

Journal of Human Resource & Leadership



Effect of Employee Training on Organizational Performance in Public Sector in Rwanda. A Case Study of Rwanda Social Security Board (RSSB)

Egide HAKIZIMANA & Prof Felix MARINGE

ISSN: 2616-8421

Effect of Employee Training on Organizational Performance in Public Sector in Rwanda. A Case Study of Rwanda Social Security Board (RSSB)

¹Egide HAKIZIMANA, ²Prof Felix MARINGE

¹Master of Science in Human Resource Management at University of Kigali

²Senior Lecturer at University of Kigali

How to cite this article: HAKIZIMANA E. & MARINGE F. (2024) Effect of Employee Training on Organizational Performance in Public Sector in Rwanda. A Case Study of Rwanda Social Security Board (RSSB). *Journal of Human Resource & Leadership*. Vol 8(1) pp. 1-17

<https://doi.org/10.53819/81018102t2329>

Abstract

This paper examined the effect of training on the performance of public-sector organizations using the Rwanda Social Security Board as a case study. The research approach design used in this study was descriptive, and a total of 130 questionnaires were distributed to respondents, of which 108 were fully completed and returned, and 10 interviews were conducted. The overall response rate was 90.7%. The sampling techniques used were simple random and purposive samplings. The analysis used both descriptive and inferential statistics of Pearson Correlation. Qualitative data was examined and categorized into themes, while quantitative data was coded and entered into the SPSS package. The study found that there is a significant relationship between training and organizational performance. The first statistic, R, is .908a, indicating that there is a great deal of variance shared by the independent variables and dependent variables. The R Square value of 0.824 indicates that approximately 82.4% of the variability in the outcome variable can be explained by the predictors in the model. The unstandardized coefficients for the predictor variables show their impacts on organizational performance at the Rwanda Social Security Board. Specifically, Training regulations have a coefficient of ($\beta=0.285$, $t=5.050$, $p\text{ value}=0.000$), and types of Training have a coefficient of ($\beta=0.123$, $t=2.028$, $p\text{ value}=0.045$). The coefficients are statistically significant on Organizational Performance at Rwanda Social Security Board, as indicated by their associated Sig. Values below 0.05. Based on the findings, the study recommends that the Rwanda Social Security Board conduct training needs assessments before recommending training for its employees and establish a transparent training policy that provides equal opportunities in training

Keywords: *Employee training, types of training, training regulations and organizational performance*

1.0. Introduction

Employee performance depends on various factors such as job satisfaction, recognition, training, communication, or culture, each element can significantly impact how well employees perform in their roles. However, the most important factor of employee performance is training.

<https://doi.org/10.53819/81018102t2329>

Nowadays training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization (Hansen & Hanson, 2012). Training is important to enhance the capabilities of employees. The employees who have more on-the-job experience have better performance because there is an increase in both skills and competencies because of more on-the-job experience.

Globally, companies have been trying to enroll their employees in training-based activities and programs to improve their capability, knowledge and skills. Many of them make possible training through the development of training-based activities and programs with the potential to meet the needs of their employees. However, Naseem *et al.* (2011) said that some companies provide their workers with different opportunities to enroll in training-based activities that were prepared by other firms. On the other hand, previous research has indicated that if training-based activities are well implemented, the internal training programs are more efficient compared to the external ones. The difference arises from the fact that the internal programs are prepared in such a way that they respond to pre-arranged training needs (Nelson, 2018).

According to Sarke (2012), individual improvement will be contingent on the quality of the training program, the motivation of the individual and the individual's needs. The model of improved organizational performance in general assumes that employee knowledge, skills and attitudes will change through the adoption of a training program. If the employee believes there is an improvement in his knowledge and skills, there will be an increase in the person's performance. In addition to that, Tahir (2016) attributes employee training and development as a prerequisite for the organization's performance. When the person is performing poorly it is not purely his/ her fault but rather because the person lacks the sufficient skills and commitment to do the job well. However, it should be noted that the interlink of training and performance is not the sole factor, rather their other myriad factors that contribute to one performance such as psychological factors, rewards, feedback, recognition, and monetary motivation just to mention but a few, though from skills perspective training is the major attribute towards individual performance. Thus, the issue of well-trained and competent personnel is paramount for any organization to realize the full potential of the labour force at work.

In Africa, training-based activities have been able to change employee performance and companies, as new knowledge and skills to deal with changes in technology have been acquired by workers, for example in South Africa, a consulting company has improved its employee performance through Job and off-job training which later resulted to the efficiencies and effectiveness of this organization (Muogbo, 2018). In Tanzania, organizations have been carrying out training activities which improved their employee's performance and organization. Uzona (2013) indicated that training in high-learning institutions has negatively had a significant influence on employee performance in Tanzania. Additionally, Hassan (2011) said that training-based activities helped in the performance improvement of administrative staff in private institutions in Tanzania. However, public organizations in Tanzania regardless of the different efforts that are taken by the government to raise the performance of public institutions, including providing finance for training programs in their every year annual budgets, still suffer poor performance (Martocchio, 2018). In Uganda, Cole (2018) said the Banking industry has undergone a tremendous change and most of the banks have been closed including Greenland Bank and Cooperative Bank. All those issues have developed the need for effective management

practices and much attention to customer retention. This has been significantly encouraged through the use of training-based activities.

In Rwanda, employee training is also an important thing to deal with because most of the organizations carry out complex operations which are not familiar to new employees. Most companies try their best to train their workers and this has been seen to play a significant role in employee performance. For instance, a study (Aiyetan & Olotuah, 2016) on training and employee performance in the public sector with a case study of the Rwanda Revenue Authority indicated that employees are given customs training and the study indicated a significant relationship between training and employee performance.

Rwanda Social Security Board (RSSB) is a public Institution established in 2011 to manage the Social Security regime and Medical insurance put in place by Law 45 of 14/12/2010. It is under the state guarantee and the tutelage is ensured by the Ministry of Finance and Economic Planning. Rwanda Social Security Board is governed by Law No of 14/12/2010 concerning the organization and functioning of Social Security and medical insurance. The purpose of the Board is to provide social protection to people living in Rwanda from effects based on lack or reduction of input due to the following reasons: old age, death, disability, occupational hazards, sick leave, maternity leave and medical insurance. RSSB was created by the Government of Rwanda and is financed by employers' and employees' contributions (RSSB, 2014).

1.1 Statement of the problem

It is a well-known truth that training improves corporate performance and, as a result, worker productivity in organizations (Cole, 2018). The ultimate goal of training is to assist businesses in achieving their desired performance outcomes. At both the aggregate level of the national economy or industrial sector and the level of individual firms, training activities have an impact on relative competitiveness and economic performance (Nelson & Spitzeros, 2017). Training is currently under crisis all around the world, owing to the current economic conditions. As a result, companies are being pushed to decrease training spending as one of their first lines of defense to save costs. Employee productivity suffers as a result of the current training crisis. Some businesses lose a lot of money due to mistakes made by employees who lack the necessary abilities to do their jobs well. Job dissatisfaction is another big issue as a result of the lack of training-based activities initiatives. Lacks of training-based activities that can sharpen the minds of employees are the root cause of today's business failure.

Employees and refreshers who are out of school with theoretical information enter the job without having enough practical skills to perform the assigned task. The main reason for this issue is that company owners fear preparing training sessions because they do not want extra costs in their budgets. This adds to the findings of Ricardo et al. (2010) who discovered that training in Ghana was unplanned and unsystematic and that several of its employees, including machine operators, junior and middle-level engineers, accounts clerks, computer operators, secretaries, drivers, and a variety of other workers, were unqualified for any type of training. Various training studies have been conducted; however, they have primarily focused on organizations in other countries rather than Rwanda. Mutua (2017), for example, investigated the impact of training and development on the performance of Kenya Airways' in-flight attendants. Aside from training, she discovered that other factors influence employee performance in

Kenyan airlines. Gakuru (2016) examined the link between NSE-listed companies' training procedures and their performance. The study found that training processes had a considerable impact on performance, with systematic training beating non-systematic training in most cases. Ngugi et al. (2014) investigated how Kenyan government agencies train and develop their workers. She noted that employee training aimed at increasing people's talents, knowledge, and attitudes about their jobs resulted in improved performance. So far, no study has looked at the link between the effects of employee training on employee performance in Rwanda, particularly at RSSB. As a result, the current study seeks to fill a knowledge vacuum by evaluating the effect of training on employee performance in RSSB.

1.3. Hypothesis of the study

The study sought to answer the following research hypothesis.

H₀₁: There is no significant effect of training regulations on organizational performance at Rwanda Social Security Board

H₀₂: There is no significant effect of types of training on organizational performance at Rwanda Social Security Board

2. Literature review

The study was anchored by Human Capital Theory and Psychological Contracts Theory.

2.1 Human Capital Theory

As proposed by Schultz and developed extensively by Becker (1964) in his publication titled "Human Capital: A theoretical and Empirical Analysis to special reference to education". Human Capital Theory was developed in the sixties due to the realization that the growth of physical capital was only small part of growth of income. Economist Theodore Schultz introduced return-on-investment, which highlights the cost-benefit analysis of employee training. Gary Stanley Becker developed the human capital theory based on Schultz's research on return on investment. According to the theory, Human capital theory suggests that employee training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994).

Human capital can be viewed in general terms, such as the ability to read and write, or in specific terms, such as the acquisition of a particular skill with a limited industrial application. In his view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital. Training has often been welcomed as a core organization strategy influencing both job performance and human capital growth. Economists have different interpretations of the term "human capital" in different ways. Most of them agree that human capital comprises of skills, ability, experience and knowledge. Human capital refers to the intangible resource of ability, effort, and time that workers bring to invest in their work.

As defined by Garton and Ghoshal (2003), human capital is such an invaluable resource that it is one of the most important determinants whether the organization can be successful in today's aggressive competition. Thus, in order to create valuable virtues, many employers have shifted from the financial capital to the intellectual capital focus. The value of the organizational stock of human capital can be added to by training. Investments in human capital especially through personnel training are considered increasingly important for the success of the organizations. The

benefits of training have been well-documented. Training improves employee productivity, for example, training decreases wastages, accidents and absenteeism. Rather than focusing empowerment, employers need to train the workforce effectively to improve job performance.

The most specific benefits of training are that it is best seen as an incentive to enhance job performance and retention, especially to keep those who have ambition to seek career advancement in their work. Nowadays most of the employees are eager for the chance to learn new things so that they can take new responsibilities. Training can motivate the employee and build organizational commitment and loyalty as training make them realize the organization is helping them to achieve their career goal.

2.2. Psychological Contracts Theory

According to Rousseau (1995), psychological contract refers to an individual's belief regarding the reciprocal obligations between employees and their employers. The psychological contract presents an unwritten set of assumptions and expectations upon which the relationship of the employer and employee are based. Robinson (1997) notes that the psychological contract refers to employees' perceptions of what they owe to their employers and what they are owed from the employers. However, based on reciprocal exchange, psychological contract must be distinguished from the expectations because it entails a belief in what the employer is obliged to provide (Robinson & Rousseau, 1997).

Coyly-Shapiro and Kessler (2002), use the psychological contract to examine the reciprocity from the employee and employer perspective by adopting the social exchange theory. Eisenberger and Aselage (2003), describe if the employee receives the support from the employers, such as training, they will trust the employer and will be more obliged to reciprocate. MacDuffie (1995), explored in his research that perceived investment in employee training is positively related to the affective commitment and the employee's intention to stay in the organization thus job performance as result of the effort invested.

In the psychological contract, it has been well documented that employees invariably hold expectations that organizations may provide them with training opportunities beneficial to individual advancement and development. When an organization offers desirable training to employees, it may be interpreted as employer expressing employee concern and care. Training may be viewed as an advancement opportunity; the employees might perceive the organization values them as individuals and fosters their self-worth.

From the employees' perspective, employer breach of the psychological contract may be perceived in several ways. The organization does not think of providing training at all. Apart from some employees who do not want to receive training, most of the employees anticipate training opportunity to be available as it is beneficial for their individual growth and development. However, some employers view training as a high investment and risk, so they do not want to offer training to their employees. The provided training is not tied up with the present job and the employee cannot develop the skill they want to achieve.

This situation is combined with compensation. Normally once training is evaluated to be effective and it has achieved the goal that the job performance has been improved; employee takes it for granted that he is becoming a higher-level employee who will make more contribution to the organization. Accordingly, they will anticipate that the employer will offer a

better salary. On the other hand, from the employer’s perspective, the employees may actually breach the psychological contract. For example, the employee may be attracted by another organization’s higher monetary rewards, even though the employer has provided employees with satisfactory training (Flamholtz & Lacey, 1981).

3. Methodology

The study adopted a descriptive research design. The descriptive research designs helped researchers identify characteristics in their target market or particular population. These characteristics in the population sample can be identified, observed, and measured to guide decisions. This study targeted 192 staff from the RSSB headquarters

Table 1. A table presenting the total population

Category	Target population
Top-level	21
Middle Level	55
Low level	116
Total	192

Source: RSSB Human Resource, 2023

The sample size was calculated using Yamane's simplified formula to calculate sample sizes, with Stratified random sampling adopted using Yamane's (1973) simplified formula to calculate the sample size for the supervisors and staff which provided the number of responses that should be obtained using the equation;

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

Where:

n = sample size

N = population size

e = the level of precision

1 = Constant

$$n = 192 / [1 + 192 (0.05)^2] = 130 \text{ respondents}$$

$$n = 130 \text{ respondents.}$$

A sample of 130 respondents was targeted to participate in this study. This formula was used to estimate a representative sample. A total number of 130 respondents was taken as a sample size. In this study, self-administered questionnaires were distributed to the staff of RSSB to permit free and fair responses from the respondents.

To effectively gather data, different techniques were taken into consideration whereby questionnaires and interviews were used. The secondary data was collected from books, pamphlets, monographs, unpublished documents, reports, budgets, public records etc. Several documents available in libraries, on the internet, memos and other records of the project institution chosen as a case study were consulted to obtain secondary information relevant to the

<https://doi.org/10.53819/81018102t2329>

subject matter. The documents were analysed and used for secondary data collection at his convenience time, to obtain unobtrusive information, obtain thoughtful data.

After data was collected through the questionnaire, its completeness was verified, coded and entered into the computer using SPSS. The data was subject to analysis using a software package named Statistical Package for Social Sciences (SPSS) version 21. Data analysis was performed using descriptive and inferential statistics. According to Boone and Boone (2012), Likert scale data are analyzed at the interval measurement scale. Likert scale items are created by calculating a composite score (sum or mean) from four or more type Likert-type items; therefore, the composite score for Likert scales should be analyzed at the interval measurement scale. Descriptive statistics was recommended for interval scale items including the mean for central tendency and standard deviations for variability. Additional data analysis procedures appropriate for interval scale items would include Pearson's correlation, ANOVA, and regression procedures. The regression was:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \varepsilon$$

Where;

Y = Employee Performance

X1 =Training regulations

X2 = Types of training

β_0 = Constant Term;

$\beta_1, \beta_2, \beta_3, \beta_4$ = Beta coefficients;

ε = Error Term.

4. Findings and discussion

Fourteen (14) respondents were targeted for interviews, of which ten (10) were successfully interviewed; while a total of 116 questionnaires were given out and 108 were completed and returned. Thus, the total number who participated in this study was 118 respondents in total where (108 who responded and 10 who were interviewed). This gave a response rate of 71.4 and 90.7 percent respectively as seen below.

4.1. Descriptive Statistics on Training Regulations

Training regulations were evaluated using nine statements spread over two dimensions of training policy, and training programs. Respondents were required to indicate their opinions, which were measured using the Likert scale. Qualitative findings from the interview guide were used to validate the quantitative findings from the 108 respondents who answered the questionnaire.

Table 2: Level of agreement on training regulations

Statements	SA (%)	A (%)	UD (%)	D (%)	SD (%)	Mean	S.D.
Training Policy:							
All staff in RSSB have a good understanding of the training policy service	47.2	37.0	5.5	4.7	5.5	4.16	1.09
The training policy is operational & effective as it benefits all staff across the board	39.4	40.2	11.0	5.5	3.9	4.06	1.04
The training I have so far is very relevant to my work	40.9	39.4	7.1	7.9	4.7	4.04	1.11
The Training policy provides for equal opportunities training	28.3	50.4	9.4	6.3	5.5	3.90	1.06
Selection of employees for trainThe selections influenced by HR personnel and supervisors	33.9	37.0	15.7	7.9	5.5	3.86	1.14
Training Program:							
RSSB Training programs are geared towards improving employee performance	31.5	47.2	5.5	10.2	5.5	3.89	1.13
Proper designing of training programs contributes to increased productivity	17.3	56.7	8.7	10.2	7.1	3.67	1.10
The training content that I have received so far is adequate to enable me to perform better	39.8	44	1.9	14.4	0.0	4.2	0.9
The RSSB evaluates the training to determine the effectiveness	41.7	40.9	3.9	7.9	5.5	4.06	1.13

Source: Primary data, 2023

Key: SA-Strongly Agree, A-Agree, UD-Uncecided, D-Disagree, SD-Strongly Disagree, S.D.-Standard Deviation

Table 2 generally shows a greater number of the respondents concurring with four of the five assertions used to measure training policy under the training regulations dimension, although some were undecided and just a few disagreed. More details are presented and discussed below;

The results show the respondents powerfully support the statement: “All staff in RSSB have a good understanding of the training policy service”. A notable respondent 47.2% strongly agreed, and 37.0% agreed with the statement. This implies that a majority of respondents (84.2%) did

agree with the assertion that all staff in the RSSB have a good understanding of the training policy in the service. The presence of a high mean score of 4.16 and standard deviation of 1.09 indicates the positive agreement with heterogeneity in responses among respondents. Respondents were also asked to indicate their stance on: “The training policy is operational & effective as it benefits all staff across the board”. 39.4 per cent strongly agreed, 40.2 per cent agreed, 11.0 per cent were undecided, 5.5 per cent disagreed and 3.9 per cent strongly disagreed with the statement. This has been confirmed by the presence of a high mean score of 4.06 and a standard deviation of 1.04, indicating a positive agreement with heterogeneous responses among respondents on the statement.

Respondents were also asked to indicate their stance on: “The training policy is operational & effective as it benefits all staff across the board”. 39.4 per cent strongly agreed, 40.2 per cent agreed, 11.0 per cent were undecided, 5.5 per cent disagreed and 3.9 per cent strongly disagreed with the statement. This has been confirmed by the presence of a high mean score of 4.06 and a standard deviation of 1.04, indicating a positive agreement with heterogeneous responses among respondents on the statement.

On whether the training received so far is very relevant to their work; 40.9 per cent strongly agreed, 39.4 per cent agreed, only 7.1 per cent were undecided, whereas 79.9 per cent disagreed and 4.7 per cent strongly disagreed with the assertion. This implies that a big 80.3 per cent acknowledged the statement that “the training received in the RSSB is very relevant to their work”. This is supported by the presence of a high mean score of 4.04, showing positive agreement and a standard deviation of 1.11 indicating heterogeneity in responses among respondents.

Moreover, notable respondents showed a positive agreement (mean=3.90) with the heterogeneous response (S. D=1.06) that the training policy provides for equal opportunities training. 28.3% of respondents strongly agreed, and 50.4% agreed, indicating that a significant majority of respondents (78.7%) agreed with the statement. Furthermore, on whether “Selection of employees for training is most influenced by HR personnel and supervisors”, 33.9 per cent strongly agreed, 37.0 per cent agreed, only 15.7 per cent were undecided, whereas 7.9 per cent disagreed and 5.5 per cent strongly disagreed. This shows majority 70.9 percent agree that supervisors and HR most influence the selection of employees for training. This is confirmed by the presence of a high mean score of 3.86 and a standard deviation of 1.14, indicating a positive agreement with heterogeneous responses among respondents. As revealed earlier by some key respondents, the supervisors and/or heads of departments recommend employees to the Clerk for training, through the HR department

4.2. Descriptive Statistics on Types of Training

Types of training were measured using eight statements spread over two dimensions of off-the-job and on-the-job training, to which the respondents were expected to indicate their level of agreement or disagreement. Qualitative findings from the interview guide were used to validate the quantitative findings as presented in the table below.

Table 3. Level of agreement of types of training

Statements	SA (%)	A (%)	UD (%)	D (%)	SD (%)	Mean	S.D.
Off-the-job training:							
Off-the-job training in the RSSB is linked to career development	36.2	38.6	14.2	7.1	3.9	3.96	1.07
Off-the-job training is more motivating employees.	32.3	44.1	5.5	9.4	8.7	3.82	1.23
Staff who have attended off-the-job training have better skills compared to those who have not.	33.1	38.6	9.4	11.8	7.1	3.79	1.23
Off-the-job trainings are offered to top level employees only.	12.0	7.4	5.6	66.2	8.8	2.51	1.13
On-job training:							
On-the-job training used during orientations positively on performance	24.4	52.8	9.4	11.0	2.4	3.86	0.99
All training forms used to develop staff on the job are flexible.	22.0	54.3	11.0	10.2	2.4	3.83	0.97
Transparency is exercised when determining the kind of training for employees	29.9	43.3	10.2	7.1	9.4	3.77	1.22
Staff are highly satisfied with on-the-job training as compared to off-the-job training	6.0	17.6	7.9	62.5	6.0	2.6	1.0

Source: Primary data, 2023

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD-Strongly Disagree, S.D.-Standard Deviation

In the Table above, means between 1.0 & 2.4 indicate that respondents were in disagreement with that statement; means between 2.5 & 3.4 shows the respondents who were undecided, and means between 3.5 & 5.0 indicate respondents in agreement. A standard deviation of less than 1 shows that responses were close to the mean, while that exceeding 1 shows that responses deviated much from the mean. Further details are presented and discussed below.

Regarding off-the-job training, the table shows that largely, respondents agreed on three of the four statements used to measure off-the-job training under the dimension of types of training. A reasonable number of respondents disagreed and a few were undecided. Details of the results indicated that 36.2 per cent of the respondents strongly agreed with the statement that “off-the-job training in the RSSB is linked to career development”; 38.6 per cent agreed, 14.2 per cent were undecided, whereas 7.1 per cent disagreed and only 3.9 per cent strongly disagreed. The analysis showed that 74.8 per cent approved of the view that “off-the-job training in the RSSB is linked to career development, with a high mean score of 3.96 and a standard deviation of 1.07. implying the presence of positive agreement with heterogeneous responses among respondents.

Asked whether “off-the-job training is more motivating to employees”, responses were as follows: - 32.3 per cent strongly agreed, 44.1 per cent agreed, 5.5 cent undecided, 9.4 per cent disagreed, and only 8.7 per cent strongly disagreed. This showed a majority of 76.4 per cent agreeing that off-the-job training is more motivating to employees. The high mean score of 3.82 and standard deviation of 1.23 reinforce the findings by indicating a positive agreement with a heterogeneous response.

Respondents were again asked to give their opinion on the assertion that “staff who have attended off-the-job training have better skills compared to those who have not”. The responses disclosed that 33.1 per cent strongly agreed with the statement, 38.6 per cent agreed, 9.4 per cent were undecided, whereas 11.8 per cent disagreed and 7.1 per cent strongly disagreed. This means that the majority 71.7 percent were in support of the statement. The high mean score of 3.79 and standard deviation of 1.23 implies the presence of positive agreement but with a heterogeneous response.

Regarding on-the-job training, the analysis showed a majority of respondents agreed with the statement that “on-the-job training used during orientations impact positively on the performance of the employees”. The results indicated that 24.4 per cent of the respondents strongly agreed with the statement that on-the-job training used during orientations impacts positively performance, 52.8 per cent agreed, 11.0 per cent disagreed and only 2.4 per cent strongly disagreed. The findings were confirmed by the high mean score of 3.86 showing a positive agreement on the statement and the standard deviation of 0.99 indicating a heterogeneous response among respondents.

Asked further whether “all training forms used to develop staff on-the-job are flexible”, 22.0 per cent strongly agreed, 54.3 per cent agreed, 11.0 per cent were undecided, 10.2 per cent disagreed and 2.4 per cent strongly disagreed with the statement. In addition, the presence of a high mean score of 3.83 and a standard deviation of 0.97 indicates a positive agreement with a heterogeneous response. This implies that a majority 76.3 percent agreed with the view that all training forms used to develop staff on the job are flexible. This is because literature has it that the form used to train employees by a particular organization, depends on several reflections; the nature of the job, resources available, the organisation's strategy, the skills gap to be filled and the like. Inadequate resources for example may not allow the institution to be flexible in deciding the choice of training for its staff.

The high mean score of 3.77 and standard deviation of 1.22 indicates a positive agreement on the statement that “transparency is exercised when determining the kind of training for employees” with a heterogeneous response.; only 29.9 per cent strongly agreed, 43.3 per cent agreed, 10.2 per cent were undecided, whereas 7.1 per cent disagreed and 9.4 per cent strongly disagreed. This implies that the majority 73.2 percent were of the view that transparency is exercised when determining the kind of training for employees. Lack of transparency depicts dishonesty and lack of trust amongst employees, which could promote poor relationships and thus disrupt commitment to work.

4.3. Correlation analysis

The findings of the correlations between the independent variables and the dependent variables are summarized and presented in Table 4

Table 4. Correlation between independent and dependent variables

		Training regulations	Types of Training	Organizational Performance
Training regulations	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	108		
Types of Training	Pearson Correlation	.598**	1	
	Sig. (2-tailed)	.000		
	N	108	108	
Organizational Performance	Pearson Correlation	.759**	.743**	1
	Sig. (2-tailed)	.000	.000	
	N	108	108	108

Source: Field Data, 2023

The table above shows the relationship between training practices (training regulations and types of training) and organizational performance. The variation of Pearson Correlation is between -1 and 1. Pearson Correlation is significant when it is equal to or greater than 0.01 level. According to the research findings, there is a strong positive correlation between organizational performance and training regulations ($r=0.759$, $p=0.000$) and a strong positive correlation between organizational performance and types of training ($r=0.743$, $p=0.000$). All the p-values fall below 0.05, indicating that the relationship between training practices and organization performance is highly significant.

The findings are in line with Githinji's (2005) emphasis on the importance of training in enhancing employee skills and performance. Noe shows that training is a planned strategy to improve job-related knowledge, skills, and behaviour. This aligns with the research results, which demonstrate strong positive correlations between training practices and RSSB performance, emphasizing the crucial role of training in improving overall organizational effectiveness

4.4. Multiple regression

A multiple regression analysis was performed in this section to identify the predictor and its contribution towards the criterion. It aims to determine the prediction of a single dependent variable from a group of independent variables. The multiple regression analysis was performed with all the assumptions complied with.

Table 5. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908 ^a	.824	.819	.27252

a. Predictors: (Constant) Training regulations and Types of Training

<https://doi.org/10.53819/81018102t2329>

Table 5 shows the quantity of variance that is explained by the predictor variables. The first statistic, R is the multiple correlation coefficient between all the predictor variables (Training regulations and types of training) and the dependent variable (RSS performance). In is model, the value is .908^a, which indicates that there is a great deal of variance shared by the independent variables and dependent variables. The R Square value of 0.824 indicates that approximately 82.4% 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 and the outcome variable performance at Rwanda Social Security Board, with a good fit to the data.

The findings are supported by Jobber & Lee's (2016) emphasis on the significance of training and development in improving the capabilities, knowledge, and skills of a talented workforce, ultimately serving as a major source of competitive advantage in the global market. This aligns with the study's results, which demonstrate that effective training programs have a significant relationship with improved performance at the Rwanda Social Security Board, underscoring the vital role of training in enhancing employee capabilities and commitment.

Table 6. ANOVA Significance of Independent Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.153	3	12.051	162.260	.000 ^b
	Residual	7.724	104	.074		
	Total	43.877	107			

a. Dependent Variable: Organizational_Performance

b. Predictors: (Constant), Training regulations, Types of Training

The F-statistic in Table 6, with an F value of 162.260, 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 Training regulations and types of Training, 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, the performance of the Rwanda Social Security Board. This indicates the importance of these project training in influencing performance at Rwanda Social Security Board.

The findings are in line with the emphasis made by Colquitt et al. (2018) regarding the crucial role of training. Chidambaram et al. highlight that the success of any organization heavily relies on developing the abilities, wisdom, and skills of its workforce through training programs. The study's results, particularly the significant impact of various training-related predictors on performance at Rwanda Social Security Board, reinforce the notion that training is a vital component in enhancing organizational performance and human assets development.

Table 7. Regression coefficients and significance of the independent variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.189	.155		1.221	.225
1 Training regulations	.285	.056	.287	5.050	.000
Types of Training	.123	.061	.130	2.028	.045

a. Dependent Variable: Organizational Performance

Information presented in Table 7 evidenced that $Y=0.189 +0.285X_1+ 0.123X_2+0.569X_3 +\varepsilon$ Where Y= Organizational Performance.

In Table 7, the constant term, representing the estimated intercept of the regression model, has an unstandardized coefficient of 0.189 with a standard error of 0.155, it is not statistically significant with a Sig. Value of 0.225. The unstandardized coefficients for the predictor variables show their impacts on_ Organizational Performance at RSSB. Specifically, Training regulations have a coefficient of ($\beta= 0.285, t=5.050, p \text{ value}=0.000$), and Types of Training have a coefficient of ($\beta= 0.123, t=2.028, p \text{ value}=0.045$). All these coefficients are statistically significant on Organizational Performance at Rwanda Social Security Board, as indicated by their associated Sig. Values below 0.05.

The findings are consistent with Stanley's (2017) emphasis on the fundamental purpose of training programs, which is to add value to organizations. The study's results underscore the significance of certain training-related factors, such as Training Regulations and types of Training significantly influencing Organizational Performance. This reinforces Obisi's perspective that training must contribute positively to organizational objectives to justify its existence and expenditure.

Table 8 Summary of Hypotheses

No	Hypotheses	P Value	Conclusion
H01	There is no significant effect of training regulations on organizational performance at Rwanda Social Security Board	$p<0.05$	Rejected
H02	There is no significant effect of types of training on organizational performance at Rwanda Social Security Board	$p<0.05$	Rejected

The results of the hypotheses testing provide significant overviews of the effect of training on organizational performance in public-sector organizations. A case study of RSSB. Each null hypothesis (H_{01} and H_{02}) has been rejected ($p < 0.05$), indicating strong evidence against the idea that these training practices have no significant effect on organizational performance in public-sector organizations. Specifically, training regulations and types of training all demonstrate a significant effect on the organizational performance in public-sector organizations. These findings emphasize the critical role of comprehensive training in achieving the performance of RSSB.

4.5. Discussion of Findings

In this section, the specific objectives of the study are presented along with the results. The findings are discussed about the research objectives and linked to the relevant literature. The study revealed that all staff at RSSB have a good understanding of the training policy service. The training policy is operational and effective, providing equal opportunities for training to all staff. The selection of employees for training is mostly influenced by HR personnel and supervisors. Furthermore, the RSSB training programs are designed to improve employee performance. Properly designed training programs contribute to increased productivity. The training content received so far is adequate and enables employees to perform better. RSSB evaluates its training to determine its effectiveness.

This strengthened the opinion of one key respondent who said: “The training policy is confined to the HR department; most staff do not understand nor have enough information about the policy. Many of us seek guidance on how to benefit from training through our fellow staff who are well positioned, instead of the HR department, which should be the ideal to provide the right information. Even when the training plan is drafted and sent to the HR department, the procedure is not disclosed as staff end up knowing that there exists a training plan for us to follow, but the truth is that it is never followed”.

A key respondent explained how the RSSB recommends staff training to ensure that such training is relevant to both the trainee and the organization. She stated “All employees are required to fill appraisal forms from which performance gaps are identified and training and development program recommended. It is because of this that staff in the Audio and Transcribing section have perfected in drafting their reports”. etc”.

These findings are in agreement with Uzonna (2013) posits that training programs should be designed as per the organization’s needs and changes that might have taken place in the organization, to enable employees to cope with their deficiencies. This is affirmed by Cole (2014), who expressly indicates that the success of a training program depends more on the organization’s ability to identify training needs and the care with which it prepares the program that if trainees do not learn what they are supposed to learn, then the training has not been successful.

Furthermore, the study results showed that types of training affect organizational performance at RSSB. Regarding the off-job training, the study revealed that off-the-job training in the RSSB is linked to career development as they are more motivating to employees and staff who have attended off-the-job training have better skills compared to those who have not because they are offered top-level employees only. Furthermore, regarding on-the-job training, they are used during orientations impact positively on performance. All training forms used to develop staff on the job are flexible. Transparency is exercised when determining the kind of training for employees and that is why staff are highly satisfied with on-the-job training as compared to off-the-job training.

This affirms the opinion of two respondents who stated that: “Off-the-job training has helped many staff move on to different positions in the RSSB. This is because off-the-job training like

postgraduate and graduate qualifications have enabled several employees to acquire requisite qualifications to be eligible for promotions”.

A key respondent enlightened that: - *“Off-the-job training is more motivating because staffs enjoy the benefits of facilitation which cannot be gotten with on-the-job training. On-the-job training also has the problem of apportioning time between work and study. Sometimes the two collide and most often the staff may have to miss out on one of the two”*.

The findings were in agreement with Buchanan (2011) who says that on-the-job training helps workers to get knowledge of their jobs in a better way because they learn from their practical experience much better than they would via book knowledge. Deming, (2012) further says that examples of on-the-job training include orientation, job instructions, apprenticeship, internship, job rotation, coaching and assistantship. Off-the-job training types on the other hand are designed for acquiring knowledge and skills from a location away from the office environment. They include role-playing, conferences, case studies, simulations and lab training.

5. Conclusion

The study concluded that all staff in RSSB have a good understanding of the training policy service and the training policy is operational & effective as it benefits all staff across the board. The training they have so far received is very relevant to my work and it provides for equal opportunities training. The selection of employees for training is most influenced by HR personnel and supervisors. Regarding the training program, RSSB Training programs are geared towards improving employee performance, proper designing of training programs contributes to increased productivity, the training content that I have received so far is adequate to enable me to perform better also the RSSB conducts an evaluation of the training to determine their effectiveness but also off-the-job training in the RSSB is linked to career development, off-the-job training is more motivating to employees, and staff who have attended off-the-job training have better skills compared to those who have not. Besides, off-the-job trainings are offered to top-level employees only. But also, the study revealed that on-the-job trainings used during orientations impact positively on performance and all training forms used to develop staff on-the-job are flexible as transparency is exercised when determining the kind of training for employees. Moreover, staff are highly satisfied with on-the-job training as compared to off-the-job training.

6. Recommendations

The study recommends the institution ensure that its training policy is revised to embrace equal opportunities in training, as this builds morale and motivation of staff thus enhancing performance. From the descriptive statistics, the study conclusions also revealed that a noticeable number of employees were not aware of, or had a good understanding of the training policy. The study recommends that the RSSB leadership should put efforts to ensure that management puts into place avenues to create awareness among all staff on the existing training policy so that staff can understand the value of training, not only to the employee but also to the entire organization. The study also recommends flexible types of training which can embrace the ever-emerging

needs of employees at all levels, both while at the job and away from the job. This would promote skills development for employees at all levels and motivate them to work harder to achieve the organization's objectives. Further still, the RSSB should increase the training budget to embrace more off-the-job training as they are seen to be more motivating to staff than on-the-job training.

References

- Aiyetan, A.O. and Olotuah, A.O. (2016). Impact of motivation on workers' productivity in the Nigerian Construction industry, *International J. Qual. Reliability manages.* 14 (1): 46-47.
- Buchanan, L. (2011). "A Customer Service Makeover". Inc. magazine. *An International Journal for Society for Human Transformations & Research*, Vol. 10 (2), 73-82.
- Cole, M. (2018). *Personnel and Human Resources Management, (5th ed.)*. Guangzhou: C & C Offset Printing Company Ltd China.
- Colquitt, J., Lepine, J. & Wesson, M. (2014). Organizational Behavior: Improving Performance and Commitment in the Workplace. *Academy of Management Executive*, Vol. 13 No.3, pp.85-96.
- Githinji, I. A. (2014). *effects of training on employee performance: a case study of United Nations Support Office for the African Union Mission in Somalia I* (Doctoral dissertation, United states International University-Africa).
- Hansen F. Sith, M. & Hanson, R. (2012). Compensation and Benefits Review. *Rewards & Recognition in employee Motivation*, Vol 34, Issue 5, pg. 64-72.
- Nelson, B. (2018). *1501 Ways To Reward Employee*. New York, NY: Workman Publishing Company.
- Naseem, A., Sheikh, S. E., & Malik, P.K.P. (2011), Impact of Employee Satisfaction on Success of Organization: Relation between Customer Experience and Employee Satisfaction, *International Journal of Multidisciplinary Sciences and Engineering*, Vol. 2(5), pp. 41-46.
- Martocchio, J.J. (2018). *Strategic compensation: A human resource management approach* (7th ed.). Upper Saddle River, NJ: Pearson.
- Muogbo, U. S. (2018). The impact of employee motivation on organizational performance (a study of some selected firms in Anambra State, Nigeria). *International Journal of Engineering and Science*, 2(7), 85 – 98.
- Mutua, R.M. (2017). *reward management and employee performance in National Hospital Insurance Fund Kenya*. thesis, University of Nairobi.
- Nelson, D. & Spitzeros, S. (2018). A comparative analysis of the factors determining motivational level of employees working in commercial banks in Kohat, Khyber Pakhtunkhwa. *International Journal of Business and Management*,5(12),180-184

- Jobber, D. & Lee, R. (2014). A comparison of the perceptions of sales management and Salespeople towards salesforce motivation and demotivation. *Journal of Marketing Management*, pg. 325-332.
- Ngugi, T. K., Mukulu, E., & Gachunga, H.G. (2014). Effect of Reward and Compensation Strategies on the Performance of Commercial Banks in Kenya. *iInternational Journal of Education and Research*, Vol. 2 No. 1
- Tahir, A. M (2016) Link between justice, satisfaction and performance in the workplace. *Journal of Management Development*, 25:294-311.
- Sarker, M. A. R. (2012) Human Resource Management Practices on Job Satisfaction and Organizational Performance in Private Commercial Banking Sector in Bangladesh. Department of Business Administration
- Stanley, T. L. (2020). Motivation in today's workplace. *Human Resource Journal*, Vol.55, Issue 7.
- Ricardo, R., & Wade, D. (2001). Corporate Performance Management: How to Build a Better Organization through Measurement Driven Strategies Alignment. *Butterworth Heineman*.
- RSSB. (2014). *Annual Report 2014*, RSSB
- Uzonna, U. R., (2013). Impact of Motivation on Employee Performance: A Case Study of Credit West Bank Cyprus. *Journal of Economics and International Finance*. 5(5), 199-211.
- Yazici, N. K. (2018). The Effect of Reward System Applications on Employee Performance in Service Sector, Unpublished MBA, Thesis. Marmara University, Institute of Social Sciences