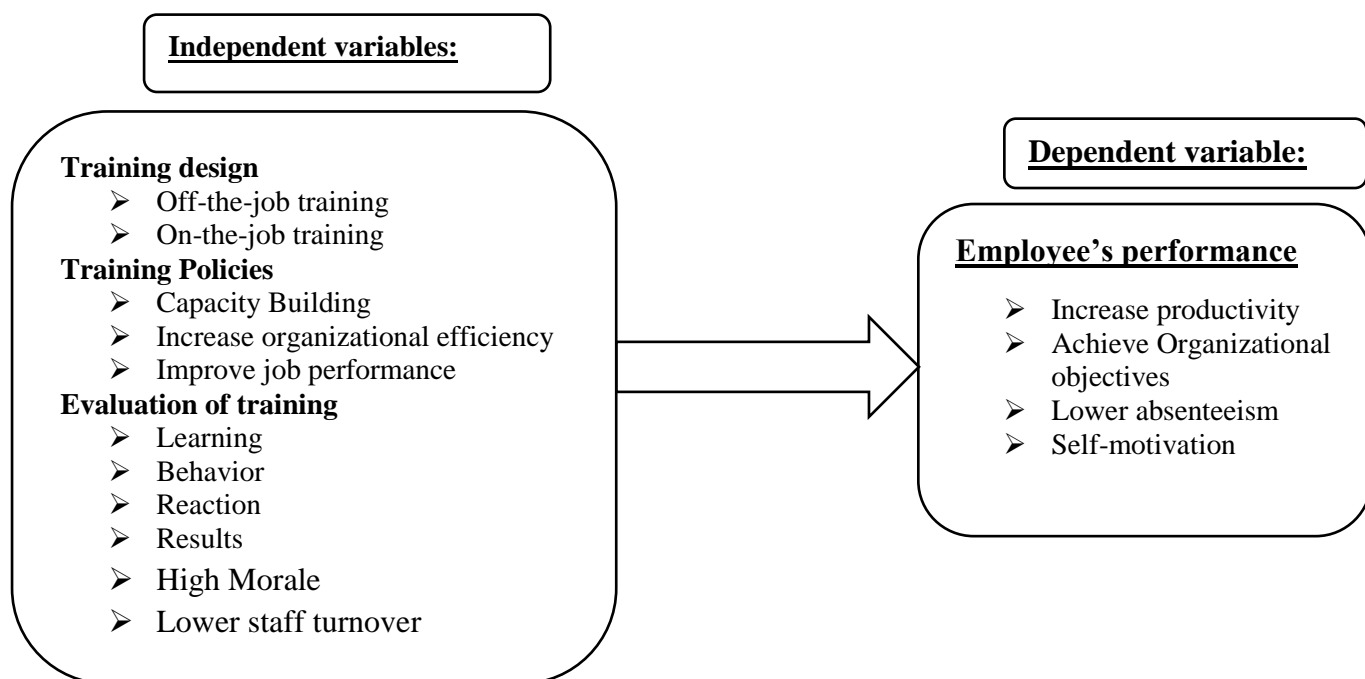


Figure 1: Conceptual framework

3. Research methodology

Research Design

This research used a combination of descriptive and correlational methods, employing both quantitative and qualitative approaches. The descriptive design involved measuring consistent variables across all participants, while the mixed methods approach was adopted to leverage the strengths of both quantitative and qualitative methodologies.

Target Population

The target population for this study is one hundred seventy (170) employees. These are one hundred (100) professional employees, fifty (50) middle level managers and twenty (20) senior managers in different departments at MINECOFIN.

Sample Size Determination

The researcher employed a census approach due to the study's small population size. This method involved collecting data from every individual or unit within the target population, ensuring a precise and comprehensive understanding. The findings derived from this exhaustive approach have direct relevance and potential applicability to the entire population.

Data collection procedure

The study used both primary and secondary data; for the secondary data, the researcher reviewed books, articles and documents from university library and other libraries in Kigali relate to the topic under the study; secondly the researcher used questionnaire as a major toll of primary data collection and interview. The questionnaire has three major parts section and each section contained concerning each objective.

Data analysis

Social Sciences (SPSS) used in processing and analysis of data which informed the presentation of findings, analysis and interpretation. The presentation focused on the research hypothesis. The kind of statistical treatment depends upon the nature of the problem, especially the specific and the nature of data gathered. Data analysis done based on descriptive statistics particularly means and standard-deviation.

The Pearson correlation coefficient is a measure of how strongly one variable predicts an increase in another without assuming a linear connection between the two. The rank correlation coefficients were negative if, as one variable increased, the other decreased.

The model used in the study took the form below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where: Y= employee performance

X₁: training design

X₂: training policies

X₃: evaluation of trainings

α = Constant Term

β = Beta Coefficient –These measures how many standard-deviations a dependent variable changed, per standard-deviation increase in the independent variable.

4. Research findings

In this chapter, the focus was on presenting the research findings and conducting data analysis. To achieve the research objectives, a combination of descriptive analysis, which includes percentages, means, and standard-deviations, along with inferential analysis, such as regression and correlation, was employed. The Statistical Package for Social Sciences (SPSS) was used to facilitate these analytical processes.

Table 1: Correlations matrix

		Training design	Training policies	Evaluation of trainings	Employee-performance
Training design	Pearson Correlation	1	.741**	.706**	.812**
	Sig. (2-tailed)		.000	.000	.000
	N	147	147	147	147
Training policies	Pearson Correlation	.741**	1	.724**	.843**
	Sig. (2-tailed)	.000		.000	.000
	N	147	147	147	147
Evaluation of trainings	Pearson Correlation	.706**	.724**	1	.823**
	Sig. (2-tailed)	.000	.000		.000
	N	147	147	147	147
Employee-performance	Pearson Correlation	.812**	.843**	.823**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	147	147	147	147

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research findings (2023)

In Table 1, strong positive correlations are evident between various training factors and employee performance at the MINECOFIN. Training design exhibits a strong positive correlation of 0.812, highlighting that well-structured Training design is closely linked to better employee performance at the MINECOFIN. Similarly, Training policies shows a strong positive correlation of 0.843, indicating that effective Training policies contributes significantly to improved employee performance at the MINECOFIN. Lastly, Evaluation of trainings demonstrates a positive correlation of 0.823, emphasizing the importance of Evaluation of trainings in employee performance at the MINECOFIN. These correlations, all statistically significant at the 0.05 level with (p=0.000), collectively indicates that enhancements in employee-performance, Training design, Training policies, and Evaluation of trainings are associated with improved overall employee performance of the MINECOFIN.

The findings align with Wei-Tai's (2006) emphasis on the importance of training in adapting to technological changes and challenges. Wei-Tai highlights that effective training programs create a conducive learning environment and prepare employees to address impending difficulties more swiftly and successfully. This resonates with the study's results, which demonstrate strong positive correlations between training factors and employee-performance, affirming the crucial role of training in organizational success, particularly in the face of evolving technological landscapes.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.915 ^a	.838	.835	.25984

a. Predictors: (Constant), Evaluation of trainings, Training design, Training policies

Source: Research findings (2023)

Table 2 presents the model summary for a regression analysis. The model includes predictors such as Evaluation of trainings, Training design, Training policies. The R value of 0.915 indicates a strong relationship between the predictors and the employee performance of the MINECOFIN. The R Square value of 0.838 indicates that approximately 83.8% of the variability in the outcome variable can be explained by the predictors in the model. Overall, this model summary indicates a significant relationship between the training factors and the outcome variable employee performance of the MINECOFIN., with a good fit to the data.

The findings align with April's (2010) emphasis on the critical role of training in organizational growth and competitiveness. April highlights that training enhances productivity and performance, differentiating organizations that invest in employee development from those that do not. This aligns with the regression analysis results in Table 2, which indicates the strong relationship between training factors and employee-performance, reaffirming the significance of training in the MINECOFIN's success.

Table 3: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.928	3	16.643	244.763	.000 ^b
	Residual	9.655	143	.068		
	Total	59.583	146			

a. Dependent Variable: Employee-performance

b. Predictors: (Constant), Evaluation of trainings, Training design, Training policies

Source: Research findings (2023)

Table 3, with an F value of 244.763, indicates the results of an Analysis of Variance (ANOVA) for the regression model. The associated significance level (Sig.), denoted as .000, is less than the typical significance threshold of 0.05. This implies that the overall model, which includes predictors like Evaluation of trainings, Training design, Training policies, is statistically significant. In simpler terms, there is strong evidence to assume that at least one of the predictors in the model has a significant impact on the dependent variable, Employee performance of the MINECOFIN. This indicates the importance of these training programs in influencing employee performance of the MINECOFIN.

The results corroborate Benedicta and Appiah's (2010) focus on the value of continuing education for staff. The study's findings, which emphasize the importance of training programs in affecting employee performance inside the MINECOFIN, are consistent with their focus on the favorable correlation between training and employee-performance. This reinforces the idea that investing in training and development is crucial for enhancing employee performance and overall organizational success.

Table 4: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.074	.133		.559	.577
	Training design	.275	.052	.285	5.289	.000
	Training policies	.361	.052	.382	6.947	.000
	Evaluation of trainings	.367	.056	.346	6.558	.000

a. Dependent Variable: Employee-performance

Source: Research findings (2023)

The model used in the study took the form below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where: Y= employee performance

X1: training design

X2: training policies

X3: evaluation of trainings

α = Constant Term

β = Beta Coefficient –These measures how many standard-deviations a dependent variable changed, per standard-deviation increase in the independent variable.

$$\text{Employee performance} = 0.074 + 0.275(\text{Training design}) + 0.361(\text{Training policies}) + 0.367(\text{Evaluation of trainings})$$

In Table 4, the constant term, representing the estimated intercept of the regression model, has an unstandardized coefficient of 0.074 with a standard error of 0.133, and it is not statistically significant with a Sig. Value of 0.577. The unstandardized coefficients for the predictor variables show their individual impacts on employee performance at the MINECOFIN. Specifically, Training design has a coefficient of ($\beta = 0.275$, $t = 5.289$, $p \text{ value} = 0.000$), Evaluation of trainings has a coefficient of ($\beta = 0.361$, $t = 6.947$, $p \text{ value} = 0.000$), and Training policies has a coefficient of ($\beta = 0.367$, $t = 6.558$, $p \text{ value} = 0.000$). All these coefficients are statistically significant on employee performance of the MINECOFIN, as indicated by their associated Sig. Values below 0.05.

5. Conclusion

The general objective of the study was to assess the effect of training on employee performance in the public sector of Rwanda, with a focus on effect of training design, training policies, and evaluation of training on employee performance of MINECOFIN. Training design was found to significantly impact the employee performance of the MINECOFIN through its ability to provide diverse, well-structured, and engaging training methods, fostering a positive learning environment, and facilitating practical skill application, ultimately contributing to improved knowledge, competencies, and job performance among employees. Training policies played a crucial role in employee performance at the MINECOFIN through their ability to enhance knowledge and competencies, align with organizational goals, improve job performance, adapt to changing needs, motivate participation in training, support career development, ensure transparency, and garner strong positive agreement among employees. Evaluation of training, through comprehensive assessment and feedback, positively impacts employee outcomes, enhancing learning, behavior change, and morale in the MINECOFIN. Each null hypothesis (H_01 , H_02 or H_03) has been rejected ($p < 0.05$), indicating strong evidence against the idea that these training practices have no significant effect on employee performance of MINECOFIN.

6. Recommendations

MINECOFIN is recommended to continue investing in diverse, well-structured, and engaging training methods enhance employee-performance. Additionally, prioritize creating a positive learning environment and providing opportunities for practical skill application.

MINECOFIN should implement and refine training policies that align with organizational goals, adapt to changing needs, and strongly motivate employee participation. Additionally, ensure transparency in policy communication and support career development initiatives.

MINECOFIN should need to strengthen the evaluation of training programs by continuing comprehensive assessment and feedback collection. This will help in further enhancing learning outcomes, facilitating behavior change, and boosting morale among employees at the Ministry. Consistent improvements in training evaluation will contribute to sustained positive impacts on employee-performance.

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