

# Training, development and performance (Case study of the Albanian Public Administration)

Gentiana Kraja, PhD

Universiteti “Aleksandër Moisiu”, Durrës, Albania

Email: gentianakraja@yahoo.com

Doi:10.5296/ jsr.v6i1.7905    URL: <http://dx.doi.org/10.5296/ jsr.v6i1.7905>

## **Abstract**

Training and development as a practice and procedure of procedures undertaken for the improvement of employee's performance in terms of his attitude, skills, knowledge and behavior has become a very important practice in human resource management in successful organizations. The realization of this practice in its full range of public organizations is a real challenge, it's because public organizations often operate under a strict legal framework and of these practices use and flexibility and efficiency is difficult. The main purpose of this paper is to present the main theoretical approaches related to training in public administration all specials presents this practice in the budgetary sectors. Further, in a more practical level, other purpose of this paper is to analyze the relationship of training with performance seen in two levels; individual and organizational.

To realize the goals of this paper are following two main ways. Initially he conducted a theoretical picture of attitudes to assess performance and its position in view of the performance of public administrator. Later in order to answer to key questions of research is designed and distributed a questionnaire on the Albanian public administration whose data are processed further. At the end of this work based on literature review and practical results reflected some recommendations and conclusions.

**Keywords:** Training, productivity, commitment, public administrator performance, organizational performance.

## 1. Introduction

Training and Development is often defined as the effort of organization to help and make easier the learning of job-related knowledge, skill, and behavior by employee (Noe et al., 2006). Training and development is a practice of human resources that lights in the mechanism of public administrator performance the dynamism through inputs and outputs Productivity is an important output and indicator for the public administrator performance, is known that training leads to a higher productivity observed in organizations that report providing training (e.g. Tan & Batra, 1995; Aw & Tan, 1995). Other important indicator of output and indicator of public administrator performance is also turnover. The relation between job training and productivity, however job training tends to be lose value when the workers change job, therefore the organization increase the cost of keeping trained position filled (Schaffner 2001). In synthesis, there is in doubtfully of the relationship between job training and turnover. Even though the relation between training and turnover is not clear, it is found that training works on “high-involvement” practices such as autonomy, team collaboration, and training are related to reduce employee turnover and increased productivity (Batt 2002). Lynch (1991) comes with the conclusion that not trained workers tent to change work often. A long the same line, Huselid, Jackson and Schular (1995) finds that an increasing in high-performance work practices convert decreasing in turnover Furthermore, Hequent (1993) clarify the negative correlation between training and turnover in a number of companies.

On the other hand, the trained workers can migrate or turnover easily when their skill of workers are higher without paying the cost of training. Training programs in particular are often targeted because employee turnover is generally higher during times of economic uncertainty even in the best of times, organizations must decide how much to invest in on-the-job training, balancing the benefits of increased productivity against the costs of training (Mudor. H., Tooksoon. P., 2011). Job satisfaction, a very interesting variable can be seen as input and output as well, need to be applied in order to influence the workers stay longer in their organization. The relationship between job satisfaction and training has been addressed in some previously studies, Bradley, Petrescu and Simmons (2004) explain that creating continuous process of learning and training in workplace has a highly significant effect on job satisfaction, in addition on their study indicates that training increases the probability of work being either completely or very satisfied that enhance employee motivation and commitment. In other word, on-going learning or training has positive associated with job satisfaction. Second Doeringer, Evans-Klock and Terkla (1998) education and training to adopting employee or recruitment preferred to continuous on-the-job instruction to off-the-job training than only provisional on education and training impact of training on productivity and where employees and employers were able to share the benefits from training.

## **2. Methodology**

### ***2.1 Main questions of the research***

How is training and development influencing organizational performance?

How is influenced the performance of public administrator from training and development?

Which is the dynamism of this mechanism under the influence of various individual and organizational factors?

In an effort to realize the main purpose of this study work is oriented by two main directions. Originally it realized a theoretical framework to reflect different approaches regarding the training and development, performance of the public administrator as the mechanism for the performance of public organizations. Training and development is represented in this paper as the procedure of a constructed action plan that organization uses to improve inputs and outputs of public administrator. While public administrator performance is represented by the individual inputs and outputs: first connect with skills and expertise, motivation and opportunities for participation, while the latter attitudes towards work as satisfaction, involvement and commitment to and results of work.

In the second part the study is directed towards practical research, data analysis originally was done between descriptive statistical analysis and testing hypotheses through the econometric model of multiple and simple linear regression by the method of least squares (OLS). Database was provided by primary sources through primary data collection therefore directly from the investigator. This process took place between creation and distribution of a questionnaire. For the design of the questionnaire initially we relied on the theoretical framework, but also in the interviews conducted for this purpose with representatives of the departments of human resources management of some public organizations. The questionnaire was designed with closed questions. The questions were in the form of statements, where respondents are required to hold a position from 1 - Strongly disagree 5 - I totally agree. 500 questionnaires were distributed and the data were processed on the statistical program STATA version 11.

## **3. Literature Review**

Training can be defined as a function of human resource management that enables learning something so massive, so when they need a number of individuals (Armstrong, M., 2012). Individual training provides knowledge and skills for the current job. On the other hand it aims to develop learning beyond daily work and has a longer-term focus, so that it helps the individual to everyday work, but on the other hand it prepares for the future of the organization in case of possible changes her. It cannot be taken for granted that employees should come to work with all the knowledge that a particular job requires. Most of the activities that requires a certain work today in an organization requires specific adaptation. Employee most knowledgeable and capable potential needs to be trained and to adapt the organization and become a contributor to the group's voluntary (Human Capital Institute, 2009). Training, too, is a process that helps an organization having good professionals, public

administrator helps to develop his talent and helps the organization in the knowledge of its employees as training techniques become more and more interactive (Keizer, A-G., 2000). In general human resource practices can create templates or standard behavior to examine the learned knowledge gained knowledge about the work of its operations and this makes it through training. Training also helps in Developing good skills and fast reaction to the unexpected, and situational development expertise. Selective Staffing and training increase the collective power (Vogus J. T.,2004). More investments in training bring better results, higher profits, lower turnover, so training quite positively affects organizational performance (Boslie, P., Paauwe, J., Jansen, P., 2011). So investing in training is a very valuable investment by the organization, the return from investing in training often turn out to be large. However, what happens if we do not invest in training, maybe the result is simply some additional benefits ..... unrealized indirect answer was given in the preceding paragraphs lack of training often leads to reduction in productivity, then drop downward performance benefits the organization. Based on theories of different authors, as quoted above, there are a number of reasons why we should invest in training and development, but most importantly because the organization creates real specialists not only for a specific job, but in given a specific work of that organization and is not typically the same or other organizations if and to the same industry as well as the extent to which these special organizational skills provide some protection from rapid acquisition of strategic assets by competitors, reduce costs of recruitment of young people who may have these skills.

In general there are at least two ways, among which affect performance training to improve skills first and the objectives of employee skills development as well as perfect knowledge they make better employees and their job easier by increasing job satisfaction (Sudin, S. 2004).

### ***3.1 Public Administrator Performance***

The effect of training and development will be seen initially in relation with public administrator performance and then with organizational performance. The public administrator performance is represented as the product of their individual characteristics or its inputs and outputs its results. Characteristics with which the individual comes to the organization and serve as "raw material" for the application of managerial practices of human resource management are: skills, motivation and opportunities. If managers want to impact positively on individual performance, they must affect on these three components (Boxall, P., Purcell. J., 2003 & 2011).

Let's briefly explain each of them.

***Skills*** indicate what the individual is able to do. To perform successfully on all tasks involving a particular work, the individual must have some skill and dexterity. Skill seen as the product of physiological and biological factors and the learning process and it is difficult to change. Really that authors are of the opinion that the skills are determined by genetic factors, but there are many others who claim that these "limits" break up to some extent by learning (Kasimati, M. 2010).. ***Motivation*** reflects the decisions taken by the individual for it to do, the intensity with which the make and how long will do (Kasimati, M. 2010).

*Opportunities* for participation refer to the fact that many organizations or individuals create opportunities and promote the expression of the individual's skills and work. Often it is giving opportunity seen as part of the perception of the role and the psychological contract between employer and employee created. Psychological contract, particularly in the public sector, is quite concerning the reliability not only to the organization and the public administrator, but in this case and the state government, with the expectations and opportunities given to the public administrator and public self (Willems, I., Janvier, R., Henderickx, E., 2004). On the other hand the performance of public administrator is the performance of human resources results. Based on theoretical positions as Becker ('96, 1997) which identifies the output productivity, Guest (1997), which identifies the involvement and civic behavior, work or output results, Purcell ('99, '02, 2003) order job satisfaction, output, and Nishii Wright (2006) self motivation or motivate behavior as part of the output, in the summary of these theoretical approaches public administrator results obtained in this study represented by: *job satisfaction, commitment and involvement, motivation / behavior motivated, civic behavior in the organization/organization discrete behavior.*

#### **4. The study design and data analysis**

For the realization of this study was compiled and distributed a questionnaire with 52 questions, were distributed 600 questionnaires but only 500 were available for further processing of data. The questionnaire was distributed only in public organizations while the focus of this study public administrator. The data are based on personal perceptions that public administrators interviewed about training and development, the way it is perceived its self and then in function of improving the performance of public administrator or public organization, job performance of public administrator and organizational performance. To select the source of the first public institutions was approved budget of the Ministry of Finance for 2015, later addressed the website of each institution to verify the accuracy of the list under its institutions, and on this basis was created a database on the form of a genuine network of connections that served as a guide for data collection. Then the selection of respondents in each institution was fortuitous by distributors then collected from the contact person. At the end of data collection resulted in a relatively successful process was taken seriously either by the persons who were either distribution by respondents.

Key elements of the model, then the variables are: training and development, which is the independent variable of the model. Public administrator's performance, which is seen as the product of its input and output. Public administrator's performance depending on the connection being tested behaves times as dependent variable and time as the independent variable. Public organization's performance is increasingly dependent variable. At the beginning of this questionnaire the interviewee is asked about some of his biographical characteristics such as age gender, education, etc., as well as the characteristics of the organization as the central public administration or local, big or small, etc.

## 5. Analysis of results

### 5.1 Sample description

Referring whether respondents belong central public administration, local or other category describes sample 48.2% are central public administration, 34.8% belong to the local public administration while 17.0% belong to other categories. Regarding the characteristics of the sample size according to data processing by gender shows that 38.6% are male and 61.4 are female, while in terms of educational attainment for the sample described by 77.2% with university degrees, 21.6% have completed studies of second cycle - Master, while 1.2% have scientific degree 'Doctor'. Respondents were also asked about their position in the structure or hierarchy of the organization, finding that 77.8% of them are in the current position of specialist, 16.8% of them are in charge of the sector position while 5.4% are in the position of director.

### 5.2 Descriptive Statistics

In the table below the descriptive statistics about the means of the variables in function of individual or organizational characteristics.

Ind./Org. Characteristic	Training (Independent Variable)	Public Administrator		Organizational performance (Depend. Variable)
		Input	Output	
Central Administration	3.4	3.9	3.6	3.6
Local Administration	3.7	4.1	3.8	3.9
Gender – male	3.4	4	3.6	3.7
Gender – female	3.6	1	3.7	3.8
Age 21-40	3.5	3.9	3.6	3.6
Age 40-65	3.5	4.1	3.7	3.9
High education	3.5	4	3.7	3.2
Master	3.5	4	3.7	3.8
Doctorate	3.9	4.4	4.1	4.1

As described before the respondents were asked to take attitude (expressed in 1 don't agree to 5 totally agree) to the declarative questions, in synthesis of which we can draft some descriptive statistics that are reflected in the table below:

As we can see from the table before, training has its best value when respondents are from local government or when they have PhD degree. When we discuss the public administrator performance its inputs have the best value is when the respondents are in the interval of age form 40 – 65, and when they have PhD degree. Outputs have a constant lower results of the mean then other three categories, while inputs have the highest results the other three categories. From the individual or organizational characteristic point of view respondents from local government and that have “Doctorate” degree have constantly the best results from the four categories.

### ***5.3 Linear regression analysis regarding the hypothesis***

To begin to answer to the questions asked before, the first step is to test the relation of training with the inputs and outputs of public administrator, is it really perceived by individual that the process of training at their organization has an impact on their skills, abilities, productivity, and does this has a influence on the public administrator performance. For these reasons the first hypothesis is  $H_0$ : training and development does not have any impact on public administrator performance. So after regressing training and development on inputs and outputs, so public administrator performance, we have the following table:

*Table 1. training regression performance public administrator*

<b>Public administrator performance</b>	<b>OLS</b>	
<b>Training and development</b>	.4627273	***
	(.0298863)	
<b>Gender male</b>	-.0418337	
	(.039214)	
<b>Status marries</b>	-.0521777	
	(.0497585)	
<b>Medium org.</b>	-.0113493	
	(.0622592)	
<b>Big org.</b>	-.0043334	
	(.0649317)	
<b>Age</b>	0040714	
	(.0031312)	
<b>Years in public administration</b>	.0025216	
	(.0031439)	
<b>Central PA</b>	2218581	
	(.0534029)	
<b>Local PA</b>	-.1294244	
	(.0557074)	
<b>No. of persons in charge</b>	.0680729***	
	(.0165886)	
<b>R<sup>2</sup></b>	0.4089	
<b>No. of observations</b>	500	
<b>β<sub>0</sub></b>	2.096371	***
	(.1385655)	

Note: \* 10% statistical significance

\*\*5% statistical significance

\*\*\*1% statistical significance

Training and development presents a statistically significant coefficient as p - value <0.01, wines of this coefficient is  $\beta_1 = 0.4627273$ , we note that is a relatively high value. Gender male, married status, the central public administration, and represent negative values of their coefficients thus have a negative relationship with individual characteristics and individual performance at work.

In this case the null hypothesis and the alternative hypothesis are as follows:

Ho: training does not affect the performance of public UNMA.

Ha: 8 training has an impact on the performance of public UNMA.



The model is statistically significant when p-value <0,01. The coefficient of determination R<sup>2</sup> = 0.4089 which means that 40.89% of dependent variables ie public administrator's performance is explained by the independent variable so training and development. To achieve this number of observations was 500, the level of importance of this model is significant, in this way we can say that the null hypothesis falls and the alternative hypothesis is confirmed, then the training has a significant impact on the performance of public administrator and individual characteristics.

Equation 1 in this case would have the form:

$$\text{'Performance of the public administrator'} = 2.096371 + 0.4627273 \text{'training'}$$

On the other hand the organization is interested in the final results of the training to affect the performance of public organizations. For this reason now we test the connection of training and performance of public organizations, but this connection can be seen under the influence of the performance of public administrator. After realizing the regression we have the following table.

<b>Public organization performance</b>	<b>OLS</b>	
<b>Training</b>	.1809074	***
	(.0266589)	
<b>Inputs (AMO)</b>	.2957535	***
	(.0339678)	
<b>Outputs</b>	.5349119	***
	(.0406313)	
<b>Gender (male)</b>	.0016631	
	(.0287913)	
<b>Status (married)</b>	.000063	
	(.0363558)	
<b>Medium org</b>	.1591262	***
	(.04573)	
<b>Big org.</b>	.1063283	
	(.0474083)	
<b>Age</b>	.0018859	
	(.0022895)	
<b>Years in public administration</b>	-.0037724	
	(.002296)	
<b>Central AP</b>	-.0553204	
	(.03965950)	
<b>Local AP</b>	.0275483	
	(.0408862)	

---

<b>No. of persons in charge</b>	.0022096 (.0123148)
<b>R<sup>2</sup></b>	0.7610
<b>No. of observations</b>	500
<b>β<sub>0</sub></b>	-.1786972 (.1225578)

---

Note: \* 10% statistical significance

\*\*5% statistical significance

\*\*\*1% statistical significance

---

Training and development presents a statistically significant coefficient as p - value <0.01, wines of this coefficient is  $\beta_1 = 0.1809074$ , we note that is a smaller amount than in the first case, we can say that with the introduction of inputs or outputs, Well performance of public administrator training contribution decreases. Gender male, married status, the central public administration, and represent negative values of their coefficients thus have a negative relationship with individual characteristics and individual performance at work.

In this case the null hypothesis and the alternative hypothesis are as follows:

Ho: training does not affect the performance of public organizations.

Ha: 8 training has an impact on the performance of public organizations.

The model is statistically significant when p-value <0,01. The coefficient of determination  $R^2 = 0.7610$  which means that 76.10% of dependent variables so public organization performance is explained by the independent variable so training and development. In this case it can be analyzed with the truth that sits contribution of training and development in relation to organizational performance, but increases the explanatory ability of independent variables versus public organization performance. To achieve this number of observations was 500, the level of importance of this model is significant, in this way we can say that the null hypothesis falls and the alternative hypothesis is confirmed, and then the training has a significant impact on the performance of public administrator and individual characteristics.

Equation 1 in this case would have the form:

The performance of public organizations =  $-.1786972 + 0.1809074$  inputs + training +  $0.2957535$   $0.5349119$  output.

## 6. Conclusions

Training and development are another variable to express directly impact on the performance of public administrator and not the important results in direct relationship to the performance of public organizations. Training and development is expected to affect more of the individual output but found to affect output also like individual input. This is another evidence that contributes to the idea that the individual inputs and outputs operate in conjunction with each other. Training and development are processes that work on inputs to improve individual outcomes, the fact that this process is perceived to affect a kind of output as well as input indicates that the individual himself perceives the fact that output in a given moment can become inputs and vice versa. Number of persons in charge of the relationship positively affects the process of training with the performance of public administrator, therefore family responsibilities seem to motivate more individuals to be more productive in the process.

## 7. Bibliography

Armstrong, M., (2012). Armstrong's handbook of Human Resources Management practice. Graphicraft Ltd. fq.297.

Batt, R. (2002). Managing customer services: HR practices, quit rates and sales growth. *Academy of Management Journal*, 45, 587.

Becker, B. & Gerhart, B. (1996) *The impact of Human Resource Management on Organizational Performance: Progress and prospects. Special Research Forum on Human Resource Management and Organizational Performance.* *Academy of Management Journal*, 39 (4), 770-801.

Becker, B.E., Huselid, MA., Pickus. PS., & Sprats, M . (1997) . *HR as a source of shareholder value: Research and recommendations.* *Human Resource Management*, 36, 39-47 .

Boslie, P., Paauwe, J., Jansen, P., (2011). Human Resource Management and performance: Lessons from Netherlands. *International Journal of Human Resources Management.* Fq. 1112.

Bradley, S., Petrescu, A. & Simmons, R. (2004). The Impacts of Human Resource Management Practices and Pay Inequality on Workers' Job Satisfaction. *Paper presented at the Western Economic Association 79 Annual Conference Vancouver.*

Doeringer, P. B., Evans-Klock, C. & Terkla, D. G. (1998) 'Hybrids or hodgepodes? Workplace practices of Japanese and domestic startups in the United States', *Industrial and Labor Relations Review*, January.

Guest, D. E., (1997). *Human resource management and performance: a review and research agenda.* *The International Journal of Human Resource Management*, 8(3), 263-276.

- Hequet. M (1993). Can training stop turnover? *Training*, 30(10):82-87.
- Human Capital Institute. (2009). The impact of Strategic Human Resource Management on Organizational Success: the public sector and multiple goals. The global association for strategic talent management. Fq. 7.
- Huselid, M. A., Jackson, S. E. & Schular, R. S. (1995). The significance of human recourse management implementation effectiveness for corporate financial performance. *Paper presented to the Academy of Management Conference, Vancouver, 6-9 August. In press, Academy of Management Journal.*
- Keizer, A-G, (2000). The role of values in recruitment and training of the civil servant. Workshop: the ethical administrator: comparative and contemporary perspectives. Fq. 9.
- Lynch. L. (1991). The impact of private sector training on race and gender wage deferential and the career patterns of young workers. *Final Report submitted to the U.S. Department of Labor, Bureau of Labor Statistics.*
- Mudor. H., Tooksoon. P., (2011). Conceptual framework on the relationship between hrm practices, job satisfatction and turnover. *Journal of Economics and Behavioral Studies*. Vol 2, No. 2, pp 41-49.
- Noe, R. A, Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2006). *Human Resources Management: Gaining A Competitive Advantage*. 5 Ed. New York: McGraw- Hill/Irwin.
- Purcell, J., (1999). *Best practice and best fit: chimera or cul – de – sac?* Human resource management journal. Vol. 9. No. 3. Fq. 26 – 41.
- Purcell. J. (2002). *Sustaining the HR and performance link in difficult times*. Employment research project at the university of Bath. CIPD.
- Schaffner, J. A. (2001). *Turnover and Job Training in Developing and Developed Countries: Evidence from Colombia and the United States*. <http://www.google.com>.
- Sudin, S. (2004). Human Resource Practices and Organizational Performance: Review, Synthesis and Research Implication. International Business Management Conference, fq 110.
- Tan, H. W. & Batra, G. (1995). Enterprise Training in Developing Countries: Overview of Incidence, Determinants, and Productivity Outcomes. *World Bank Occasional Paper Series*, World Bank, Washington, D.C.
- Vogus J. T.,(2004). In search of a mechanism: How do HR Practices affect organizational performance. Job talk paper, fq 19.