



## TRAINING, DEVELOPMENT AND PERFORMANCE OF THE ALBANIAN PUBLIC ADMINISTRATION

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**Abstract:** - Training and development as a practice and procedure undertaken for the improvement of employee's performance in terms of 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, because public organizations often operate under a strict legal framework and flexibility and efficiency use of these practices is difficult. The main purpose of this paper is to introduce the main theoretical approaches related to training of all specialists in the budgetary sectors of public administration. 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 ones.

There are two main ways to realize the goals of this paper as following. Initially, is 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 it is designed and distributed a questionnaire on the Albanian public administration whose data are processed further. At the end, based on literature review and practical results, there are reflected some recommendations and conclusions.

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

**Introduction:** Training and Development are 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 are 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 an indicator for the public administrator

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performance. It 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 are also turnovers. 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 a 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 increase 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) clarifies 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, needs 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, they indicate that training increases the probability of work being either completely or very satisfied that enhance employee motivation and commitment. In other words, on-going learning or training is well associated with job satisfaction.

**Methodology: 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, the work was oriented in two main directions. Originally, it was 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, connected with skills and expertise, motivation and opportunities for participation, and latter attitudes towards work as satisfaction, involvement and commitment to the results of the work.

In the second part, the study was directed towards practical research, data analysis using 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 persons are required to hold a position from 1 - Strongly disagree, to 5 - I totally agree. 500 questionnaires were distributed and the data were processed on the statistical program STATA version 11.

### **Literature Review**

Training can be defined as a function of human resource management that enables learning when needed by 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. 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 require a certain work today in an organization require specific adaptation. Employee 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

Administrators that help to develop the talent and help the organization on the knowledge of its employees as training techniques become more and more interactive (Keizer, A-G., 2000). In general human resource practices, it is possible to create templates or standard behavior to examine the gained knowledge about the work of its operations and this is made 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. 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 given in a specific work of that organization 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.

### ***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 skills. Skill is seen as the product of physiological and biological factors and the learning process and it is difficult to change. Many 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 to do something, the intensity with which the individual is motivated 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 the opportunity is seen as part of the perception of the role created and the psychological contract between employer and employee. 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 (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 is represented by: **job satisfaction, commitment and involvement, motivation/ behavior motivated, civic behavior in the organization/organization, discrete behavior.**

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

For the realization of this study it 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 was the public administrator. The data are based on personal perceptions of public administrators interviewed about training and development, the way it is perceived by them 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 a budget of the Ministry of Finance for 2015, later we addressed to the website of each institution to verify the accuracy of the list under those institutions, and on this basis it 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 answers in each institution was done by distributors then collected from the contact person. At the end of data collection resulted in a relatively successful process.

Key elements of the model, 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.

#### **Analysis of results**

##### **Sample description**

Referring whether respondents belong to central public administration, local or other category of the sample, 48.2% are central public administration, 34.8% belong to the local public administration, while 17.0% belong to other categories. 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% are 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. 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. In the table below are the descriptive statistics about the means of the variables in function of individual or organizational characteristics.

Ind./Org. Characteristic	Training (Independent Variable)	Public Administrator Performance		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- I don't agree to 5-totally agree) to the declarative questions, after which we can draft some descriptive statistics that are reflected in the table.

As we can see from the table above, 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 when the respondents are in the interval age form 40 – 65, and when they have PhD degree. Outputs have 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.

***Linear regression analysis regarding the hypothesis***

In order to answer to the questions asked before, the first step is to test the relation between the training with the inputs and outputs of public administrator. It is really perceived by individuals that the process of training at their organization has an impact on their skills, abilities, productivity and this has an influence on the public administrator performance. For these reasons the first hypothesis is  
Ho: training and development does have any

impact on public administrator performance?

After regressing training and development on inputs and outputs, for public administrator performance, we have the following results:

Training and development presents a statistically significant coefficient, as p-value  $<0.01$ , and statistical inference was  $\beta_1 = 0.4627273$  for training and development, we note that is a relatively high value. Gender, married status, the central public administration represent negative values of their coefficients, thus they 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 administration.

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

The model is statistically significant when p-value  $<0.01$ . The coefficient of determination is  $R^2 = 0.4089$  which means that 40.89% of dependent variables of public administrator's performance is explained by the independent variable so training and development. To achieve this, the 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, so the training has a significant impact on the performance of public administrator and individual characteristics.

On the other hand, the organization is interested on the final results of the training which affect the performance of public organizations. For this reason, in addition, we tested 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 results:

Training and development presents a statistically significant coefficient as p-value  $<0.01$  and statistical inference was  $\beta_1 = 0.1809074$ , so note

that is a smaller amount than in the first case, we can say that with the introduction of inputs or outputs, good performance of public administrator training contribution decreases. Gender, married status, the central public administration have 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: training has an impact on the performance of public organizations.

The model is statistically significant when p-value  $<0.01$ . The coefficient of determination is  $R^2 = 0.7610$  which means that 76.10% of dependent variables for public organization performance is explained by the independent variable of training and development. In this case it can be concludes that contribution of training and development in relation to organizational performance increases the explanatory ability of independent variables versus public organization performance. To achieve this, the number of observations was 500, the level of importance of this model is significant, so 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.

### Conclusions

Training and development are other variables 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 are expected to affect more on the individual output. This is 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 responsibilities seem to motivate more individuals to be more productive in the process.

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