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Effect of Employee Training on Employee Performance in Manufacturing Companies in Rwanda. A Case of Sulfo Rwanda Industries Ltd

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Abstract

Along with money, machinery, and materials, human resources are an organization's most precious possession. Training, therefore, is the process by which workers acquire the information, abilities, and dispositions necessary to carry out their jobs well. The study aimed at examining the effect of training on employee-performance in manufacturing companies in Rwanda. A case of Sulfo-Rwanda-Industries Ltd. Specifically, the study was driven by the following objectives; to determine the effect of training need assessment on the employee-performance in Sulfo-Rwanda-Industries Ltd, to ascertain the extent to which training delivery style affect employee-performance at Sulfo-Rwanda-Industries Ltd and establish the effect of training evaluation on employee-performance at Sulfo-Rwanda-Industries Ltd and. This study used three theories such as human capital theory, resource-based view theory and Universalist Theory. The study used survey research design such as descriptive research design based on both qualitative and quantitative. To appreciate the objectives of this study, the research targeted 142 staff from Sulfo-Rwanda-Industries. The study used census sampling procedure, which involves the use of the entire target population of 142 employees from Sulfo-Rwanda Industries which becomes the sample size. The collected data analyzed using descriptive statistics, correlation, and regression analysis through the statistical package for social science (SPSS) version 21. Based on the findings of the study, recommendations made at end of this study. The coefficient of multiple determination (R-squared) is 0.671, signifying that approximately 67.1% of the variability in the dependent variable (employee-performance) is explained by the combination of these predictors. This indicates a strong correlation between the predictors and the dependent variable. One-unit increase in Training Need Assessment is associated with a 0.257-unit increase in employee-performance at Sulfo-Rwanda-Industries Ltd (β=0.257, t= 3.050, p=0.003). Similarly, for Training Delivery Approaches, the unstandardized coefficient is 0.383, indicating that a one-unit increase in Training Delivery Approaches is associated with a 0.383-unit increase in employee-performance at Sulfo-Rwanda-Industries Ltd (β=0.383, t= 4.840, p=0.000). Finally, for Training Evaluation, the unstandardized coefficient is 0.253, signifying that a one-unit increase in Training Evaluation is associated with a 0.253-unit increase in employee-performance at Sulfo-Rwanda-Industries Ltd (β=0.257, t= 3.214, p=0.002). All coefficients are statistically significant with p-values less

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than 0.05, indicating their meaningful contribution to predicting employee-performance at Sulfo-Rwanda-Industries Ltd. Sulfo-Rwanda-Industries should enhance communication channels for comprehensive training need assessments, adapting them to evolving organizational goals. Sulfo-Rwanda-Industries is recommended to Customize learning paths tailored to diverse learning, encourage continuous feedback and aligning training evaluation metrics with organizational goals.

1. Introduction

Staff members who are socially and technically competent, with the potential for career advancement that will allow them to contribute to the realization of organizations' vision, must undergo training in order to guarantee an enough supply. In the contemporary dynamic corporate world, employees are increasingly required to keep up to the upcoming changes. Training is important for employees' development as it enables them achieve self-fulfilling skills and abilities, reduce operational costs, limits organizational liabilities (Donald, 2019). Staff members who have received enough training are more invested in the success of the company, take on more responsibility, and need less oversight from upper management.

There are several divisions, units, and sectors within the public sector that are responsible for training-and-development, and many of these organizations participate in staff training. Sulfo-Rwanda-Industries Ltd is one such organization that has been practicing training since its beginning and particularly for the past five years. However, for some years now it appears training in Sulfo-Rwanda-Industries Ltd is haphazard, unplanned and unsystematic, and several of its employees such as those in the accounting, secretarial, driving, and support professions, have neither met the requirements for training nor participated in any organized program for professional growth. Owing to the absence of in-service training in Sulfo-Rwanda-Industries Ltd, the employees are left with no option but to organize and finance their further studies. The purpose of this study was to assess the effect training had on the employees of Sulfo-Rwanda-Industries Ltd as pertains to their performance.

1.1 Objective of the study

The main objective of this study was to determine the effect of training on employee-performance at Sulfo-Rwanda-Industries Ltd

The study guided by the following specific objectives:

i. To determine the effect of training need assessment on the employee-performance in Sulfo-Rwanda-Industries Ltd
ii. To ascertain the extent to which training delivery approaches affect employee-performance at Sulfo-Rwanda-Industries Ltd
iii. To establish the effect of training evaluation on employee-performance at Sulfo-Rwanda-Industries Ltd

1.2 Research Hypotheses

H_{01}: There is no significance effect of training need assessment on employee-performance at Sulfo-Rwanda-Industries

H_{02}: There is no significance relationship effect of training delivery approaches on employee-performance at Sulfo-Rwanda-Industries

H_{O3}: There is no significance effect of training evaluation on employee-performance employee-performance at Sulfo-Rwanda-Industries

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2. Literature review

The theories that guided the study included human capital theory, resource based view theory and Universalist Theory to explain study objectives.

2.1 Human Capital Theory

This study is anchored by human capital theory by Garrick, 1999 which states "that people are worth investing in as a form of capital". The performance of individuals and the outcomes they accomplish may be evaluated as a return on investment, taking into account the costs and benefits involved (cited in Bratton, 2007). It is a theory that can explain workplace learning. Sen (1997) explains that, "human capital concentrates on the agency of human beings through skill knowledge, effort in augmenting production, possibilities." Marsick and Watkins cited by Bratton (2007) state that, "training attempts to close the gap by bringing employees up to, but not beyond, the desired standard or competence."

The preferred routine to have effective training is to adopt systematic training. Identifying training requirements helps to prevent unnecessary spending. Then, goals are created and results are analyzed to make sure the programs match the goals and organizational standards (Bratton, 2007). Several companies' training policies state that managers should make sure their employees get the training they need to reach their full potential, while employees themselves should report any gaps in their education or experience to their supervisors (MOPS, 2006).

Flamholtz and Lacey (1981), state that, "human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes." The Human-capital -heory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects.

Thus, the human capital perspective at the level of the organizations, due to its emphasis on skills and performance, appears to offer more support for generalized investments in the human resources. The theory is relevant to the study since employee-performance is determined through training, which requires organization in in terms of need assessment, evaluation and training methods. As employees upgrade their skills, they maintain the mastery of their specialization area likely to bear fruit. Employee's value is determined from their methods of delivery, forwarding arguments or choosing a more informed way and respect by others on their ideas hence making their organization to gain a competitive advantage over others because human capital gained through training can be source of competitive advantage. Lucas (2006), argues that, "at the micro level, human capital of employees contributes to competitive advantage supports this."

In the study, human capital was considered as the skills and training an entrepreneur acquires, e.g., apprenticeship, work experience, and training in various skills through training. TThe study's overarching goal is to learn how training at Sulfo Industries affected worker productivity. Specifically, it will look at how training was evaluated, how different methods of delivery were used, and how needs assessment was conducted throughout training. This theory is therefore suitable for selection process as it outlines the benefits of time, experience, knowledge and abilities of an individual which can be used in the production process in an ongoing concern.

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2.2 Resource Based View Theory

The theory was founded by Penrose (1959) and advanced by Barney (1991) to understand the potential of the human assets of organizations in providing competitive advantage and the role they play in organizations. According to the resource based view, human resources contribute to a sustained competitive advantage for an organization when they are valuable, non-tradable, non imitable and non- sustainable. Human resources are valued according to the resource-based perspective of an organization since people are a company's most valuable asset. An organization's competitive advantage may be derived from certain types of human resources, and this theory lays forth a structure and criteria for identifying such resources.

The theory emphasizes the need for resources as being primary in the determination of policies and procedures. Organizations are viewed as able to succeed by gaining and retaining control over scarce valuable resources such as human resources. Proponents of this model, such as Barney (2007), define „resources" as "all assets, capabilities, organisational processes, firm attributes, information, knowledge etc. controlled by a firm that enable the firm to conceive of and implement strategies that improve its efficiency and effectiveness." He classifies them into three categories: physical capital, organisational capital and human capital, where „human capital resources" include the experience, management team's and employees' discretion and brainpower. Lado and Wilson (1994) believes that a strategic approach to human-resource management recognizes that human-resources are a key source for competitive advantage because it is skills, behaviour and values of human resources that are permanent in sustaining high performance.

The resource based view also opine that human resource practices deliver added value and helps achieve sustainable competitive advantage through the strategic-development of the organization's rare resource as it is claimed that human resource can play a major part in ensuring that the firm's human resources meet the required criteria. According to the resource-based view (RBV), a company's human resources should be used to gain a competitive edge by cultivating "human capital," rather than merely being aligned with the company's strategic objectives. This approach centers on the firm's internal resources, strategy, and business performance. Barney (1991) argues that organizations and organizational behavior provide a wealth of information about businesses' unique, non-replicable, and non-substitutable resources. This model of strategic management is based on the resource-based approach.

Overall, the Resource-Based Theory provides a useful basis for understanding the value that HRM adds to the employee-performance in an organization. In this study, it is assumed that employee training will add value to employee-performance when the training of employees put a lot of emphasize on need assessment before rolling out training programme, use of appropriate training delivery approaches depending on the available resources in Sulfo Industries company. Therefore, resources been held at Sulfo Industries company is essential for determination of policies and procedure in employee training.

2.3 Universalist Theory

This study was anchored on the Universalistic Approach (Delery & Doty, 1996), who stated that, "Universalistic perspective seeks for "best practices". Studies employing the Universalistic perspective are micro-analytical in nature and posit that some HRM practices are always better than others and that all organizations should adopt these practices." The work by Huselid (1995) reflected the universalistic approach to HRM. Based on this view, it doesn't matter what an organization's long-term objectives are; what matters is that it employs the

"best" human resource management methods. Moreover, a Universalistic approach to HRM research assumes that HRM practices contribute to worker motivation (and thereby increased productivity) as well as increased efficiency (Ichniowski, Kochan, Levine, Olson and Strauss, 2000).

The best human resource practice areas are job design, training, communication/participation, career development, performance management, employee reward and job security (Maina, 2012). It is plausible that when employees judge the organization to be fair and supportive in their treatment of workers, particularly with regards to the availability and frequency of promotional opportunities as a results of undertaking training, which is likely to stimulate that by increasing their loyalty to the organization and reducing turnover (Nasurdin et. al, 2012).

On training, DeCenzo and Robbins (2012) opine that, “employee training has become increasingly important, as jobs have become more sophisticated and influenced by technological changes.” Still, Bernardin and Russel (2012) argue that over the years, training has become increasingly popular as HR tool for improving employee and managerial performance in organizations. Hence, this Universalist, "best practice" approach argues that by adopting the same best HRM practices that generate profits and bringing competitive advantage to the organization, all organizations will be better off (Khilji & Wang, 2007).

On the basis of the above theory, training-and-development has an impact on employee-performance depending on how an organization carries out employee training. Optimal performance can only be achieved from training-and-development if an organization is able select best training delivery approach. The theory assumes that there are certain “best” training practices that impact positively to organisational performance regardless of the strategic goals of the organization. The theory further postulates that, organization should adopt training delivery approach that would contribute to employee motivation thereby improve on the outcome of training-and-development practice. Knowing the connection between training delivery method and employee success is crucial, and this theory provides a roadmap for doing just that.

3. Research methodology

This chapter presents how the mechanisms for data collection are designed and how the research sample is selected. The chapter also presents an overview of how the questionnaire survey will be conducted. This chapter discusses in detail the methods utilized to answer the research questions. It presents research designs, study population, sample size, sampling techniques, data collection procedure, validity and reliability of research instruments, data processing and data analysis and finally limitations of the study.

3.1. Research design

According to Churchill (2013), a research design may be a framework or arrange for the study used a guide in collection and analyzing knowledge. The study used survey research design such as descriptive research design based on both qualitative and quantitative. Descriptive research design was used to explain the variable under the study s training requirements assessment, training methodologies, and training content program as independent variables, and a descriptive research design to quantify the degree of performance of Sulfo-Rwanda-Industries Ltd.

3.2. Study population

Population is that the totality of person or objects with that a study will be involved. A population may be outlined as is that the mass of units of study regarding that, the research worker measured her variable (Mulusa, 2006). To appreciate the objectives of this study, the research worker targeted 142 staff from Sulfo Rwanda (Sulfo-Rwanda Industries report, 2022).

3.3. Sampling design

A sample is defined as a subset of the population. It comprises some members selected from the population (Teddlie &Tashakkori, 2009). According to Amin (2005) when the population is less than 300 the sample size is universal sample. In this study, the population consisted of 142 employees of Sulfo-Rwanda Industries.

Sampling techniques according to Saunders (2007), provide a variety of different methods that allow the researcher to lessen the total quantity of data desired to be collected by taking into account only data from a sub-group rather than all possible cases. The study used census sampling procedure, which involved the use of the entire target population of 142 employees of Sulfo-Rwanda Industries. This technique was used because the whole population under study was used as it will not be large and no need to find sample-size. All relevant respondents were contacted by the researcher as they had knowledge about how training affected the performance of Sulfo-Rwanda Industries Ltd. employees.

3.4. Data Collection Instruments

The primary data were collected by a semi-structured questionnaire. Questionnaire has been developed based on the objectives of the study. The questions have been designed to consist of five sections. Section I consisted of bio-data to obtain personal information from respondents. The other four Sections dealt with questions to help answer the research questions. Section II comprised of questions related to training needs assessment. Then section IV comprised of statements related to training delivery approach while section III comprised of statements related to training evaluation. The last section V comprised of questions related to employee-performance. Items in the questionnaire were measured using a five-point Likert Scale, with 1 representing strongly disagree, 2 disagree, 3 not sure, 4 Agree and 5 representing strongly agree.

3.5. Data analysis

The data collection used to visualize their accuracy and when they were completed, then the information was analyzed statistically, and conferred in standout tables so as to draw up logical conclusions, in keeping with the analysis of the objectives, therefore on offer answers to analysis queries. The study was descriptive statistics, inferential statistics such as correlation analysis and multiple-linear-regression models.

Descriptive statistics were used to describe the basic features of the data in the study in the tendencies and then replicated in tabular manner. It involved the use of percentages, frequencies, mean and standard-deviation. Multiple-linear-regressions were also used. The study adopted a regression equation to show the relationship between independent-variables (training) and the dependent-variable (employee-performance).

$Y = \beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3 +\varepsilon$ Where;
Y= employee-performance
X_1= Training Need Assessment
X_2= Training Delivery Approach

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X_3= Training Evaluation
B0= regression constant
ε = error term,
β1,β2… βn = coefficients of variation

4. Research findings

This chapter entails the findings of the study based on the data collected from the field. The analysis focused on the objective of the study to evaluate the effect of training on employee-performance at Sulfo-Rwanda-Industries Ltd.

4.1 Response Rate

The response rate in a questionnaire or survey refers to the percentage of individuals who completed and returned the questionnaire out of the total number of individuals to whom it was administered.

Table 1: Response rate

Questioners	Frequency	Percentage
Returned	123	86.62
incomplete	4	2.82
Unreturned	15	10.56
Total	142	100.0

Source: Primary data, 2023.

Table 1 shows that out of 142 questionnaires given to the respondents, 123 questionnaires were filled and returned, accounting for an 86.62% response rate. According to Mugenda and Mugenda (2013), a response rate of 70% and above is considered adequate. Therefore, the obtained response rate of 86.62% was satisfactory for data analysis. This response rate was good enough to allow for a comprehensive and in-depth analysis of the research objectives. Additionally, 4 questionnaires were incomplete (2.82%), and 15 were not returned (10.56%), due to the absence of respondents during the recollection of responses.

4.2 Inferential statistics

Table 2: Correlations matrix

		Training need assessment	Training delivery approaches	Training evaluation	employee-performance
Training need assessment	Pearson Correlation	1	.748**	.677**	.729**
	Sig. (2-tailed)		.000	.000	.000
	N	123	123	123	123
Training delivery approaches	Pearson Correlation	.748**	1	.673**	.766**
	Sig. (2-tailed)	.000		.000	.000
	N	123	123	123	123
Training evaluation	Pearson Correlation	.677**	.673**	1	.694**
	Sig. (2-tailed)	.000	.000		.000
	N	123	123	123	123
employee-performance	Pearson Correlation	.729**	.766**	.694**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	123	123	123	123

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Research findings (2023)

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Table 2 presents a correlation matrix examining the relationships between training need assessment, training delivery approaches, training evaluation, and employee-performance at Sulfo-Rwanda-Industries Ltd. The results show a strong and statistically significant positive correlations between each predictor and employee-performance at Sulfo-Rwanda-Industries Ltd. Training need assessment demonstrates a strong positive association ($r=0.729$, $p=0.000<0.05$), indicating that a thorough understanding of training requirements is linked to enhanced employee-performance. Similarly, effective training delivery approaches exhibit a substantial positive correlation ($r=0.766$, $p=0.000<0.05$), emphasizing the importance of well-executed training methods in achieving higher employee-performance. Additionally, the correlation between training evaluation and employee-performance is notably strong ($r=0.694$, $p=0.000<0.05$), highlighting the positive impact of systematically assessing training programs on overall employee-performance at Sulfo-Rwanda-Industries Ltd. The low p-values indicate that the observed associations are unlikely to have occurred by chance.

The findings are supported by the study of Braaksma (2020) on the significance of training. Braaksma indicates that training plays a crucial role in recruitment, enhances employee skills in material and equipment use, monitors performance, and contributes to overall efficiency and productivity, aligning with the observed positive correlations between training aspects and employee-performance at Sulfo-Rwanda-Industries Ltd in the study. These findings collectively show that organizations prioritizing comprehensive training needs analysis, effective delivery methods, and systematic evaluation are more likely to experience improved employee-performance at Sulfo-Rwanda-Industries Ltd.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819[a]	.671	.662	.38135

a. Predictors: (Constant), Training evaluation, Training delivery approaches, Training need assessment

Source: Research findings (2023)

Table 3 presents the model summary for the regression analysis with predictors including Training Evaluation, Training Delivery Approaches, and Training Need Assessment. The combination of these predictors accounts for roughly 67.1% of the variability in the dependent variable (employee-performance), as shown by the coefficient of multiple determination (R-squared) of 0.671. There is a high degree of association between the independent-variables and the dependent one. Taking into account the number of predictors in the model, the corrected R-squared is at 0.662, offering a more cautious estimate of explained variability. There is a strong correlation between the independent-variables and the dependent one, as seen by the high R-value of 0.819. Overall, the model demonstrates a strong fit, capturing a significant portion of the variance in employee-performance at Sulfo-Rwanda-Industries Ltd.

The findings align with Edwards *et al.* (2022), who emphasize that trainings play a crucial role in organizational development. They show the systematic approach in identifying training needs and bridging the gap between expected and actual results. The alignment of the regression analysis results, particularly the strong correlation between Training Evaluation, Training Delivery Approaches, and Training Need Assessment predictors and employee-performance at Sulfo-Rwanda-Industries Ltd, indicates the significance of training in enhancing organizational outcomes.

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Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.229	3	11.743	80.750	.000[b]
	Residual	17.306	119	.145		
	Total	52.535	122			

a. Dependent Variable: employee-performance
b. Predictors: (Constant), Training evaluation, Training delivery approaches, Training need assessment
Source: Research findings (2023)

Table 4 provides the results of the Analysis of Variance (ANOVA) for the regression model with predictors including Training Evaluation, Training Delivery Approaches, and Training Need Assessment, predicting the dependent variable employee-performance at Sulfo-Rwanda-Industries Ltd. The F-statistic, with a value of 80.750, is highly significant ($p < 0.000$). This indicates that the variance explained by the regression model is significantly greater than what would be expected by chance alone. The associated p-value (Sig.) of .000 further reinforces the statistical significance, emphasizing that the observed relationship between the predictors and employee-performance is not a result of random variation.

The findings align with the emphasis of Gao et al. (2022) on the importance of training. Gao et al. likely highlight that effective training programs, as indicated in the study's ANOVA results, significantly contribute to enhanced employee-performance at Sulfo-Rwanda-Industries Ltd. This reinforces the idea that well-planned and executed training, encompassing aspects such as Training Evaluation, Training Delivery Approaches, and Training Need Assessment, plays a crucial role in surpassing chance expectations and positively impacting organizational outcomes.

Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.452	.209		2.168	.032
	Training need assessment	.257	.084	.259	3.050	.003
	Training delivery approaches	.383	.079	.408	4.840	.000
	Training evaluation	.253	.079	.244	3.214	.002

a. Dependent Variable: employee performance
Source: Research findings (2023)

Employee performance= 0.452 + 0.257 Training Need Assessment + 0.383 Training Delivery Approach + 0.253 Training Evaluation + 0.209

In Table 4.13, the constant term has an unstandardized coefficient of 0.452 with a standard error of 0.209. The positive sign indicates that when the predictors (Training Need Assessment, Training Delivery Approaches, and Training Evaluation) are zero, the estimated mean value of the dependent variable (employee-performance) is 0.452. For Training Need Assessment, the unstandardized coefficient is 0.257, indicating that a one-unit increase in Training Need Assessment is associated with a 0.257-unit increase in employee-performance at Sulfo-

Rwanda-Industries Ltd. Similarly, for Training Delivery Approaches, the unstandardized coefficient is 0.383, indicating that a one-unit increase in Training Delivery Approaches is associated with a 0.383-unit increase in employee-performance at Sulfo-Rwanda-Industries Ltd. Finally, for Training Evaluation, the unstandardized coefficient is 0.253, signifying that a one-unit increase in Training Evaluation is associated with a 0.253-unit increase in employee-performance at Sulfo-Rwanda-Industries Ltd. All coefficients are statistically significant with p-values (0.003, 0.000, and 0.002 respectively) less than 0.05, indicating their meaningful contribution to predicting employee-performance at Sulfo-Rwanda-Industries Ltd.

The findings are consistent with the emphasis of Sendawula *et al.* (2018) on the significance of training. It indicates the positive relationship between employee training-and-development and employee-performance. Their emphasis aligns with the study's results, indicating that well-designed training initiatives, including Training Need Assessment, Training Delivery Approaches, and Training Evaluation, significantly contribute to enhancing employee-performance in achieving Sulfo-Rwanda-Industries Ltd goals.

5. Conclusion

The primary goal of this research was to ascertain how training impacted the productivity of Sulfo-Rwanda-Industries Ltd. employees. In particular, the following goals served as the basis for the study: Specifically, we want to know how Sulfo-Rwanda-Industries Ltd.'s training evaluation impacts employee-performance, how different training delivery approaches impact employee performance, and how training needs assessment impacts employee performance.

The study at Sulfo-Rwanda-Industries Ltd indicated a strong positive perception of the impact of training need assessment, training delivery approaches, and training evaluation on employee-performance. Across various statements, respondents expressed high agreement, with mean scores ranging from 4.12 to 4.41. However, the consistently high standard-deviations above 0.5 highlighted diverse opinions among respondents. The findings highlight the organization's commitment to effective training practices, with acknowledgment of varying perspectives among employees.

Furthermore, the analysis rejects all three null hypotheses (Ho1, Ho2, and Ho3) as the p-values for each hypothesis are less than 0.05, signifying statistical significance, supporting the conclusion that there is a significant effect or relationship between training need assessment, training delivery approaches, and training evaluation on employee-performance. These findings show the importance of training-related practices in influencing employee-performance within the organization, providing empirical support for the positive contributions of systematic training need assessment, effective training delivery approaches, and thorough training evaluation processes.

6. Recommendations

Sulfo-Rwanda-Industries should establish and enhance structured communication channels to gather input from employees at various levels when conducting training need assessments.
Sulfo-Rwanda-Industries is recommended to implement a continuous monitoring system to adapt training needs assessment processes in response to evolving organizational goals. This adaptability will ensure that training programs remain relevant and address emerging skill gaps, contributing to sustained high employee-performance.

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