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STAFF TRAINING AND PUBLIC INSTITUTIONS PERFORMANCE: A CASE OF RUTSIRO DISTRICT, WESTERN PROVINCE, RWANDA

NSENGIMANA Etienne, pursuing masters degree in MBA (Human resource management) in Mount Kenya University Rwanda, Rwanda, nsengimana13@gmail.com

Abstract

This research examined how training influences public institutions performance. In this research, researcher was guided by general concept that is staff training influences and Public Institutions performance. Staff training is a practice of developing existing talent of personnel in addition to the knowledge acquired from school that enable them to accomplish Public Institution objectives, is also an education process where employees are given new knowledge and skills that enable them to work duties brought by new technology (Azara, 2013). Public Institution Performance Refers to the status to which the Public Institution has accomplished its expectations in terms of production, competitiveness, service delivery, profit or loss, and performance contract concluded (Algharibeh, 2014). The general objective of this study was to examine the influence of training platform on the performance of an Public Institutions and specific objectives were: to assess perception of employee on training programs towards Public Institution performance; to examine the competencies of trainers and how they enhance Public Institution performance; and to investigate the relevance of training content and how it affects Public Institution performance. The population was all Rutsiro District staff equal to 350 including junior and senior staff at district and sector level. The researcher designed questionnaires and distribute them for data collection from a sample size of 186 respondents. Stratified sampling method (proportional allocation) was used to obtain the number of staff who was eligible to receive questionnaires. Close-ended questions and open-ended questions were used to collect quantitative and qualitative data respectively and data that were obtained in this study were analyzed by means of descriptive statistics. More than one source such as interview, documentation and websites were used to come up with relevant results. Primary data were presented using graphs, tables, pie and chart. In testing hypotheses, Statistical Package for Social Science (SPSS v21) was used and Pearson Product Moment Correlation (r) was adopted to perform these tests. The results from the research were the following: The majority of respondents equal to 73.1% confirmed that staff training affects Public Institution performance at high level, 71% confirmed that training is a valuable instrument that affects Public Institutions performance. The majority of respondent equal to 57.5% confirmed that there is high level

correlation between staff training and Public Institution performance, and 51% positively agreed that past training has effect on the Public Institution performance. 76.3% respondents confirmed that after training quality of service is observed while 52% of respondents confirmed that the level of confidence on performance of daily activity is increased after training is delivered to an employee. In terms of trainer competencies and skills 55.4% of respondents agreed that trainers' competencies enhance Public Institution performance while 49.5% confirmed that training skills identification should be considered when selecting trainers. 49% of sampled respondents said that good training content must resolve existing problems and 83% of sampled respondents confirmed that better performance after training is a factor that affects training effectiveness and outcome. Throughout the findings, it was established that there is a lower positive level of relationship between staff training and Public Institution performance, this was indicated by ($r = .359$, $P = .000$, where $N = 186$). This tells us that increases in staff training will lead to the increase of Public Institution performance. The researcher recommends that public institutions have to make sure that every employee has been trained before embarking on duties and responsibilities of a given position and also to include training in their annual plan and provide budget for it. Before training take place competence of trainers have to be observed because they impart necessary knowledge and skills that enhance capacity of staff hence good performance can be expected. KeyWords Staff training, Public Institutions Performance, Human resource management

1. Introduction

Rwanda was characterized by many difficulties in the period of 1994 after genocide of Tutsi. The Government of Rwanda entered in East African Community, the one in the focus was to attract foreigners to improve capacity of workers. Training is the practice of developing existing talent of individuals; it is also an act of increasing skills and knowledge needed for the staff members which enable them to accomplish the Public Institution objectives (Azara, 2013). Based on views of different researchers, training is the constant and official learning activities within the Public Institution projected to increase the employee's performance (Hanaysha, 2016).

With proper training, both current and new employees obtain needed knowledge and skills that enable them to accomplish their tasks at desired levels. Public Institutions fail to perform well due to the different training challenges like insufficient training time to its workers, lack of budget for training programs, and lack of competent trainers, and irrelevant training content. Training provides to the employees required skills of technology which stimulates Public

Institution to be competitive in the market hence profit is increased at pleasurable level (Rajandran, 2017).

Formal education does not teach satisfactory job skills in a particular position; by training employees gain knowledge and skills required for the work; therefore training is very vital to Public Institution performance through productivity. The Government of Rwanda has adopted the system of training to its staff for better service delivery, and enhancing competence (Rukumba, 2017).

In Rwanda a competent authority may in the interest of service, send a public servant on training courses within or outside of country (GoR, 2013). According to (GoR, 2016), a training is a course pursued by a public servant to build her/his capacity in relation to his/her current job or capacity in general to obtain degree or certificate superior to that he/she is holding.

A short-term training is that training lasting for a period of six month and which does not lead to an award of conventional academic certifications. It includes credit and capacity building based on training sector specialized training. Long term training is that training which can last a period of six months or above and leading to an award of the conventional academic certifications. Every public institution must ensure that induction course training is provided to new public employee (GoR, 2016).

In financial year 2018-2018, Rwanda Public Procurement Authority (RPPA) trained 1,945 government officials on e-procurement project, including procurement officials, legal advisors, internal auditors, chief budget managers, and it has observed that effective performance is limited when staffs involved in public procurement are not trained on procurement rules and regulations (RPPA, 2020). The training using e-procurement reduces cost and wastage like cost of paper and time reduction in terms of long process of procurement prior to e-procurement (Will, 2017).

According to Rwanda Revenue Authority (RRA) for the benefit of government and businessmen, training on customs and tax administration is conducted through professional trainers. This enhances the quality of service delivery and performance is improved at desired extent (Ntaganda, 2019).

The Ministry of ICT and Innovation in Rwanda in collaboration with ICDL African conducted an assessment of the civil servants' digital skills levels expected at helping the Ministry to plan for ICT skills needed for central government employees. After the assessment, the Ministry of ICT and Innovation allocated the budget for the skills gap for training programs. During training both programs are of class attendance and online training. From researcher observation, some public entities are still facing the challenges in selection, needs assessment of employees for training, poor budget and time allocated in training, and lack of competent trainers to assist them in the possible improvement of employees for training (Maina, 2020).

2. Statement of the Problem

Training of staff in an institution is a systematic process that enhances knowledge, skills and competencies of employees that enable them to perform well in their daily activities hence the benefit of institution like revenue, productivity, competitiveness and wellbeing of citizens and good reputation increased. However, some public institutions are still failing to achieve the goal of the performance contract concluded and to overcome the issue training of employees is the main element to focus. (Mutanganshuro, 2020). Rwanda Public Procurement Authority in financial year 2018-2019, trained 1,945 government officials on e-procurement project, including procurement officials, legal advisors, internal auditors, chief budget managers. Auditors are still observing mistakes made by individuals who have been trained (RPPA, 2020).

Previous studies proved the positive tie between training and Public Institutions performance, but some training weaknesses observed are not well handled, resulting in some sanctions, demotion, transfer or and dismissals. When training in addition to the knowledge acquired from school is made for them, these issues could be reduced (Enga, 2017).

According to Timothy Utley (2020), the result of strong performance in relation to training of employees indicated by strong revenue growth of 16% in 2018 at constant exchange rates, with consolidated revenue reaching \$2,463.4 million. Catalent delivered \$550.7 million in adjusted EBITDA2 in 2018, an increase of 20.0% against the prior year at constant exchange rates. The adjusted EBITDA margin was 22.4% in the current year, and adjusted net income per diluted share was \$1.75. The cash provided by operating activities was \$374.5 million, up 25.0% from 2017, which was actively redeployed, including in growth-generating capital expenditures and the strategic biologics acquisition (Utley, 2020).

Public Institutions fail to achieve the goals set because they do not provide required training to its staff. In addition, lack of competent trainers as well as irrelevant training content is the gap identified that affect Public Institution not to performance well. It is on the basis of this problem that researcher seeks to examine the influence of training and its effect towards Public Institutions performance.

3. Objectives of the Research

- i. To assess perception of employees on training and how it affects Public Institution performance.
- ii. To establish the competencies of trainers and how they influence Public Institution performance.
- iii. To investigate the quality of training content and how affects Public Institution performance.

4. Conceptual Framework

Training is an investment made by Public Institution through employees for better performance of a job (Tharenou, 2011). Another perception opines that training primarily inducts the employees to the Public Institution and provides them necessary information that allows them to accomplish their tasks (George, 2012).

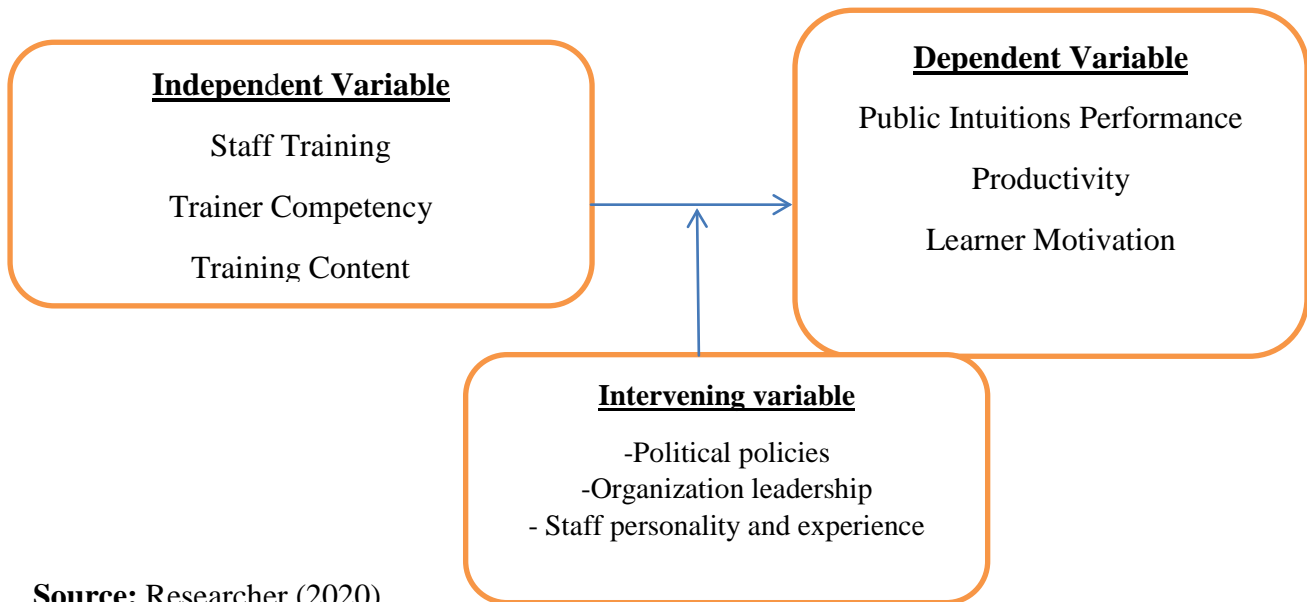
The Conceptual Framework shows a clear picture of training included competency trainers, quality of content to train, perception of employees on training towards performance and how it creates an impact on the dependent variable which is Public Institutions performance characterized by productivity, Public Institutions performance, and learner motivation.

Trainer competency is a set of demonstrable characters and skills that enable people to improve performance of a job; competence is aggregate of knowledge, skills and attitude manifested in employee's behavior to achieve the ends and can be inherent and acquired through training (Chatterjee, 2020).

Training content is some kind of information, ideas, and message that are characterized by written, videos, or audible format for the other to consume. When content does not contains all necessary information the beneficiaries won't gain the expected knowledge and skills that enable them to perform well on the job (Odden, 2012).

However, there are intervening variables which include other factors that can affect both dependent and independent variable in positive way or negative way, such as political policies, Public Institution leadership, staff personality and staff experience.

Conceptual Framework



Source: Researcher (2020)

5. Methodology

5.1 Research Design

Taking into consideration the nature of the problem under study, the objectives and research questions, the case -study method was used with a descriptive approach. This is because it provides a background of a situation and also a detailed and relatively accurate picture. Qualitative was used in interview guide and discussion between respondents and researcher for discovering the truth, in discussion researcher found real information on the influence of staff training and Public Institutions performance, a quantitative paradigm with a descriptive correlation design in order to determine quantitative terms the degree to which the variables are related.

2.2 Population of the Study

The population of this study was all employees of Rutsiro District at District and Sector level, and covers about 350 individuals including 30 senior staff and 320 junior staff of Rutsiro

District. The researcher chose this case study because it is convenient for data collection and less costly.

Target Population of Rutsiro District staff

N0	Senior Staff	Junior Staff	Total
1	30	320	350

Source: Human Resource Management of Rutsiro District (2020)

5.3 Sampling Design

The sample size represents the total staff members of Rutsiro District who were eligible to receive questionnaires divided into stratum. For interest of this study the researcher stratified the population where senior managers were given a set of questionnaire and rest of staff received their questionnaires. The population further was stratified randomly such that different information is collected from the relevant sources. Stratified sampling method (proportional allocation) was used to provide a general view of the effects of training on the Public Institutional performance.

5.4 Sample Size

For time saving and costs reduction purpose, a small of population was chosen to represent the whole population. Taro Yamane's formula was used for determining well sample size (Yamane, 1967).

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

The significance level or margin tolerance error of 5% was chosen by researcher.

The formula is translated below:

$$n = \frac{N}{1+N(e)^2}, \quad n = \frac{350}{1+350(0.05)^2}, \quad n = \frac{350}{1+0.875}$$

$$n = \frac{350}{1.875}, \quad n = 186$$

5.5 Sampling Method

For suitable results, stratified or proportional allocation sampling method was used to represent the staff that was eligible to be given questionnaires divided into stratum as indicated below:

$$xn = \frac{(n)N}{P}$$

Where xn is sample size for each level

n: Entire sample size for the study

N: Population size of staff for each stratum

P: Total population of the study

Sample Size Presentation into Stratum

Rutsiro District	Population into stratum	Sample size: $(xn = \frac{(n)N}{P})$
Senior staff	30	16
Junior staff	320	170
Total	350	186

Source: Researcher (2021)

Demonstration of above sample size using three rules

If 350 population equivalent to 186 simple size

30 senior staff has sample size of $186 * 30 / 350 = 16$ sample size of senior staff

320 Junior Staff has sample size of $186 * 320 / 350 = 170$ sample size of junior staff

5.6 Data Analysis Methods

The quantitative and qualitative data obtained in the study were analyzed by means of descriptive statistics. Primary data was presented using graphs, tables, pie and chart. In testing hypotheses SPSS was used and Pearson Product Moment Correlation (r) was adopted to perform these tests

5.7 Data Collection Method and Instrument

In this research, questionnaires were adopted as tools of collecting data. The questionnaires were both closed and open ended questions. Multi-choice close ended questions were suitable for this study because of their efficiency. The researcher used the introductory letter to Rutsiro District leaders seeking permission to collect data. The researcher sought the assistance of the human resource manager to communicate with staff in order to ensure that the distribution of questionnaire is done effectively.

6. Findings and Discussion

6.1 Findings on objective one

The specific objective one was to assess perception of employees on training and how it affects performance of Public Institutions. After collecting data from respondents, the researcher observed that training is major factor that enables Public Institutions to perform well and to achieve its objectives. The research findings revealed that 73.1% of respondents confirmed that staff training affects Public Institutions performance at a high level; therefore, institutions have to include training in their plan and provide budgets to it.

Training has to be made regularly by institutions to accelerate performance as a majority of respondents equal to 71% confirmed that training is a valuable instrument that affects Public Institutions performance. For Public Institutions to perform well, training of its staff has to be considered as a priority, as confirmed by 57.5% that there is high level correlation between staff training and Public Institutions performance. Training of staff of Public Institutions is needed in

order to stimulate performance, as confirmed by majority of respondents at 97% who confirmed that training is important to the Public Institutions performance.

For a Public Institution to deliver quality service it has to improve the knowledge and skills of its staffs by training them, 76.3% respondents confirmed that after training quality of service is observed. Institutions have to focus on training of its workers because it increases their level of confidence of their daily activities. This was confirmed by majority of respondents equal to 52% that the level of confidence on performance of daily activity is increased to above 100% after training.

6.2 Findings on objective two

Objective two was to establish the competencies of trainers and how they influence Public Institution performance. The researcher data indicated that Public Institutions need to consider competencies of trainers before training is delivered. When trainers are competent, they provide even relevant knowledge and skills that make workers (trainees) to be competent at their work. Good trainers must have abilities of identifying skills needed to be delivered. The majority of respondents which equal to 49.5% confirmed that identifying training skills to be delivered is a criteria that should be considered when selecting trainers.

6.3 Findings on objective three

Objective three was to investigate the quality of training content and how it affects Public Institution performance. The research revealed that a good training program must have expected outcomes as majority of respondents equal to 45.2% confirmed that expected outcomes is a quality of a good training program. Good training content has to be directly related to the existing problem and must resolve that problem as confirmed by majority of respondents, equal to 49% of sampled respondents who said that good training content must resolve existing problems. The research findings revealed also that better performance after training is the main

factor that affects training effectiveness and outcome as majority who presents 83% of sampled respondents confirmed and that better performance after training is a factor that affects training effectiveness and outcomes.

7. Conclusion

Based on the summary of research findings the conclusion below is drawn. Staff training has a positive influence on Public Institutions performance. Therefore, institutions have to include training in their annual plans and provide budgets for it.

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