



Effect of Training and Development on Employee Performance. A Case of Rwanda Agriculture and Animal Resources Board (RAB)

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Abstract

The purpose of this study was to find out the effect of training and development on employee performance in Rwanda Agriculture and Animal Resources Board (RAB). Accordingly, this study guided by three objectives specially to assess the effect of training needs identification on performance of employee in Rwanda Agriculture and Animal Resources Board, investigate the effect training program planning on performance of employee in Rwanda Agriculture and Animal Resources Development Board and assess the effect of training plan implementation on performance of employee in Rwanda Agriculture and Animal Resources Development Board. A total number of 130 people targeted as a study population from a particular department with information concerning this study. Data mainly collected through questionnaires distributed to those employees of RAB and through scheduled interview with Station Managers. Documentary review, questionnaire, interview, and observation methods used to collect data, while descriptive and inferential statistics applied for data analysis. Furthermore, collected data analyzed using both descriptive and inferential methods. Descriptive statistics used like means and standard deviation while inferential statistics were correlation and regression analysis. Statistical Package for Social Sciences (SPSS) used in this research study to clarify the status of training and development, establish a link between training and employee's performance and propose solutions to amend the identified gaps. The coefficient value of (β :0.368, p: 0.000) for training needs identification indicates that significant effect of training needs identification on performance of employees in Rwanda Agriculture and Animal Resources Board. The coefficient value of (β : 0.125, p: 0.014) for training program planning indicates that significant effect of training program planning on performance of employees in Rwanda Agriculture and Animal Resources Board. The coefficient value of (β : 0.507, p: 0.000) for training plan implementation indicates that significant effect of training plan implementation on performance of employees in Rwanda Agriculture and Animal Resources Board. Overall, the Coefficients with $p < 0.05$ provides a evidence on the effect of each predictor variable on employee performance. The results highlight the significance of Training Needs Identification, Training Program Planning, and Training Plan Implementation has significant effect on employee performance of RAB. It is

recommended that RAB maintains a focus on continuous training needs assessment, meticulous program planning, and careful implementation.

Key words: *Training and development, training needs identification, training program planning, training plan implementation and employee performance*

1. Introduction

Nowadays' employees are challenged by emerging technologies so that their performance requires training and development. It is in this regard that employees of different stations of Rwanda Agriculture Board need training and development so that they adapt their skills to new technologies and emergencies. RAB face many challenges in the strengthening its employees' skills, which results in lack of employee performance (RAB, 2022).

According to the financial reports of the Board, more than a half of the Board's budget is spent in the capacity building of its servants; therefore, a third of the whole budget is lost due to improper training process, absence of training needs assessment, failure to use appropriate methods of training, and incompetence in the execution of tasks (RAB, 2022). There is a serious problem of lack of data and information on how training and development is done at RAB since training outcomes and feedbacks are not assessed and this affects the station's performance.

Despite several studies looking at the effect of training and development on employees' performance in Rwanda, Previous studies have not focused on the effect of training needs identification, training program planning and training plan implementation on performance of employee in Rwanda Agriculture and Animal Resources Board. This study intends to address that problem by assessing the gap and suggesting correctional methods.

1.2 Objectives of the Study

The objective of this research is to evaluate the effect of training and development on employees' performance.

Specific objectives:

- i. To assess the effect of training needs identification on performance of employees in Rwanda Agriculture and Animal Resources Board.
- ii. To investigate the effect of training program planning on performance of employees in Rwanda Agriculture and Animal Resources Development Board.
- iii. To assess the effect of training plan implementation on performance of employees in Rwanda Agriculture and Animal Resources Development Board.

1.3 Research hypotheses

- i. **H_{0a}:** There is no significant effect of training needs identification on performance of employees in Rwanda Agriculture and Animal Resources Board.
H_{1a}: There is significant effect of training needs identification on performance of employees in Rwanda Agriculture and Animal Resources Board.
- ii. **H_{0b}:** Training program planning does not have significant effect on performance of employees in Rwanda Agriculture and Animal Resources Board.
H_{1b}: Training program planning has significant effect on performance of employee in Rwanda Agriculture and Animal Resources Board.
- iii. **H_{0c}:** There is no significant effect of training plan implementation on performance of employees in Rwanda Agriculture and Animal Resources Board.
H_{1c}: There is significant effect of training plan implementation on performance of employees in Rwanda Agriculture and Animal Resources Board.

2. Literature review

2.1 Theoretical review

This study refers and uses the theories like Resource Based Theory, Human capital theory, Behaviorisms and Kirkpatrick model 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 The Resource-Based Theory

The Resource-Based Theory, which is a prominent framework in the realm of human resource management and performance studies, has its roots in the work of Coase in 1937 and later in Birger Wernerfelt's 1984 research. This theory posits that competitive advantage is achieved when a company possesses a unique pool of human resources that cannot be replicated or substituted by its competitors. Firms that successfully recruit and retain skilled individuals can develop a significant human capital advantage. Essentially, the Resource-Based Theory underscores the critical role of a company's resources in determining its competitive advantage and performance (Paauwe & Boselie, 2005).

This theory holds particular relevance for our study, as it underscores the importance of having the right people with the appropriate skills in the context of recruitment and selection processes. This applicability has been supported by other researchers, such as Jan *et al.* (2010), who utilized the same theory in their examination of professional human resource management practices in family-owned-managed enterprises. At its core, the Resource-Based Theory asserts that companies compete based on the unique resources and capabilities they possess.

Furthermore, the theory contends that human resources are a crucial subset of an organization's resources, playing a pivotal role in achieving competitive advantage and superior long-term performance. The Resource-Based Theory operates on two key assumptions when analyzing sources of competitive advantage and performance. First, it assumes that firms within an industry can vary significantly in terms of the resources they control. Second, it posits that resource heterogeneity can persist over time because the resources used to implement a firm's strategies are not easily transferable between different firms (Barney *et al.*, 2011).

In the context of the study, RBT suggests that training and development initiatives are crucial resources that can enhance employee skills and capabilities. Thus, the objective of evaluating the effect of training and development on employees' performance aligns with RBT by acknowledging that these resources (training programs) can potentially provide a competitive advantage to the organization by improving employee performance.

2.1.2 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.

In this study, the objective to evaluate the effect of training and development on employees' performance directly aligns with Human Capital Theory. The theory posits that employees' skills, education, and training contribute significantly to their productivity and performance. By assessing the impact of training programs on performance, the study delves into how enhancing human capital through training influences outcomes in the Rwanda Agriculture and Animal Resources Development Board.

2.1.3 The Kirkpatrick model theory

Kirkpatrick Model is a popular tool known as a tool for analyzing and evaluating the output of educational, training and learning programs. It is made up four levels of evaluation, which are Reaction, Learning, Behavior, and Results. Each running level of model constitutes a more precise measure of usefulness of a training program. Donald Kirkpatrick, former professor Emeritus at the University of Wisconsin, first published his model in 1959. He ameliorated it in 1975, and again in 1993, when he published his best-known work, "Evaluation Training program. "In 2016 James and Wendy adjusted and clarified the original theory, and introduced the 'New World Kirkpatrick Model' in their book, 'Four levels of training evaluation'. The special point added is an emphasis on the advantage of making training relevant to people's everyday jobs

The Kirkpatrick's level 1: Reaction: During this level of reaction, the trainees express whether they felt engaged, and whether the training was relevant to them. The trainer or training organizations based on that feedback result to evaluate the usefulness of the training, Trainees' perceptions, potential future improvement, justification for the training expense. A variety of sources estimates that approximately 80 percent of training events include level 1 evaluation. The organization establish the measure for knowing how people's reactions. It evaluates by using employee satisfaction surveys to do this, but you can also observe trainees' body language during the period of training, or ask for verbal feedback. Assess the feedback, and recognize the changes that you could make in response (Athar & Shah, 2015).

The Kirkpatrick's level 2: Learning: This level emphasized on measuring what your trainees have and have not learned. In the New World version of the tool, Level 2 also evaluate what they reflect they will be talented to do differently as a result, how self-assured they are that they can do it, and how heartened they are to make changes. This shows how the training has empowered their knowledge and capability as well as their confidence and commitment. You can evaluate learning in different ways, based on the purposes. It will be successful when you evaluate these areas both before and after providing the training. Before starting the training, you should determine the knowledge and capabilities of your employees/trainees and at the end of the training you evaluate what they have learned, or measure their learning with any kind method like interview or verbal assessments. Therefore, the supervisors need to be responsible for upgrading their skills, and to put forward the support they need to do so (Divya & Gomathi, 2015).

The Kirkpatrick's level 3: Behavior: This level 3 helps to measure the degree to which the employees apply well the knowledge and capability acquired from the training. The level 3 involves both pre- and post-event measurement of the learner's behavior changes. Sometime the employees may do not have sufficient time to put into practice what they learnt or the organization may be have the obstacle behave change. Possibly keep going processes mean that there is little scope to apply new thoughts, for example. The manager should be sure that they improve processes that insist, reinforce and recognize positive changes in behavior. The

better way to measure behavior changes is to control observations and interviews. Another is to integrate the use of new knowledge and capability into the specific job that you set your team, with the intention that people have the chance to show what they know. The supervisors need to be nearly involved at this stage, judge and coaching the employees in making behavior changes (Ezeani & Oladele, 2013).

The Kirkpatrick's level 4: Result: This level 4 helps the managers to analyze the results from the trainings to the organization. Like cost-effectiveness, efficiency, improved productivity, employee retention, and increased higher morale. One typical challenge is to pick out whether specific outcomes are truly the outcome of the training. The level 4 requires also both pre-and post-event to assess the achievement of training objectives. In the modern system, the trainers frequently use the Kirkpatrick model backward, by stating the outcomes they want to see, and then developing the training that is most likely to provide them. This deserves to prioritize the goals of the training and make it more useful. Under are some end results to be consider, basing on the objectives of provided training: Increased employment retention, increased production, higher morale, cost effectiveness, increased customer satisfaction etc. The Manager makes a series of short-term observations and measurements to check changes in behavior due to training are making a worthwhile difference to your employee's performance (Falola & Ojo, 2014).

In this context, the objective of evaluating the effect of training and development on employees' performance aligns with the Kirkpatrick Model's higher levels (behavior and results). It aims to assess how training impacts employees' behavior on the job and the subsequent results in terms of improved performance within the Rwanda Agriculture and Animal Resources Development Board.

2.1.4 Behaviorisms theory

According to Congelosi, (2000) behavior change is about to the behaviorist approach by which learners' environments are operated to grow the chances of desired behaviors being recognized in terms of rewards while unwanted behaviors go unrewarded. There are different behavior change approaches used in the teaching space. For example, learner's/trainees behavior can be modified through shaping, chaining, extinction, positive and negative reinforces, discipline plans and token economies (Eggen and Kauchak, 2001). These behavior change approaches are common practices in elementary schools. The most widely used approaches are the two types, which are positive and negative reinforcements and token economy. In the case of working place positive and negative reinforces are used so that to maintain desired behavior or to eliminate unwanted behavior. Skinner emphasized on the significance of generalized reinforces such as giving appreciation, stars and points to the employee immediately after their performance of desired behaviors. This enables employees to repeat the desired behavior. The behaviorism theory stated that punishment is less effective in terms of terminating inappropriate behavior because it only overpowers behavior temporarily (Darby, 2003).

Furthermore, the elimination of punishment permits the behavior to be repeated. Besides, punishment is also known to have unpleasant side effects such as group dislike and group unhappiness. Here the employer compromises a remuneration to the employees in the time the desired behaviors are achieved as a conditioned reinforce. The employers must be committed to give out the rewards after desired behaviors'. Rewards can be such as certificate for recognition or monetary things (Falola & Ojo, 2014).

It was stated that to change the employee behaviors should be enhanced by the result of experience (Saettler, 1990). It therefore follows that training needs assessment or indeed

evidence of learning must be some capturing of that change. Therefore, training needs assessment is a purely behavioral activity because its major objective is to show whether there has been change in the learner's behavior after a learning experience. Without training needs assessment at work place, it would be very difficult to know whether learning has taken place. The employees should be assessed by observing behavior. Educators cannot assume that learners are learning unless they observe that behavior is changing through assessment. Assessment therefore acts as a vital instrument through which educators can receive feedback vis-a-vis progress of learning at teaching place. Skinner (1968) advocated for effective learning in school institutions. In his endeavor to ensure effective learning in schools, he suggests three principles to be used by trainers when he states that; information to be learned should be presented to the learners in small behaviorally defined steps rapid feedback should be given to employees/trainees regarding the accuracy of their learning and that employees should be allowed to learn at their own pace. Employee performance should be based on the permanent change of behavior.

Normally, to develop the employee performance is a long way that imply one of two an individual employee or group of employees. Egler (2000) expressed that level of performance, its employees are more effective and in turn the institutional culture go well with effective too. Performing at top-level makes results namely an increase in quality, capability, knowledge, skills, identity and motivation also cost effectiveness. Performance can be enhanced by attracting the performer in positive emotions through activities that can be used to upraise performance and motivate the personal growth of the workforce.

Another technique of improving performance is through insightful practice, which involves events that help people pay attention to and learn from experiences Egler, (2000). This theory was relevant to this study as it highlighted the importance of looking at the performance of employee at all levels and considering the avenues that can be used in an organization to achieve higher performance. However, they produce helpful and a more lasting effect on employee's performance and are work related. Hence, sufficient provision of such components, the 'satisfiers' makes people satisfied with their jobs since they serve man's basic needs for psychological growth. These elements are achievement, recognition for success, increased duty, opportunity for progress and development, and innovative and challenging work. Usually, employees will not have job satisfaction if the motivating factors are not provided in sufficient quality by the employer. This theory thus helped in relating human resource development to employee performance. Albert Bandura contends that many behaviors or responses are acquired through observational learning. Observational learning, sometimes called modeling results when we observe the behaviors of others and note the consequences of that behavior. The person who demonstrates behavior or whose behavior is imitated is called model.

In this context, training programs act as stimuli that introduce new knowledge, skills, and behaviors to employees. The theory posits that these introduced behaviors can be reinforced through various methods, such as positive feedback, rewards, or recognition, leading to their adoption and integration into employees' work practices. The objective of the study aligns with Behaviorism theory by aiming to explore how the training and development initiatives provided by the Rwanda Agriculture and Animal Resources Development Board influence observable behaviors exhibited by employees.

2.2 Conceptual framework

In this study, the conceptual framework is based on the effect of training and development on employees' performance in Rwanda Agriculture and Animal Resources Board The

conceptual framework diagram represents the intervening and moderating variables which have effect on the dependent variable.

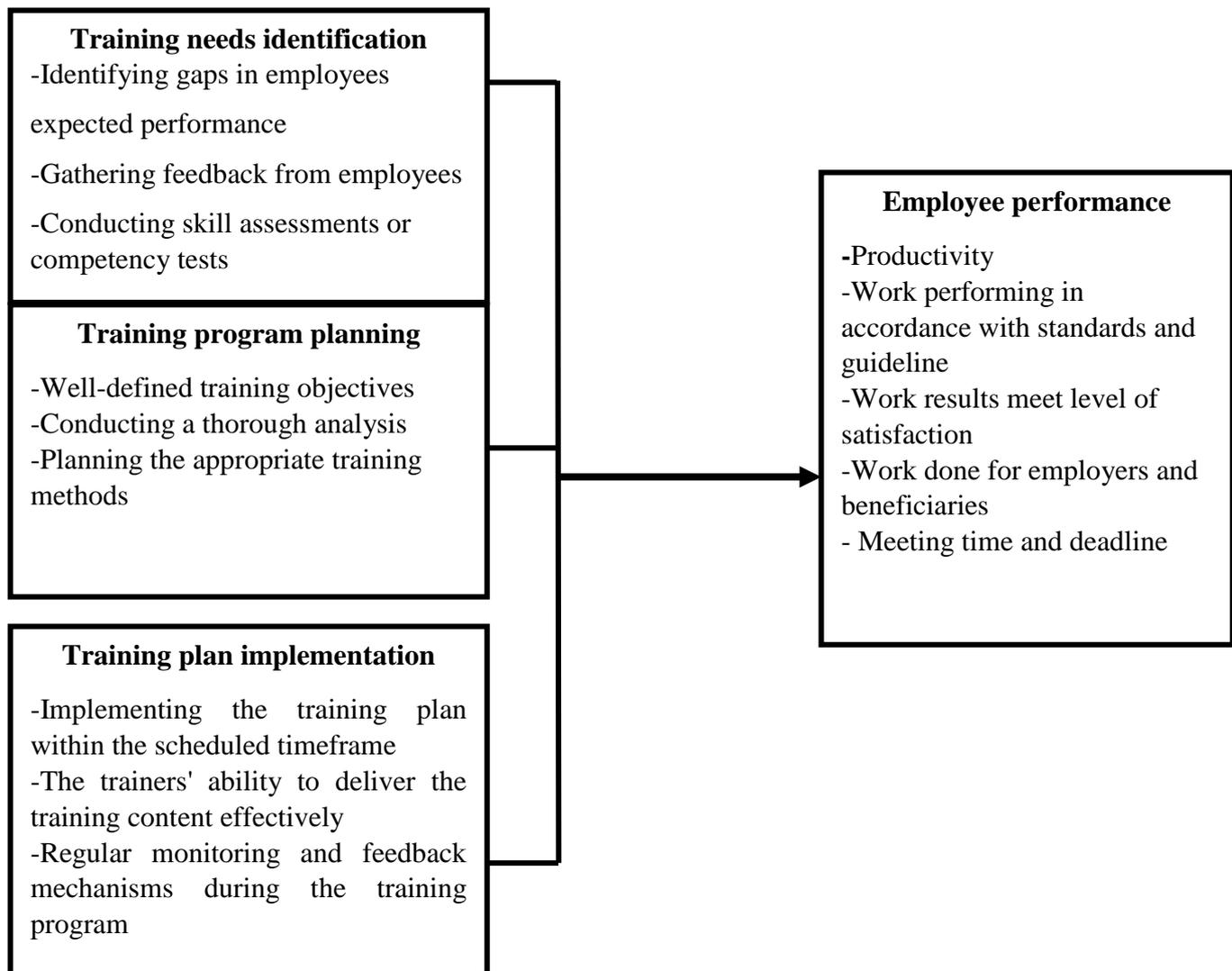
Figure 1. Conceptual framework

Independent Variable

Training and development

Dependent Variable

Employee performance



Source: Researcher’s compilation, 2023

The concept framework includes the independent and dependent variables as shown in figure 1 above. The independent variables categorized into three categories on the specific objectives. The objective number one designed to assess the influence of training and development design on employee performance in Rwanda Agriculture and Animal Resources Board.

In the initial phase of Training Needs Identification, the focus is on understanding existing gaps in employee performance. This involves a multifaceted approach, including pinpointing discrepancies between anticipated and actual performance, gathering insights through employee feedback, and conducting skill assessments or competency tests. This phase serves as the foundation, highlighting specific areas requiring attention and improvement within the workforce.

Subsequently, the Training Program Planning stage takes shape, emphasizing the creation of a well-structured plan to address identified needs. Clear, well-defined training objectives are established based on the gaps identified earlier. A comprehensive analysis informs the selection of appropriate training methods tailored to bridge those performance gaps effectively. This phase sets the roadmap for the training initiatives, ensuring alignment with organizational objectives and employee development requirements.

The final phase, Training Plan Implementation, marks the execution of the devised training program. Timely implementation and the effective delivery of training content by skilled trainers become crucial elements here. Regular monitoring and feedback mechanisms are put in place throughout the training program to track progress, adjust strategies as needed, and ensure that the learning objectives are being met efficiently.

3. Research methodology

3.1 Research Design

This study employed descriptive study design and correlational research design with quantitative and qualitative approaches. The study concerned on descriptive study design with measurements of the same variables across all respondents in the study. This study incorporated both quantitative and qualitative research approaches (used mixed method) in order to generate the advantage of both approaches.

3.2 Target population

The population is defined as all members of a real or hypothetical set of people, events, or objects of a defined group to which a study wishes to generalize the results of the research study Kothari, (2012). The population of interest in this study includes the line managers, and other administration members. A total number of 130 people targeted as a study population from a particular department with information concerning this study. According to Parkinson and Reed, (2010), the available anthropometric data are drawn from populations that are clearly different from the target populations.

No sampling inquired, rather the census inquiry method used as the population of the study found to be small, and the researcher decided gathered data from every single individual or unit within the target population, without using any sampling techniques. It provided a highly accurate and comprehensive understanding of the population, leading to findings that are directly applicable and potentially generalizable to the entire population.

3.3 Data collection Instruments

To collect the data requires different ways. The time, objective of the research, fund, researcher and research design request for the techniques used of collecting the data. This study used three techniques which are questionnaire, interview and documentary review.

3.4 Data analysis

The researcher used the Statistical Package for Social Sciences (SPSS). Naale *et al.* (2016) urged that SPSS is one of the most widely used available and powerful statistical software packages that covers a broad range of statistical procedures, which allows a researcher to summarize data (e.g. compute means and standard deviations), determine whether there are significant differences between groups, examine relationships among variables, and graph results. Therefore, after obtaining information, which the researcher feels so necessary and enough for preparation of research report, the research employed qualitative data analysis which used to analyze data obtained from different sources mentioned above.

Below function represents the analysis model for the study.

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + \varepsilon$$

X₁ is training needs identification

X₂ is training program planning

X₃ is training plan implementation

Y = performance of employee

α = constant

b₁-b₃ = Regression Coefficient

ε = error term

4. Research findings

Inferential statistics of this study used correlation analysis to determine the strength and direction of the relationship between two variables. Regression analysis aims to model the relationship between a dependent variable and one or more independent variables. It helps in predicting the values of the dependent variable based on the values of the independent variables.

Table 1: Correlations

		Training needs identification	Training program planning	Training plan implementation	Performance of employees
Training needs identification	Pearson Correlation	1	.545**	.651**	.775**
	Sig. (2-tailed)		.000	.000	.000
	N	130	130	130	130
Training program planning	Pearson Correlation	.545**	1	.675**	.681**
	Sig. (2-tailed)	.000		.000	.000
	N	130	130	130	130
Training plan implementation	Pearson Correlation	.651**	.675**	1	.842**
	Sig. (2-tailed)	.000	.000		.000
	N	130	130	130	130
Performance of employees	Pearson Correlation	.775**	.681**	.842**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	130	130	130	130

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

Source: Field data, 2023

The Correlations table 1 presents the Pearson correlation coefficients among the variables: Training Needs Identification, Training Program Planning, Training Plan Implementation, and Performance of Employees. Both Training Needs Identification and Training Program Planning show positive correlations with Performance of employee (r = 0.775, p=0.000 and r = 0.681, p=0.000, respectively). These findings support that well-identified training needs and comprehensive program planning contribute positively to employee performance. Training Plan Implementation demonstrates a significant positive correlation with

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Performance of employee ($r = 0.842$, $p=0.000$). This indicates that a well-implemented training plan positively influences employee performance. The 0.05 significance level indicates strong statistical significance, further validating the relationships observed. These correlations collectively highlight the interconnectedness between effective training needs identification, thorough program planning, successful implementation, and improved employee performance within RAB.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899 ^a	.808	.803	.27748

a. Predictors: (Constant), Training plan implementation, Training needs identification, Training program planning

Source: Field data, 2023

The Model Summary table 2 within the context of regression analysis provides valuable observations into the strength and adequacy of the regression model. The R value of .899 indicates a moderate positive correlation between the predictor variables (Training Needs Identification, Training Program Planning, and Training Plan Implementation) and the outcome variable (Performance of Employees). The R Square value of .808 implies that approximately 80.8% of the variability in employee performance can be explained by variations in Training Needs Identification, Training Program Planning, and Training Plan Implementation. This regression aligns with the findings of Kazlauskaite and Buciuoniene (2010), highlighting that effective training needs identification positively influences both employee and organizational performance. The correlation coefficient value indicates a reasonably strong linear effect supporting the notion that a well-identified training plan, as well as its successful implementation and planning, can positively affect to enhanced employee performance.

Table 3: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.747	3	13.582	176.408	.000 ^b
	Residual	9.701	126	.077		
	Total	50.448	129			

a. Dependent Variable: Performance of employees

b. Predictors: (Constant), Training plan implementation, Training needs identification, Training program planning

Source: Field data, 2023

The ANOVA (Analysis of Variance) table provides valuable observations into whether the variation in the dependent variable (Performance of Employees) can be significantly explained by the variation in the independent variables (Training Needs Identification, Training Program Planning, and Training Plan Implementation). The higher F-value of 176.408 indicates that the variance between the groups (represented by the predictor variables) is significantly larger than the variance within the groups. This indicate that the collective effect of Training Needs Identification, Training Program Planning, and Training Plan Implementation contributes to explaining the variability in Employee Performance. The significance level (Sig.) of .000b (equivalent to 0.000) is remarkably low, well below the common significance threshold of 0.05. This indicates that the observed effect of Training Needs Identification, Training Program Planning, Training Plan Implementation, and

Employee Performance is highly statistically significant. This finding aligns with the views provided by Belcourt (2006), emphasizing the positive impact of effective training and development on job performance.

Table 4: Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.126	.151		.837	.404
1 Training needs identification	.368	.052	.369	7.032	.000
Training program planning	.125	.050	.134	2.489	.014
Training plan implementation	.507	.059	.512	8.584	.000

a. Dependent Variable: Performance of employees

Source: Field data, 2023

Performance of employee = 0.126 + 0.368 (Training needs identification) + 0.125 (Training program planning) + 0.507 (Training plan implementation) + 0.151

The Coefficients table 4 offers observations into the individual unstandardized coefficients of the regression model, indicating the impact of each predictor variable on the dependent variable (Performance of Employees). The Constant value (0.126) represents the baseline expected performance score when all predictor variables (Training Needs Identification, Training Program Planning, and Training Plan Implementation) are at zero. This baseline aligns with the observations made by Coens & Jenkins (2002), emphasizing the significance of baseline performance evaluation as a reference point for performance outcomes in the absence of identified training needs. The coefficient value of 0.368 indicates that, holding the other predictor variables constant, for every one-unit increase in Training Needs Identification, the performance score is projected to increase by 0.368 units. The significance level (Sig.) of .000 indicate that the effect of Training Needs Identification on Employee Performance is statistically significant. The coefficient value of 0.125 indicate that, holding the other predictor variables constant, a one-unit increase in Training Program Planning is projected to result in a 0.125 unit increase in the performance score. The significance level (Sig.) of 0.014 indicate that the effect of Training Program Planning on Employee Performance is statistically significant. The coefficient value of 0.507 implies that, holding the other predictor variables constant, a one-unit increase in Training Plan Implementation corresponds to a 0.507 unit increase in the performance score. The significance level (Sig.) of 0.000 indicate that the effect of Training Plan Implementation on Employee Performance is statistically significant. Overall, the Coefficients table provides a comprehensive understanding of the impact of each predictor variable on Employee Performance, using unstandardized coefficients. The results highlight the significance of Training Needs Identification, Training Program Planning, and Training Plan Implementation in influencing Employee Performance within the context of RAB.

5. Conclusion

This study delved into the critical realm of employee performance within the context of the Rwanda Agriculture and Animal Resources Development Board. The primary focus was on three distinct facets: the effect of training needs identification, training program planning, and training plan implementation on employee performance. The investigation was guided by specific objectives aimed at unraveling the intricacies of these aspects, and the study's findings provide valuable observations for both academia and practical application. The first objective, which aimed to assess the effect of training needs identification on employee

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performance, yielded significant outcomes. The study identified a moderate positive correlation between the two variables, aligning with existing literature that underscores the pivotal role of well-identified training needs in fostering improved employee performance. This correlation, supported by a substantial R Square value, validated the hypothesis that effective training needs identification indeed positively influences employee performance. The second objective, focused on the effect of training program planning, revealed noteworthy findings. The positive correlation established between training program planning and employee performance validated the hypothesis that well-structured training programs tailored to employee needs contribute significantly to enhanced performance. The third objective explored the impact of training plan implementation on employee performance. The positive correlation unveiled reinforced the hypothesis that effective execution and monitoring of training activities lead to improved employee performance.

The study outcomes emphasize the importance of a holistic approach to training strategies. Effective identification of training needs, meticulous program planning, and flawless implementation form a symbiotic relationship that cultivates employee performance. As organizations strive to optimize their human resource development initiatives, the study's findings offer practical observations into refining training approaches for lasting positive impacts on employee performance. The significance levels of the predictor variables were assessed to determine if there were statistically significant effects. If the p-values were below a chosen threshold (typically 0.05), it would indicate significant impacts on employee performance. This allows the researcher to reject all null hypotheses and confirmed alternative hypotheses. This research contributes to the growing body of knowledge on organizational training dynamics while providing a roadmap for organizations seeking to create a thriving workforce and foster organizational excellence.

6. Recommendations

RAB should establish a systematic process for ongoing needs assessment, involving employees in identifying skill gaps, and leveraging data analytics to inform training decisions. This will ensure that training initiatives directly address the evolving needs of employees, leading to improved performance outcomes.

RAB should focus on creating tailored training programs that align with organizational goals, allocate sufficient resources for program development, and ensure that facilitators are equipped to deliver effective training.

RAB should establish robust monitoring mechanisms, remain adaptable in implementing training plans based on real-time feedback, and actively integrate employee suggestions for improvement.

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