

Examining the Influence of Employee Training and Development on Service Delivery in Rwandan Local Government Entities: A Case of Rubavu District, Rwanda

Jean Bosco Tuyishime¹, Cyprien Sikubwabo^{2,*}

¹School of Social Sciences, Kigali Independent University ULK, P.O Box 2280 Kigali-Rwanda

²School of Education, Kigali Independent University ULK, P.O. Box 2280 Kigali-Rwanda

*Corresponding Author: cyprianov@gmail.com

Abstract

This study examined the influence of employee training and development on service delivery in local government entities in Rubavu District, Rwanda. The study investigated the influence of four key factors namely: (1) employee training programs, (2) participation in training sessions, (3) access to training resources, and (4) employee feedback and satisfaction with training. A sample of 237 employees from various local government offices, including district, sector, cell offices, and the District Administration Security Support Organ (DASSO), participated in the study. Data was collected using questionnaires and semi-structured interview and it was analyzed using descriptive statistics and correlation analysis. The results indicated that all four factors significantly and positively influenced service delivery, with training programs, participation rates, access to training resources, and employee satisfaction contributing to improved public service performance. Based on these findings, the study recommended that Rubavu District: (1) increase the frequency of training sessions, (2) design more motivating and relevant training programs, (3) enhance access to training resources, and (4) expand feedback mechanisms to evaluate the impact of training on service quality. At a national level, the Government of Rwanda should develop a standardized framework for local government training programs, while the Ministry of Local Government should advocate for increased funding for training and create platforms for knowledge exchange across districts. These recommendations aim to improve the effectiveness and equity of public service delivery in Rubavu District and beyond.

Key words: employee, training and development, service delivery, local government, entities

1. Introduction

Employee training and development play a pivotal role in enhancing organizational performance and improving service delivery. This fact is emphasized by McDowall and Saunders (2018), who assert that inadequate training leads to poor service outcomes. In today's fast-paced and competitive business background, organizations must prioritize employee development to remain effective and relevant (Lyons, 2014). Global studies, such as the 1994 International Adult Literacy Survey (IALS), highlight significant disparities in training investments across nations, with countries like the Netherlands (74%) and

Switzerland (50%) dedicating more hours to employee development compared to others like Poland (29%) and Germany (42%). This variance in training investment demonstrates how a lack of adequate training can hinder service delivery, reinforcing the critical need for continuous employee development.

Training programs also contribute to building a supportive learning environment, preparing employees to handle challenges efficiently (Gunter, 2011). Vrooming and Vanormelinen (2015) argue that training is a key factor in achieving an organization's goals and improving productivity. As Stoner, Freeman, and Gilbert (2019) suggest, organizational goals cannot be achieved without the commitment and motivation of employees. Motivation, as defined by Stoner et al. (2007), is the process that drives and sustains goal-oriented behavior, playing a crucial role in enhancing employee performance. Effective service delivery is crucial for fostering customer retention, loyalty, and profitability, as well as improving employee morale, attracting new customers, and enhancing an organization's reputation. Achieving good service delivery is integral to reaching national goals such as NST1, NST2, DDS, and Vision 2050. However, despite Rwanda's ambition to become a service-led economy, research indicates that service delivery in the country remains subpar.

According to Transparency International Rwanda, 55.3% of employees in Rubavu District and 72.5% in Huye District neglect customer service (TIR, 2023). Additionally, a 2023 study by the Rwanda Governance Board (RGB) found that service delivery in local government entities is only at 70.4%, as seen in Kayonza District. If these issues persist, they will hinder Rwanda's progress toward achieving Vision 2050, which aims to transform the economy and improve the lives of all Rwandans.

Vision 2050 is a comprehensive national strategy that involves all sectors—government, private sector, citizens, civil society, and development partners. The successful realization of this vision requires effective collaboration, which can only be facilitated by a well-trained workforce. The government of Rwanda acknowledges that employee training is crucial for achieving the economic, social, and governance transformation outlined in the Vision 2050 framework (GoR, 2020). The pillars of this vision include human development, competitiveness, urbanization, accountable institutions, and integration.

Employee training plays a pivotal role in improving service quality by equipping workers with the necessary skills and knowledge to provide excellent customer care. While the positive impact of training on employee performance is well-documented, employers often hesitate to invest in training due to the associated costs. However, research shows that training is an investment that results in better employee performance and, ultimately, improved service delivery (Foster, 2019). Without such investments, the goals of Vision 2050 could remain out of reach.

Furthermore, effective communication is essential for building strong relationships with customers. Employees with strong interpersonal skills are better able to attract and retain customers. Training in communication is therefore vital for enhancing customer service (Saqib et al., 2014). Unfortunately, some local leaders believe training is unnecessary for improving service delivery, often citing costs as a deterrent (Jennifer Herrity, 2024). However, training is an investment that leads to a more capable and efficient workforce, which directly contributes to achieving national development goals. The timing of training is

also a critical factor. To maximize the benefits of training while minimizing costs, it should be completed in the most efficient manner possible (Allcock, 2018).

This study seeks to contribute to the understanding of how employee training and development can enhance service delivery in local government entities in Rubavu District, Rwanda. By examining the relationship between employee training and service quality, the study aims to identify key factors that influence the effectiveness of service delivery in the context of Rwanda's public sector. Specifically, it will explore how training programs improve employees' skills, knowledge, and communication abilities, and how these improvements impact customer satisfaction and organizational performance.

The study was guided by the following hypotheses:

1. There is no significant influence of employee Training programs offered to employees on Service Delivery in Rubavu District.
2. There is no significant influence of employee Participation rates in training sessions on Service Delivery in Rubavu District.
3. There is no significant influence of access to resources for training on service delivery in Rubavu District.
4. There is no significant influence of employee feedback and satisfaction with training on service delivery in Rubavu District.

The findings will offer evidence to support the idea that investing in employee development is not just an expense, but a crucial strategy for achieving the broader objectives of Vision 2050, particularly in fostering a skilled, motivated, and high-performing workforce. By focusing on Rubavu District, this study filled a critical gap in the literature on employee training in Rwanda's local government sector and provided actionable recommendations for improving service delivery in line with national development goals.

2. Literature review

2.1 Theoretical review

This study was based on Systems theory, as outlined by Lai, Chih-Hui & Sapphire (2017), explores the relationship between inputs and outputs in a system. Inputs are the resources or information a system takes in from its environment, while outputs are the results or products the system generates and releases back. The theory emphasizes the transformation process, where inputs (tangible or intangible) are processed within the system to produce outputs. Feedback loops play a crucial role in regulating this flow, helping systems maintain stability or adapt to changes. Negative feedback stabilizes the system, while positive feedback can drive change. In the context of the study on "Examining the Influence of Employee Training and Development on Service Delivery in Rubavu District, Rwanda," systems theory is particularly relevant. Training programs, resources, and participation are considered inputs, while the improved service delivery is the desired output. By applying systems theory, the study can analyze how employee training is transformed into better public service outcomes. Additionally, feedback mechanisms—such as employee satisfaction and performance evaluation—can help adjust training strategies to improve service delivery. Thus, systems theory provides a useful framework for understanding the dynamics between employee training (input) and service delivery (output) in local government entities (Lai, Chih-Hui & Sapphire 2017).

2.2 Influence of employee training programs offered to employees on service delivery

The influence of employee training programs on service delivery is a critical aspect of organizational management, particularly in service-oriented industries where customer satisfaction is paramount. Here's an overview of how employee training programs can impact service delivery (Tanui, 2019). Employee training programs equip staff with the knowledge, skills, and competencies necessary to perform their job roles effectively. This can include technical skills, customer service skills, problem-solving abilities, and product knowledge. When employees are well-trained, they are better equipped to meet customer needs and deliver high-quality service (Jeniffer, 2024).

Well-trained employees are more capable of providing excellent service experiences to customers. They can respond to inquiries, resolve issues promptly, and offer personalized assistance, leading to higher levels of customer satisfaction and loyalty. Positive interactions with knowledgeable and competent employees can leave a lasting impression on customers and contribute to building strong relationships with the organization (Houston, 2019). Training programs can also improve employee productivity and efficiency in service delivery. When employees understand their roles and responsibilities clearly and possess the necessary skills, they can perform tasks more efficiently, minimize errors, and complete work in a timely manner. This can lead to smoother service operations and better utilization of resources (Mpofu, 2015).

2.3 Influence of employee participation rates in training sessions on service delivery

The participation rates of employees in training sessions can have a significant influence on service delivery outcomes within an organization. According to Fajar, Bachtiar & Ireena, (2023), higher participation rates in training sessions mean that more employees are acquiring new skills and knowledge. This can lead to a more skilled workforce capable of delivering higher-quality services. Employees who actively participate in training sessions are likely to absorb more information, practice new skills, and apply them effectively in their roles, contributing to improved service delivery. Training sessions often provide opportunities for employees to learn problem-solving techniques, critical thinking skills, and strategies for handling challenging situations. Employees who actively engage in these sessions are more likely to develop and refine their problem-solving abilities, enabling them to address customer issues effectively and deliver satisfactory solutions (Srikant, 2023).

However, Mann and Harter (2016) established that by linking workers, by having them participate in judgment making, by making the place of work more self-governing and by empowering workers, there are certain outcomes such as attitudes and efficiency thus leading to improvement. Kariuki & Makori (2015) found that employee engagement has positive approach apprehended by workers about their jobs as well as inspiration and effort they place into their jobs concluded that that engagement leads to optimistic members of staff which leads to better performance. Employee participative decision- making empowers employees to attain their full productivity hence fostering a competitive advantage within the firm (Gilkar & Darzi, 2012).

2.4 Influence of access to resources for training on service delivery

Access to resources for training can significantly influence service delivery in various ways: Training resources provide employees with opportunities to enhance their skills and knowledge (Smith & Johnson, 2018). Access to comprehensive training programs equips them with the necessary expertise to perform their duties effectively and efficiently. Employees who receive adequate training are better equipped to deliver high-quality services (Brown, 2016). They understand best practices, industry standards, and the latest advancements, leading to improved service quality and customer satisfaction.

The standardized training materials and resources ensure consistency in service delivery across the organization (Jones, Smith & Williams, 2020). When all employees receive the same level of training, customers can expect uniform experiences regardless of whom they interact with. Training resources also enable employees to adapt to changing circumstances and demands (Robinson & White, 2019). Whether it's new technology, updated regulations, or evolving customer preferences, ongoing training ensures that employees stay relevant and capable of meeting emerging needs. Access to training resources demonstrates an organization's investment in its employees' development (Garcia & Martinez, 2017). This can boost morale and increase employee engagement, as workers feel valued and empowered to grow in their roles. Well-trained employees are less likely to make mistakes or engage in behaviors that could jeopardize service delivery or customer satisfaction (Chen, Wang & Li, 2021). Training resources provide them with the knowledge and skills to mitigate risks and handle challenging situations effectively.

2.5 Influence of employee feedback and satisfaction with training on service delivery

The influence on employee feedback and satisfaction with training on service delivery, it's important to implement a comprehensive training program that addresses the specific needs of your employees and the goals of your organization. Here's a structured approach incorporating both theoretical frameworks and practical strategies. According to (Arthur, Bennett, Edens, & Bell, 2003), there is a need of assessment to conduct surveys, interviews, or focus groups to understand employees' current skills, knowledge gaps, and areas for improvement. While (Kirkpatrick, 2018) stated that aligning training objectives with the organization's service delivery goals to ensures relevance and effectiveness.

Incorporate principles such as active learning, relevance, and self-directed learning can engage employees effectively (Knowles, Holton & Swanson, R.A., 2014) as well as the utilization in a variety of instructional methods, including workshops, simulations, and e-learning modules, can be effective to cater for different learning styles (Mayer, 2014). As conclusion on this empirical review, employee's training and development can: Improve Performance of Employee satisfaction with training positively impacts performance by enhancing skills and knowledge (Meyers, 2019). Employees who receive adequate training and are satisfied with it tend to perform better in their roles, resulting in improved service delivery. Enhance skills and knowledge of employees, in other words, satisfied employees are more likely to acquire and retain relevant skills from training programs (Noe, 2017). This acquisition of skills translates into enhanced service delivery as employees can effectively apply what they have learned to their job tasks.

3. Methodology

3.1 Research Design

This study adopted a mixed research design, combining both qualitative and quantitative methods. According to Gupta and Gupta (2011), research design provides a structured plan for collecting and analyzing data. Mugenda (1999) explains that mixed methods help describe existing phenomena, explore relationships, and analyze ongoing processes. The design chosen for this study enables a comprehensive examination of employee training and its impact on service delivery in Rwandan local government entities, allowing for minimal manipulation of variables.

3.2 Population and sample

The study population consists of 582 employees from various levels within the local government entities in Rubavu District. This group is defined by shared characteristics, such as job position and function, and provides a broad overview of the workforce within the district. To select the study sample, stratified sampling was employed. Stratified sampling involved dividing the population into homogeneous subgroups or strata based on specific characteristics, such as job level, and then selecting a sample from each group. This technique was found suitable because it enables researchers to obtain a sample population that best represents the entire population being studied by making sure that each subgroup of interest is represented. (Thomas, 2020). This approach ensures that each subgroup is adequately represented in the sample. Using Solvin's formula, the sample size was calculated to be 237 employees, distributed across different levels within the local government (district, sector, cell, and DASSO). A summary of the population and sample sizes is shown in the table below:

The formula was applied as follows:

$$n = N / (1 + Ne^2)$$

n = Sample size

N = Population size

E = Margin of error equal to 5% (0.05) at 95% confidence level

$$n = 582 / (1 + 582 \times 0.05^2)$$

$$n = 237$$

3.3 Data Collection

Data collection involves both primary and secondary sources. Primary data were gathered using semi-structured questionnaires, which allowed for both closed and open-ended responses. Closed questions collected quantitative data, while open-ended questions provided qualitative insights. Secondary data were obtained through a review of relevant literature, including books, journals, dissertations, and online sources, to support the primary data and provide a theoretical context.

3.4 Data Analysis

Qualitative data were analyzed using content analysis, focusing on text responses from open-ended questions. These were categorized to identify common themes related to training and service delivery. Quantitative data were analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations to summarize and present the data. Pearson's correlation coefficient was also used to examine relationships between study variables. Data were processed using Statistical Package for Social Sciences (PSS) software.

3.5 Ethical Considerations

Ethical guidelines were strictly followed throughout the study. Informed consent was obtained from all participants, and the study adhered to principles of confidentiality and objectivity. The researcher ensured transparency in data collection and reporting, with a clear explanation of the study's purpose to participants. The research was conducted with respect for intellectual property, and all sources were properly cited.

4. Findings

4.1 Demographic characteristics of the respondents

The study examined the demographic characteristics of respondents in Rubavu District to assess their awareness of the study's objectives. Most participants worked at the sector level (62.5%), followed by the cell level (28.6%) and district headquarters (9.2%). A highly educated workforce was noted, with 90.2% holding a bachelor's degree. Experience varied: 4.1% had less than a year, 19.2% had 1-5 years, 41.7% had 5-10 years, and 35% had over 10 years. This diversity in work location, education, and experience provided a broad and comprehensive understanding of local government employees' perspectives on training and service delivery.

4.2 Influence of Employee Training and Development on Service Delivery in Rubavu District, Rwanda

4.2.1 Descriptive statistics

This section includes data in the form of Frequency (Fr), Percentage (%), Mean and Standard Deviation.

Table 2: Descriptive statistics for employee's training programs

Items	SD		D		N		A		SA		Mean	Std. Dev.
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
Training programs are necessary to help employees on ways of delivering service to our customers.	24	10.1	22	9.3	37	15.6	104	43.9	50	21.1	3.57	1.21
Training employees develop their abilities in working environment.	26	11.0	24	10.1	14	5.9	135	57.0	38	16.0	3.57	1.20
Trained employees are confident when applying the skills learned from the training program to deliver service.	17	7.2	14	5.9	18	7.6	146	61.6	42	17.7	3.77	1.04

The training equips the employees with the necessary knowledge and techniques to handle challenging customer situations. 21 8.9 20 8.4 6 2.5 138 58.2 52 21.9 3.76 1.15

Training program are helpful to address the specific challenges that employee encounters in delivering services to customers. 21 8.9 12 5.1 10 4.2 140 59.1 54 22.8 3.82 1.11

Organizing training for employees positively impact their ability to meet customer needs and expectations. 31 13.1 15 6.3 7 3.0 146 61.6 38 16.0 3.61 1.21

The supports provided by supervisors in implementing the techniques learned from the training programs on service delivery are at satisfactory level in Rubavu District. 10 4.2 18 7.6 17 7.2 164 69.2 28 11.8 3.77 0.91

Trained employees are advised to always apply the techniques and knowledge acquired from the training program in daily service delivery tasks. 33 13.9 24 10.1 5 2.1 141 59.5 34 14.3 3.50 1.26

Source: Research data, 20204

Note: Strongly Disagree= [1-2[=Very low mean; Disagree= [2-3[=Low mean; Neutral= [3-4[=Moderate mean; Agree= [4-5[=High mean; Strongly Agree=[5] =Very high mean,

The results in table 2 indicate that a large proportion (43.9%) agreed and 21.1% strongly agreed that training positively affects service delivery, with a mean score of 3.57, indicating strong agreement and diverse responses (SD = 1.21). Most (57%) agreed and 16% strongly agreed that training enhances employees' abilities, with a mean score of 3.57 (SD = 1.20). On employee confidence, 61.6% agreed and 17.7% strongly agreed that training boosts their confidence to apply learned skills, yielding a mean of 3.77 (SD = 1.04). Additionally, 58.2% agreed and 21.9% strongly agreed that training equips employees with skills to handle challenging customer situations (mean = 3.76, SD = 1.15).

Regarding addressing specific challenges, 59.1% agreed and 22.8% strongly agreed that training helps with service delivery challenges (mean = 3.82, SD = 1.11). Most respondents (61.6%) agreed and 16% strongly agreed that training improves employees' ability to meet customer needs (mean = 3.61, SD = 1.21). Support from supervisors in applying training was considered satisfactory by 69.2% of respondents (mean = 3.77, SD = 0.91). Finally, 59.5%

agreed and 14.3% strongly agreed that employees are encouraged to apply acquired skills in daily tasks (mean = 3.50, SD = 1.26).

The standard deviations for most of the statements in table 2 are above 1, indicating moderate to high variability in how respondents perceive different aspects of training programs. The statement regarding supervisor support has the lowest standard deviation, suggesting that responses were more uniform, while the statement on applying training techniques in daily tasks has the highest SD, showing a broad range of opinions.

An interviewee stated that *“before attending training on the good qualities of a leader I was not able to provide good service but after training I am able to apply techniques and knowledge acquired from training and the clients are satisfied.”*

Table 3: Descriptive statistics on employee Participation rates in training sessions

Items	SD		D		N		A		SA		Mean	Std. Dev.
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
Invited employees are obliged to full attend proposed training	3	1.3	18	7.6	9	3.8	162	68.4	45	19.0	3.96	.80
Full participation in the training programs can enhance understanding of employees on customer needs and preferences.	9	3.8	12	5.1	8	3.4	157	66.2	51	21.5	3.97	.89
Full participation in the training program has positive influence on the ability to effectively handle customer inquiries and concerns.	19	8.0	13	5.5	10	4.2	159	67.1	36	15.2	3.76	1.04
For employees to attend the training program at satisfactory rate, the training must be specific to their attributions.	12	5.1	8	3.4	15	6.3	157	66.2	45	19.0	3.91	0.92

Some training must be full attended and others don't depending upon the organizers.	10	4.2	12	5.1	21	8.9	153	64.6	41	17.3	3.86	0.91
It is recommended to full participate in the training program to be able to help colleagues for improving service delivery.	15	6.3	22	9.3	25	10.5	145	61.2	30	12.7	3.65	1.03
The variety of methods used in the training program can impact the full participation of trainees	28	11.8	24	10.1	2	.8	155	65.4	28	11.8	3.55	1.18
A full participated training program helps an employee to feel motivated and excel in service delivery.	19	8.0	20	8.4	17	7.2	146	61.6	35	14.8	3.67	1.08

Source: Research data, 2024

Note: Strongly Disagree= [1-2[=Very low mean; Disagree= [2-3[=Low mean; Neutral= [3-4[=Moderate mean; Agree= [4-5[=High mean; Strongly Agree= [5] =Very high mean

The results in table 3 indicate that a majority of respondents (68.4%) agreed and 19% strongly agreed that employees are obligated to attend the proposed training, with a mean score of 3.96 (SD = 0.80), indicating high agreement and some variation in opinions. Additionally, 66.2% agreed and 21.5% strongly agreed that full participation enhances employees' understanding of customer needs (mean = 3.97, SD = 0.89), while 67.1% agreed and 15.2% strongly agreed that it positively influences their ability to handle customer inquiries (mean = 3.76, SD = 1.04).

Respondents also highlighted that training must be specific to employees' roles to ensure satisfactory attendance, with 66.2% agreeing and 19% strongly agreeing (mean = 3.91, SD = 0.92). Regarding the role of organizers, 64.6% agreed and 17.3% strongly agreed that some training should be fully attended, while others may not depend on the organizers (mean = 3.86, SD = 0.91). Furthermore, 61.2% agreed and 12.7% strongly agreed that full

participation helps employees support colleagues in improving service delivery (mean = 3.65, SD = 1.03).

The variety of methods used in training was considered important for participation, with 65.4% agreeing and 11.8% strongly agreeing (mean = 3.55, SD = 1.18). Finally, 61.6% agreed and 14.8% strongly agreed that full participation in training motivates employees to excel in service delivery (mean = 3.67, SD = 1.08). These findings suggest that employee engagement in training positively impacts service delivery, though there are variations in responses.

The standard deviations in table 3 show a range of variability in opinions on training participation and its effectiveness. Items with lower SDs (e.g., 0.80 and 0.89) indicate higher consensus, suggesting that most respondents agree on the importance of full participation in training. Items with higher SDs (e.g., 1.03 and 1.18) suggest more varied opinions, highlighting that while some respondents strongly believe in the value of training methods or full participation, others are more skeptical. Overall, the data reflect a mix of general agreement with some variability in how strongly individuals feel about specific aspects of training.

Table 4: Descriptive statistics on access to training resources

Items	SD		D		N		A		SA		Mean	Std. Dev.
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
Employees in Rubavu District have easy access to a variety of training resources, including online courses, workshops, and educational materials.	16	6.8	58	24.5	141	59.5	17	7.2	5	2.1	2.73	.78
The organization in Rubavu District provides sufficient funding for employees to attend external training programs and conferences.	50	21.1	130	54.9	33	13.9	13	5.5	11	4.6	2.18	0.98
Employees in Rubavu District have access to mentors or coaches who can provide guidance and support in their professional development journey.	59	24.9	52	21.9	45	19	78	32.9	3	1.3	2.63	1.21
The availability of training resources in Rubavu District is limited, making it challenging for employees to access the learning opportunities they need.	68	28.7	10	4.2	128	54.0	16	6.8	15	6.3	2.58	1.16

The organization in Rubavu District offers flexible scheduling and time-off policies to accommodate employees' participation in training activities.	14	5.9	29	12.2	192	81.0	2	.8	0	0	2.77	0.56
There is a need to have centralized platform or system in Rubavu District where employees can easily find and access on available training resources.	18	7.6	168	70.9	50	21.1	1	0.4	0	0	2.14	0.53
Employees in Rubavu District are encouraged to pursue further education or certifications, with the organization providing assistance such as tuition reimbursement.	6	2.5	43	18.1	188	79.3	0	0	0	0	2.77	0.48
Rubavu District collaborates with external training providers to offer a diverse range of learning opportunities to employees.	4	1.7	33	13.9	69	29.1	129	54.4	2	0.8	3.34	0.80
Employees in Rubavu District feel empowered to request specific training resources or opportunities tailored to their individual development needs.	15	6.3	50	21.1	39	16.5	115	48.5	18	7.6	3.30	1.08

Source: Research data, 2024

Note: Strongly Disagree= [1-2[=Very low mean; Disagree= [2-3[=Low mean; Neutral= [3-4[=Moderate mean; Agree= [4-5[=High mean; Strongly Agree= [5] =Very high mean

The results in table 4 show that significant portion of respondents (59.5%) were neutral, and 24.5% disagreed that employees have easy access to a variety of training resources, such as online courses and workshops. The mean score of 2.73 (SD = 0.78) suggests a mixed opinion on resource availability. Regarding funding for external training, 54.9% disagreed and 21.1% strongly disagreed that sufficient funds are provided, with a low mean score of 2.18 (SD = 0.98).

On access to mentors, 32.9% agreed, while 24.9% strongly disagreed, indicating a mixed opinion (mean = 2.64, SD = 1.21). When asked about the availability of training resources in Rubavu, 54% were neutral, and the mean score of 2.58 (SD = 1.16) reflects concerns about limited resources. Concerning flexible scheduling for training, 81% were neutral, with a mean of 2.77 (SD = 0.56), showing some uncertainty in the district's accommodation of training schedules.

Most respondents (70.9%) disagreed that a centralized platform exists for accessing training resources (mean = 2.14, SD = 0.53). Regarding further education or certifications, 79.3% were neutral, and the mean score of 2.77 (SD = 0.48) suggests mixed views on support for such initiatives. However, 54.4% agreed that Rubavu collaborates with external providers to offer diverse learning opportunities, with a higher mean of 3.88 (SD = 0.80), indicating a more positive view on external training collaboration. Overall, these findings reveal varied perceptions of resource availability and training support in Rubavu District.

The standard deviations in table 4 reflect a mix of general agreement and variability in opinions about training resources and opportunities in Rubavu District. Items with low SDs (e.g., 0.53, 0.56, 0.48) suggest strong consensus among respondents, particularly on issues like the need for a centralized platform and flexible scheduling. However, other items with higher SDs (e.g., 1.21, 1.16) indicate greater variability in responses, showing that opinions on issues like mentoring access, funding, and the availability of training resources differ more widely. In general, there appears to be a consensus that there are gaps in training support, with some areas of stronger agreement than others.

Table 5: Descriptive statistics on employee feedback and satisfaction with training

Items	SD Fr %	D Fr %	N Fr %	A Fr %	SA Fr %	Mean	Std. Dev.
Employees in Rubavu District express satisfaction with the quality and relevance of training programs provided by the organization.	35 14.8	27 11.4	7 3.0	134 56.5	34 14.3	3.44	1.29
Rubavu District actively solicits feedback from employees regarding their training experiences to continuously improve learning opportunities.	17 7.2	30 12.7	8 3.4	138 58.2	44 18.6	3.68	1.13
Employees in Rubavu District feel empowered to voice concerns or suggestions for enhancing the effectiveness of training sessions.	16 6.8	14 5.9	14 5.9	156 65.8	37 15.6	3.78	1.01

The organization in Rubavu District demonstrates a commitment to addressing any issues or challenges identified through employee feedback on training.	4	1.7	18	7.6	24	10.1	148	62.4	43	18.1	3.88	0.85
Employees in Rubavu District report feeling adequately supported before, during, and after training sessions to ensure maximum learning retention.	19	8.0	14	5.9	20	8.4	154	65.0	30	12.7	3.68	1.04
There is a sense of enthusiasm among employees in Rubavu District to participate in training activities, indicating high satisfaction levels.	30	12.7	14	5.9	5	2.1	150	63.3	38	16.0	3.64	1.20
Rubavu District regularly evaluates the impact of training programs on employee performance and job satisfaction to gauge effectiveness.	16	6.8	26	11.0	14	5.9	145	61.2	36	15.2	3.67	1.07
Employees in Rubavu District perceive training opportunities as valuable investments in their professional development and career growth.	8	3.4	26	11.0	12	5.1	160	67.5	31	13.1	3.76	0.93
The organization in Rubavu District fosters a culture of continuous learning and development, contributing to high employee satisfaction with training initiatives.	16	6.8	16	6.8	17	7.2	155	65.4	33	13.9	3.73	1.01
Despite occasional challenges, overall, employees in Rubavu District express positive sentiments about the training opportunities provided and their impact on job performance.	23	9.7	7	3.0	9	3.8	162	68.4	36	15.2	3.76	1.06

Source: Research data, 2024

Note: Strongly Disagree= [1-2[=Very low mean; Disagree= [2-3[=Low mean; Neutral= [3-4[=Moderate mean; Agree= [4-5[=High mean; Strongly Agree=[5]=Very high mean

The results in table 5 show that majority (56.5%) agreed and 14.3% strongly agreed that employees are satisfied with the quality and relevance of training programs, with a mean

score of 3.44 (SD = 1.29), indicating high satisfaction but some variation in responses. Additionally, 58.2% agreed and 18.6% strongly agreed that the district actively seeks feedback to improve training (mean = 3.68, SD = 1.06). Regarding empowerment, 65.8% strongly agreed that employees feel encouraged to voice concerns or suggestions for enhancing training (mean = 3.78, SD = 1.01). Also, 62.4% agreed that the district is committed to addressing issues identified through feedback (mean = 3.88, SD = 0.85), indicating a strong commitment to improving training effectiveness.

Support during training was reported positively, with 65% agreeing that employees feel adequately supported before, during, and after sessions (mean = 3.68, SD = 1.12). Regarding enthusiasm for participation, 63.3% agreed that there is a sense of enthusiasm among employees to engage in training activities (mean = 3.64, SD = 1.05). In terms of evaluation, 61.2% agreed that Rubavu regularly evaluates training programs' impact on employee performance (mean = 3.67, SD = 1.07). A significant 67.5% agreed that employees view training as a valuable investment in their professional development (mean = 3.67, SD = 1.07). Furthermore, 65.4% agreed that the district fosters a culture of continuous learning (mean = 3.68, SD = 1.01), while 68.4% agreed that employees generally express positive sentiments about training's impact on job performance (mean = 3.76). These findings suggest strong satisfaction with training, though some variations in opinion exist.

The data in table 5 show that most items show a moderate spread in responses, meaning there is a reasonable level of agreement on employee satisfaction with training, but there is still noticeable variability in some areas. Lower SDs indicates more consensus, while higher SDs suggest greater diversity in employee opinions.

Table 6: Descriptive statistics on service delivery

Items	SD		D		N		A		SA		Mean	Std. Dev.
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
Service delivery in Rubavu district is efficient and meets the needs of its residents effectively.	24	10.1	7	3.0	10	4.2	161	67.9	35	14.8	3.74	1.08
Rubavu district consistently receives positive feedback from residents regarding the quality of services provided.	8	3.4	12	5.1	15	6.3	174	73.4	28	11.8	3.85	0.82
There are noticeable improvements in service delivery infrastructure and processes within Rubavu district over the past few years.	8	3.4	12	5.1	14	5.9	161	67.9	42	17.7	3.92	0.86
Residents of Rubavu district report encountering frequent delays or inefficiencies when accessing essential services.	7	3.0	14	5.9	19	8.0	161	67.9	36	15.2	3.86	0.85

Rubavu district demonstrates a commitment to transparency and accountability in its service delivery practices.	24	10.1	9	3.8	0	0	168	70.9	36	15.2	3.77	1.08
The availability and accessibility of services in Rubavu district vary significantly depending on geographical location or socioeconomic factors.	15	6.3	3	1.3	0	0	173	73.0	46	19.4	3.98	0.90
Rubavu district actively seeks feedback from residents to identify areas for improvement in service delivery.	22	9.3	4	1.7	0	0	174	73.4	37	15.6	3.84	1.02
Residents of Rubavu district express satisfaction with the responsiveness and professionalism of service providers.	18	7.6	1	.4	0	0	171	72.2	47	19.8	3.96	0.95
There is a perception of favoritism or nepotism in the allocation of resources and services within Rubavu district, leading to disparities in service delivery.	31	13.1	17	7.2	0	0	158	66.7	31	13.1	3.59	1.20
Rubavu district faces challenges in adequately staffing and training service providers, impacting the quality and consistency of service delivery.	21	8.9	4	1.7	0	0	165	69.6	47	19.8	3.90	1.03

Source: Research data

Note: Strongly Disagree= [1-2[=Very low mean; Disagree= [2-3[=Low mean; Neutral= [3-4[=Moderate mean; Agree= [4-5[=High mean; Strongly Agree= [5] =Very high mean

The results in table 6 show that majority (67.9%) agreed and 14.8% strongly agreed that service delivery is efficient and meets residents' needs, with a mean score of 3.74 (SD = 1.08), indicating high agreement but some variation in opinions. Additionally, 73.4% agreed that Rubavu consistently receives positive feedback from residents (mean = 3.85, SD = 0.82). Respondents (67.9%) also noted improvements in service delivery infrastructure and processes in recent years (mean = 3.92, SD = 0.86).

However, 67.9% agreed that residents experience delays or inefficiencies in accessing essential services, with a mean score of 3.86 (SD = 0.85). Regarding transparency and accountability, 70.9% agreed that Rubavu demonstrates a commitment to these values (mean = 3.77, SD = 1.08). A notable 73% agreed that the availability of services varies by location or socioeconomic factors (mean = 3.98, SD = 0.90), while 73.4% agreed that the district actively seeks feedback from residents (mean = 3.84, SD = 1.02).

Furthermore, 72.2% agreed that residents are satisfied with the responsiveness and professionalism of service providers (mean = 3.96, SD = 0.95). However, 66.7% agreed there is a perception of favoritism in resource allocation (mean = 3.59, SD = 1.20). Finally, 69.6% agreed that staffing and training challenges affect service quality (mean = 3.90, SD = 1.03). Overall, while Rubavu District demonstrates positive aspects of service delivery, challenges such as delays, resource allocation issues, and staffing gaps persist, with varied opinions on these matters.

The data in table 6 regarding standard deviations (SD) highlights varying levels of agreement among residents. Items with low SDs (0.82 to 0.86) suggest strong consensus on topics like positive feedback and service delivery improvements. Moderate SDs (0.90 to 1.08) indicate some variability in opinions, especially on service accessibility and feedback mechanisms. However, the highest SD of 1.20 reveals significant divergence in views on perceived favoritism or nepotism, showing a notable divide in residents' opinions on resource allocation.

4.2.2 Inferential statistics

Table 7: Correlational matrix

		Influence of Training programs	Participation rates in training program	Employee access to resources	Feedback satisfaction with training	Assessment on service delivery
Training programs	Pearson Correlation	1	.719**	.219**	.680**	.688**
	Sig. (2-tailed)		0	0	0	0
	N		237	237	237	237
Participation rates in training	Pearson Correlation		1	.193**	.786**	.759**
	Sig. (2-tailed)				0	0
	N			237	237	237
Employee access to resources	Pearson Correlation			1	.303**	.287**
	Sig. (2-tailed)				0	0
	N				237	237
Feedback Satisfaction with training	Pearson Correlation				1	.734**
	Sig. (2-tailed)					0
	N					237
Assessment on service delivery	Pearson Correlation					1
	Sig. (2-tailed)					

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

Based on the correlation matrix presented in table 7, there is a strong positive correlation between training programs and assessment of service delivery ($r = 0.688$), there is a strong positive correlation between participation rate in a training and assessment of service delivery ($r = 0.759$). There is a moderate positive correlation employee's access to resources and assessment on service delivery ($r = 0.287$). There is a moderate positive correlation between satisfaction with training of employees and assessment on service delivery ($r = 0.734$). The correlation analysis reveals significant positive relationships between all the studied variables (training programs, participation rates in training, employee access to resources, and satisfaction with training) and quality service delivery in Rubavu district. These findings reject all the null hypotheses and indicate that enhancing these aspects of Employee training and development programs have significant influence on quality service delivery.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809 ^a	.655	.649	.2833

a. Predictors: (Constant), Training programs, participation rates in training, employee access to resources, satisfaction with training

Model summary presented in table 8 indicate the summary statistics of the regression model used to assess the influence of the training programs, participation rates in training, employee access to resources, satisfaction with training on the quality service delivery in Rubavu district. and the outcome variable (assessment of service delivery) is represented by the correlation coefficient (multiple correlation coefficient) of 0.809 while (R Square) is 0.655, which means that approximately 65.5% of the variance in quality service delivery can be explained by the predictors included in the model. The regression model using the above listed predictors (the training programs, participation rates in training, employee access to resources, feedback and satisfaction with training) explain a substantial proportion (approximately 65.5%) of the variance in assessment of quality service delivery in Rubavu district.

Table 9: Analysis of variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.358	4	8.839	110.103	.000 ^b
	Residual	18.626	232	.080		
	Total	53.983	236			

a. Dependent Variable: Service delivery

b. Predictors: (Constant), Training programs, Participation rates in training, Employee access to resources, satisfaction with training.

The results in table 9 indicate that the significance value (p-value) associated with the F-value is 0.000. In this case, the significance value is less than the typical alpha level of 0.05, suggesting that there is a significant influence of the predictors on the service delivery

The results indicate that the regression model, which includes Training programs, Participation rates in training, Employee access to resources, satisfaction with training allocated as predictors in this study, significantly explain the variation to the quality service delivery in Rubavu District.

Table 10: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	1.323	.154		8.565	.000
Training programs	.155	.041	.218	3.789	.000
Participation rate in training	.300	.054	.382	5.566	.000
Access to Resources about Training	.092	.043	.086	2.128	.034
Feedback and Satisfaction with training	.173	.044	.259	3.904	.000

a. Dependent Variable: Service Delivery

The adopted model presented as follow:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

$$Y = 1.323 + 0.155X_1 + 0.300X_2 + 0.092X_3 + 0.173X_4 + \epsilon$$

Where:

Y= Service delivery

α = Constant

X₁= Training programs

X₂= Participation rate in training

X₃= Access to Resources about Training

X₄= Feedback and Satisfaction with training

β = Level increase in Y as per the a unit of increase in X

ϵ =Error term

The results in table 10 show that the unstandardized coefficient (B) for access to resources about training is 0.155 suggest that a one-unit increase in Training programs is associated increases service delivery by 0.155, (pv < 0.05 indicating a positive and significant influence). The results in table 10 show that the unstandardized coefficient (B) for access to resources about training is 0.300 suggest that a one-unit increase in Participation rate in training is associated increases service delivery by 0.300, (pv < 0.05 indicating a positive and significant influence). The results in table 10 show that the unstandardized coefficient (B) for access to resources about training is 0.092 suggest that a one-unit increase in access to resources about training is associated increases service delivery by 0.092, (pv < 0.05 indicating a positive and significant influence). The results in table 10 show that the unstandardized coefficient (B) for access to resources about training is 0.173 suggest that a one-unit increase in Feedback and Satisfaction with training is associated increases service delivery by 0.173, (pv < 0.05 indicating a positive and significant influence).

The coefficients of the adopted model indicate that training programs, participation rate in training access to resources of training and satisfaction with training all have significant positive influence to quality service delivery in Rubavu district.

5. Discussion

The findings indicated that employees in Rubavu district perceive training programs as highly beneficial for enhancing service delivery. A significant proportion of respondents agreed that training positively impacts service delivery by equipping employees with the necessary skills and confidence to handle customer interactions. This aligns with Arulsamy & Indira (2023), who noted that inadequate training hinders employee potential, while well-structured programs improve performance. The clarity, comprehensiveness, and relevance of training programs also reflect Salini & Gosekwang's (2015) argument that training provides task-specific knowledge directly applicable to employees' roles. The findings suggest that well-organized training programs not only enhance expertise but also foster a culture of accountability, transparency, and effective communication, which are crucial for delivering high-quality service. These outcomes emphasize the contribution of training to organizational performance and customer satisfaction (Arulsamy & Indira, 2023; Salini & Gosekwang, 2015). Overall, positive perceptions of training in Rubavu district suggest it is a key component of effective service delivery.

The study revealed a generally positive perception regarding employee participation in training programs aimed at enhancing service delivery in Rubavu District. A majority of respondents agreed that employees are expected to attend these training sessions, and full participation improves their understanding of customer needs. This aligns with Salazar and Ferrerfranco (2010), who highlighted that training participation is motivated by career advancement and skill development. The respondents emphasized that training positively influences their ability to handle customer inquiries, supporting the idea that structured training enhances job performance and organizational effectiveness (Salazar & Ferrerfranco, 2010). The variations in responses suggest that factors like job role, experience, and individual motivations influence perceptions of training effectiveness. The findings also highlight the role of diverse training methods in boosting participation, aligning with Salas et al. (2012), who emphasized the importance of varied instructional strategies. Finally, the motivational impact of training on service delivery performance suggests that training fosters professional growth and satisfaction.

The findings indicate that access to training resources in Rubavu District is a significant challenge impacting service delivery. Many employees reported limited access to essential resources, such as online courses, workshops, and educational materials, aligning with Aguinis & Kraiger (2009) and Noe (2017), who emphasized the importance of adequate resources for employee growth. The lack of funding for external training programs and mentoring opportunities were identified as key barriers, reflecting Guskey (2000), who stresses the need for financial support and mentorship in training strategies. Without external programs or mentors, employees may struggle to develop necessary skills. Additionally, the lack of a centralized platform and limited flexible training schedules were cited as obstacles, aligning with studies that emphasize the importance of resource access and flexible schedules for high participation (Salas et al., 2012). Despite these challenges, some respondents noted the positive aspects of external collaborations and tailored training opportunities, supporting Birdi et al. (2008), who highlighted the value of external partnerships for employee

development. Overall, the findings suggest that improving access to resources is essential for effective training and service delivery in Rubavu District.

The findings also show a generally positive perception of employee feedback and satisfaction with training programs in Rubavu District, particularly regarding the relevance and quality of the training provided. Many employees expressed satisfaction with the training opportunities, aligning with previous studies that emphasize the importance of training quality in enhancing employee engagement and service delivery (Aguinis & Kraiger, 2009). This satisfaction seems to stem not only from the content of the training but also from the district's commitment to addressing feedback and continuously improving the learning experience, a practice vital for fostering a culture of learning (Birdi et al., 2008; Noe, 2017). Furthermore, the sense of empowerment among employees to influence training processes indicates that Rubavu District has fostered an environment that encourages open communication and engagement. This aligns with research suggesting that when employees feel empowered to influence training, they are more likely to be motivated and satisfied with the outcomes (Ford & Weissbein, 2007). The district's commitment to evaluating the impact of training programs on employee performance and satisfaction reflects best practices in training and development, as continuous assessment is critical for determining training effectiveness (Salas et al., 2012). The overall positive sentiment toward training, despite occasional challenges, highlights the significant role of training in boosting job performance and service delivery, especially in sectors reliant on digital platforms like the Irembo platform in Rubavu District.

Regarding service delivery in Rubavu District, the findings suggest a generally positive assessment of public services, with several strengths and challenges. Many respondents agreed that service delivery is efficient, meets residents' needs, and is supported by transparent and accountable practices. These findings are consistent with existing literature highlighting efficiency, accountability, and resident satisfaction as key indicators of quality public service (Mousa, 2018; Ghalayini & Rebeiz, 2017). The district's efforts to solicit resident feedback align with best practices for continuous service improvement, as feedback loops are crucial for identifying areas needing attention (Birdi et al., 2008). However, significant challenges remain, such as delays in accessing services and disparities in service availability based on geographic and socioeconomic factors. These concerns highlight ongoing struggles with service equity, a challenge widely acknowledged in public administration research. Unequal access to services based on location or economic status remains a persistent issue, requiring targeted interventions to ensure fair distribution of resources (OECD, 2017). Despite these challenges, the commitment of the district to improving its service delivery through training and employee support shows promise. The training initiatives, supported by positive participant feedback, are an important driver of service quality improvement, in line with studies on public sector innovation (Mousa, 2018).

The correlation analysis revealed significant positive relationships between training programs, participation rates, employee access to resources, satisfaction with training, and service delivery in Rubavu District. These results align with research highlighting the importance of employee training in enhancing public service quality (Mousa, 2018; Mahmud & Mousa, 2021). The moderate to strong correlations support the notion that improving key aspects of employee training can positively impact service delivery outcomes. The regression model further confirmed the importance of these factors, explaining over 65% of the variance in service quality. The analysis shows that increases in training programs, participation rates,

access to resources, and satisfaction with training are all significantly linked to improved service delivery. These findings underscore the need for continued investment in training programs and resources to optimize service delivery (OECD, 2017).

6. Conclusion

This study highlighted the critical role of employee training and development in enhancing service delivery in Rubavu District. The findings indicate that well-structured training programs positively influence employees' skills, confidence, and overall service performance, thereby contributing to the efficiency and quality of public services. Training participation, access to resources, and employee satisfaction with training were all found to have significant positive correlations with improved service delivery. These results confirm the importance of investing in continuous professional development and aligning training programs with employee needs and job roles. However, challenges such as limited access to training resources, delays in service delivery, and disparities in service availability remain significant concerns. Despite these challenges, the district's commitment to training and ongoing efforts to solicit feedback from both employees and residents provide a strong foundation for continued improvements in service delivery. Future researchers should work on the strategies to mitigate the above challenges.

Based on the findings presented above, the study proposes the following recommendations:

- Rubavu District should increase access to external training opportunities, digital learning platforms, and mentorship programs.
- The district should expand feedback loops to include more comprehensive evaluations of training effectiveness and service delivery.
- The district should invest in infrastructure and ensure that services are equally accessible to all residents, particularly those in underserved areas.
- The Government of Rwanda should consider developing a standardized framework for training and professional development across all local government districts.
- The Ministry of Local Government should advocate for increased funding for training programs at the local level.
- The Ministry of Local Government could facilitate knowledge exchange platforms where local government employees from different districts share best practices

Funding details: There was no funding allocated to this study.

Conflict of interest: All authors declare that there was no conflict of interest.

References

- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451-474.
- Alipour, H., Moghaddam, H., & Zarei, M. (2009). The Role of Training in Improving Job Performance and Customer Satisfaction. *Journal of Business Studies*, 21(4), 198-210.
- Allcock, P. (2018). Training timing: Maximizing impact while minimizing costs. *Journal of Organizational Learning and Development*, 29(1), 75-86.
- Alutto, J. A., & Acito, F. (1974). Decisional participation and sources of job satisfaction: A study of manufacturing personnel. *Journal of Applied Psychology*, 5(1), 44-51.

- Arthur, W., Bennett, W., Edens, P., & Bell, S. (2003). Effectiveness of training in organizations: A meta-analysis of studies on training outcomes. *Journal of Applied Psychology, 88*(3), 234-245.
- Arulsamy, A., & Indira, K. (2023). The Impact of Training on Employee Performance and Service Delivery. *Journal of Organizational Behavior, 45*(2), 123-135.
- Beer, M. (1964). Organizational size and job satisfaction. *The Academy of Management Journal 7*(1): 34-44.
- Birdi, K. M., Clegg, C. W., Patterson, M. G., & Robinson, A. (2008). The impact of human resource and operational management practices on hospitality employees' outcomes. *International Journal of Hospitality Management, 27*(3), 450-461.
- Birdi, K., Cummings, T., & Wright, M. (2008). The Impact of Training on Organizational Performance and Employee Development: A Literature Review. *International Journal of Training and Development, 12*(1), 50-75.
- Borg, W. R., & Gall, M. D. (1989). *Educational Research: An Introduction (6th ed.)*. New York: Longman.
- Brown, S. (2016). The impact of access to training resources on employee performance and service delivery. *Training and Development Journal, 47*(2), 32-45.
- Burke, R. J. & Wilcox, D. S. (1969). Effects of different patterns and degrees of openness in superior-subordinate communication on subordinate job satisfaction. *The Academy of Management Journal 12*(3): 319-326.
- Chen, Z., Wang, X., & Li, H. (2021). Training resources and their impact on employee efficiency and service quality. *International Journal of Human Resource Development, 22*(4), 180-195.
- Chenhall, R. H. and P. Brownell. (1988). The effect of participative budgeting on job satisfaction and performance: Role ambiguity as an intervening variable. *Accounting, Organizations, and Society, 13* (3): 225-233.
- Cross, L. (2023). The influence of employee participation rates in training programs on service outcomes. *Journal of Human Resource Development, 41*(4), 89-103.
- Fajar, A., Bachtar, B & Ireena, M. (2023). The Effectiveness of Cross-Training on Increasing Teacher Competence in Learning Design. *International Journal of Social Science and Human Research, 6*. 10.47191/ijsshr/v6-i8-72.
- Ford, J. K., & Weissbein, D. A. (2007). Transfer of training: An updated review and analysis. *Performance Improvement Quarterly, 10*(2), 22-41.
- Foster, D. (2019). The value of employee training in organizational performance. *International Journal of Training and Development, 23*(4), 340-355.
- Frazis, H., Gittleman, M., Horrigan, M., & Joyce, M. (1998). Results from the 1995 Survey of Employer Provided Training. *Monthly Labor Review, 121*(7), 43-49.
- Garcia, A., & Martinez, J. (2017). Employee training programs as an investment in organizational success. *Journal of Human Resource Management, 30*(2), 60-72.
- George, P. (2023). Employee training and customer satisfaction: The role of well-trained employees in enhancing customer loyalty. *Service Industry Journal, 29*(7), 111-125.
- Ghalayini, B., & Rebeiz, K. (2017). Improving Public Service Efficiency through Employee Development and Performance Evaluation. *International Journal of Public Administration, 40*(5), 456-470.
- Gilkar, M., & Darzi, S. (2012). Employee participation and decision-making: The key to organizational success. *Journal of Organizational Behavior, 19*(6), 103-118.

- Goldstein, Irwin L. (1989). *Training and Development in Organizations (2nd ed)*. San Francisco: Jossey-Bass,
- Government of Rwanda. (2020). *Vision 2050: A comprehensive framework for national transformation*. Kigali: Author
- Guerrero, L. K., & DeVito, J. A. (2018). *The dark side of interpersonal communication*. London: Pearson.
- Gunter, M. (2011). Training for success: Organizational learning in the workplace. *Management Learning*, 42(2), 147-161.
- Gupta, S., & Gupta, H. (2011). Research Design: A Structured Approach to Collecting and Analyzing Data. *Journal of Research Methods*, 8(3), 122-135.
- Herrity, J. (2024). Leadership perspectives on employee training in local government sectors. *Public Administration Review*, 62(1), 78-89.
- Heyes, J., & Stuart, M. 1996. Does training matter? Employee experiences and attitudes. *Human Resource Management Journal*, 6(3): 7-21.
- Houston, E. (2019). The Importance of Positive Relationships in the Workplace. Retrieved on May 12, 2024 from <https://positivepsychology.com/positive-relationships-workplace/>
- International Adult Literacy Survey. (1994). *International Adult Literacy Survey: Final report*. Canada: OECD & Human Resources Development
- Jeniffer, A. (2024). Employee training programs and their impact on customer service delivery. *Journal of Service Management*, 38(2), 210-225.
- Jones, C., Smith, D., & Williams, P. (2020). Standardized training and its role in consistent service delivery. *Journal of Business and Industry*, 27(9), 198-212.
- Jones, T. M., & Rinehart, M. (2020). Using feedback to improve training outcomes: A case study. *Performance Improvement Quarterly*, 32(2), 113-136.
- Kariuki, S., & Makori, E. (2015). The relationship between employee engagement and organizational performance in Kenyan organizations. *International Journal of Business and Social Science*, 6(3), 74-89.
- Kirkpatrick, D. (2018). *Evaluating training programs: The four levels (3rd ed.)*. Berrett-Koehler Publishers.
- Kirovska, Z., & Qoku, P. N. (2014). System of employee performance assessment: Factor for sustainable efficiency of organization. *Journal of Sustainable Development*, 5(11), 25-51.
- Knowles, M., Holton, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development (8th ed.)*. Routledge.
- Lai, Chih-Hui & Lin, Sapphire (2017). *Systems Theory*, 15 (2). 56-71. doi: 10.1002/9781118955567.wbieoc203.
- Lin, S. (2017). Systems theory and its application in organizational studies. *Journal of Management Theory*, 21(3), 145-160.
- Lyons, D. (2014). The importance of employee development in the modern workplace. *International Journal of Human Resource Development*, 22(1), 15-29.
- Mahmud Mousa, M. (2018). Innovation in public service delivery: Addressing challenges in the public sector. *Public Administration Review*, 78(3), 509-523.
- Mahmud, A., & Mousa, M. (2021). The Impact of Employee Development on Service Quality: Evidence from Public Sector Organizations. *Journal of Public Administration Research*, 46(2), 223-238.
- Mann, R., & Harter, J. (2016). Employee empowerment and its effects on organizational outcomes. *Journal of Applied Psychology*, 68(2), 123-137.

- Mayer, R. E. (2014). *The Cambridge handbook of multimedia learning* (2nd ed.). Cambridge: Cambridge University Press.
- McDowall, A., & Saunders, M. (2018). Employee training and development in service organizations. *Journal of Management Development*, 37(6), 497-511.
- Meyers, L. (2019). Employee satisfaction and training effectiveness in improving performance. *Journal of Workplace Learning*, 18(3), 300-315.
- Mousa, M. (2018). Public Sector Service Delivery: The Role of Training and Development in Improving Performance. *Public Administration Review*, 78(4), 567-579.
- Mpofu, R. (2015). Enhancing service delivery through employee training: A case study of public service organizations. *Public Administration Review*, 50(1), 40-55.
- Mugenda, O. M. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Noe, R. A. (2017). *Employee training and development* (7th ed.). New York City: McGraw-Hill Education.
- Nunnally, J. C. (1978). *Psychometric Methods*. New York: McGraw-Hill.
- OECD (2017). Public Service Delivery and Citizen Engagement: The Role of Training and Resources. *OECD Working Paper*, 21(3), 102-118.
- Oldham, G. R., & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. *Academy of Management Journal*, 39(3), 607-634.
- Haji, R. A., et al. (2021). Effects of training materials and methods on the performance of employees of the Commission for Land in Zanzibar. *Journal Name*, 8(2), 43-61.
- Rizwan, M., & Amin, S. (2019). Impact of employee training and development on organizational performance. *Business & Economic Review*, 11(2), 47-66.
- Robinson, K., & White, L. (2019). Adapting to change: The role of ongoing employee training in service industries. *Journal of Applied Learning*, 41(3), 90-102.
- Rwanda Governance Board [RGB] (2023). *Service delivery assessment in local governments: A study of Kayonza District*. Kigali: Author.
- Salas, E., Tannenbaum, S. I. & Kozlowski, S. W. J. (2012). The Science of Training and Development in Organizations. *Psychological Science in the Public Interest*, 13(2), 74-101.
- Salazar, V., & Ferrerfranco, D. (2010). Motivational Factors for Participation in Training: The Case of Spain. *International Journal of Training and Development*, 14(2), 138-157.
- Salini, M., & Gosekwang, G. (2015). Training Programs and Employee Performance in Service Delivery. *International Journal of Human Resource Development*, 7(1), 45-56.
- Saqib, M., Zafar, S., & Bhatti, Z. (2014). Effective communication and customer service: Enhancing employee performance. *Journal of Marketing and Communication*, 5(2), 34-47.
- Singh, S., & Chaudhary, S. (2018). Workplace Ostracism: A Curse to Employee Performance. *Kaav International Journal of Economics, Commerce & Business Management*, 5(1), 87-93. 18.
- Smith, J. A. (2020). *Leadership skills for institutional development and team empowerment*. Jersey City: Leadership Press.
- Smith, T., & Johnson, M. (2018). Training resources and their impact on employee performance. *Journal of Organizational Training*, 25(8), 154-167.

- Srikant, N. (2023). Engaged learning: How active participation in training sessions improves problem-solving skills. *International Journal of Workplace Learning*, 32(5), 250-267.
- Stoner, J. A. F., Freeman, R. E., & Gilbert, D. R. (2019). *Management: Concepts and applications* (9th ed.). Jersey City: Prentice Hall.
- Tansky, J. W., & Cohen, D. J. (2016). The effects of training on job satisfaction and service quality among exempt and nonexempt employees. *Human Resource Development Quarterly*, 27(1), 41-73.
- Tanui, E. (2019). The impact of employee training programs on service delivery in service industries. *International Journal of Business and Management*, 34(5), 48-62.
- homson, W., & Mori. (2004). Customer satisfaction with key public services. *Journal Name*, 9(1), 67–70.
- Thomas, L. (2020). *Stratified Sampling: Definition, Guide & Examples*. Retrieved on June 21, 2024 from <https://www.scribbr.com/methodology/stratified-sampling/>
- Transparency International Rwanda. (2023). *Public sector service delivery in Rwanda: A case study in Rubavu and Huye districts*. Kigali: Author.
- Vrooming, P., & Vanormelinen, S. (2015). Employee development as a key to organizational success. *Journal of Organizational Behavior*, 36(7), 925-940.
- Wildan, M. A. (2023). Employee Performance Lens on Rapid Changing in Information Technology 4.0. *Kaav International Journal of Economics, Commerce & Business Management*, 10(2), 9-16.