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**THE IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE
IN COMMERCIAL BANK OF ETHIOPIA**

BY: ROZA SEYOUM

Advisor: Abraraw Chanie (PhD)

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD DEGREE
OF MASTERS OF ART IN HUMAN RESOURCE MANAGEMENT**

June 2017

ADDIS ABABA



ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

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Declaration

I, hereby assert that this thesis entitled “*THE IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE IN COMMERCIAL BANK OF ETHIOPIA*” is my own original work that has not been presented for a degree in any other university and that all sources of material have dully acknowledged.

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Statement of Approval

This is to certify that Ms. Roza Seyoum Kebede has completed a thesis entitled “*THE IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE IN COMMERCIAL BANK OF ETHIOPIA*” with my advice and follow up. I also approve that his work is appropriate enough to be submitted as a partial fulfillment of the degree in Masters of Human Resource Management.

Abraraw Chanie (PhD)

Advisor

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Date

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ABSTRACT

The success of any organization in this ever changing volatile world depends on the quality and capability of its human recourses. This is especially true in the service oriented industry like banks. Training helps a great deal in the acquisition of new technical knowledge and updated skills in the different aspects of banking so as to provide quality service to the banks customers. The main objective of training is to improve the performance of both individual and the organization. The purpose of this study was to investigate the impact of training on employee performance in Commercial Bank of Ethiopia, North Addis Ababa District as a case study. The study used both primary and secondary sources of data. A quantitative research approach was used and Questionnaires was distributed to 235 randomly selected employees. Stratify sampling method was used and employees were selected from each strata with a random sampling technique. The data was analyzed using explanatory research method and data was analyzed using inferential statistics and Pearson correlation. The Pearson correlation analysis result indicates all relationship between training and employee performance were positively and significantly correlated shows they have high association. Based on the findings of the study, it is recommended that the bank has to keep constant review of its training practices to identify its effectiveness on its employee's performance regularly.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The success of any organization in the long-run depends very much on the quality of its human resources. This is especially true in the service oriented industry like banking where improvements in service have to be continuously made to meet the escalating expectations of the customers Rajendran. K (2005). There are also technological changes which are very rampant in the banking industry like the introduction of electronic funds transfer, e-banking, mobile banking etc. This has led to the need for improving the employee training in the banking sector as per the improved technology. Trainings helps a great deal in the acquisition of new technical knowledge and skills in the different aspects of banking so as to provide quality services to the banks customers as well as to avoid errors that will lead the bank to lose its image Leonard. A (2011).

In this technologically dynamic environment, upgrading of services and adaptability to the changing environment are essential for the very survival of an organization. Training is a tool that can assist organizations in building a more committed and productive workforce.

In order to survive and prosper, organizations in the private and the public sectors will need to respond in a timely and flexible way to social, technological, economic and political change. This means ability to cope with the external and internal requirements will decide the organization's survival and growth. This implies that existing and new staff will need to acquire new knowledge, skills, attitudes and perspectives on a continual basis (Roger and Jim, 2009).

Employees are the organization's most valued assets that need continuous capacity building activities to stay competent in a competitive industry. For any organization to achieve a competitive advantage, each staff in every department must perform excellently. Therefore, it is every organization's responsibility to enhance the job performance of the employees. Certainly implementation of training is one of the major steps that most companies need to achieve. Staff development and learning encompasses various activities intended to support staff in meeting performance expectations and growing professionally.

Human resource is the very important and the backbone of every organization and it is also the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization Mwita (2000). As Mwita (2000) explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization. There are many factors which improve the work of the employee. One of those is Human Resource Development (Raja, Furgual and Mohammed, 2011).

Grizzell (2003), states that the contribution of training in organizations growth is also emphasized in theories and empirical findings. They mentioned particularly that the human motivations view which argues that motivational characteristics can be acquired through training and learning from others. Training enable companies to adapt to fluctuating conditions and be operative in the market. Thus, commercial bank of Ethiopia offer some training to employees however, it is not performing as expected.

1.2. Statement of the Problem

Now a days, training is the essential tool in this volatile business world specially in banking industry. Many research findings indicate that training has a positive impact on business outcome through increased productivity, improved management skill, reduced production cost easy access to profitability, and expanded market resulted from new idea from the training (Kessy and Temu, 2010). Due to fast pace of global and technological development, firms are now facing new changes as well as challenges for productivity and survival. Technology advancement have molded the need of capabilities and competencies required to perform a particular tasks. Thus, to cope up with these challenges, more improved and effective training is required by all business organizations.

Effective training programs helps in constructing a more conducive environment for the workforce and train them to cope up with the upcoming challenges more easily and in time. Training is an

important aspect of human resource management and it is important for organizations to get skilled and capable employees for better performances, and employees will be competent when they have the knowledge and skill of doing the task. Training will provide opportunities to the employees to make a better performance and outshine in the given work.

Employee performance is normally looked at in terms of outcomes employees contribute to their assigned tasks. However, it can also be looked at in terms of behavior (Armstrong ,2010). Employee performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example, using productivity, efficiency, effectiveness, and quality and profitability measures. Employees are the sources and assets of an organization if they are skilled and trained, will perform better than those who are untrained.

The main objective of training is to improve the performance of both individual and the organization. Sometimes employees do not meet their job performance requirements as intended by the organization. Training need analysis is a systematic method for determining what need to be done to bring performance in particular job to the expected level. In some cases the need analysis determines that employees lack necessary knowledge, skill and abilities to do the job, and training is required.

Training helps both individual and organizations to improve their performance and to achieve their ultimate objectives. However, in commercial banks of Ethiopia employee participate in the specific training but, the delivery of the specific service will be implemented after long period elapsed and after employee forget the knowledge, and skill acquired from the training.

Training professionals has to make sure that the right training is being provided to the right people By conducting training need analysis thus, in commercial bank of Ethiopia employee are participating trainings not based on training need and the right employee is not in the position to participate in training.

The evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training process because it becomes the tool used to tell us if we reached our intended goals or objectives. Training should be evaluated several times during the process. Determine these milestones when you develop the training.

Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals.

Many scholars state that training evaluation program should be implemented before, during and after the training program to identify the strength and weakness of the training and to know whether employee truly benefited from the training or not however, in Commercial Bank of Ethiopia there is not training evaluation in the training program.

Having these the above facts in mind, conducting this research is important to know the impact of employee training and toward enhancement of employee performance in Commercial Bank of Ethiopia and therefore, the purpose of this study is to find answers to the following questions.

1.3. Research Question

- What are the training practices in CBE?
- How is training need of employees determined in CBE?
- How is training evaluated in CBE?
- Is there relationship between training and employee performance?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of the research is to assess the impact of training on employee performance in commercial bank of Ethiopia.

1.4.2. Specific Objectives

1. To identify the training practice in Commercial Bank of Ethiopia.
2. To find out the determination of training need analysis of employee in Commercial Bank of Ethiopia.
3. To identify training evaluation in Commercial Bank of Ethiopia.

1.5. Significance of the Study

The study deals with the impact of training to identify its impact on employee performance. It helps the management of the bank to concentrate on variables that have significant influence on not only employee's performance but also company's performance.

Therefore, this study has important implications, as it helps Commercial Bank of Ethiopia to practice training based on need analysis in order to enhance their employee's performance. It is also assumed that the result of this study is helpful for top management of the bank to make proper decisions in relation to training and employee performance. In addition, the outcome of this study serve as a facilitator for further research on the area. It is also predicted that the study makes a theoretical contribution to the body of knowledge related to the impact of training and its effect on employee performance with particular emphasis in Commercial Bank of Ethiopia.

1.6. Scope of the Study

In order to make the research manageable, the study was delimited to Commercial Bank of Ethiopia on the basis of availability of time and resources. Commercial bank of Ethiopia is the largest financial institute in Ethiopia. It has fifteen Districts all over Ethiopian and four Districts are found in Addis Ababa and around Addis Ababa. North Addis Ababa District is the wider District from the four districts in Addis Ababa. It cover the area from Addis Ababa to Dogolo (west shewa) and ninety branches are found under North Addis Ababa districts. These branches are divided in to four grades based on their level of deposit. This research covered branches under North Addis Ababa District and Human Resource Development Department.

Due to the time and finance shortage this research study were limited to commercial bank of Ethiopia North Addis Ababa district and human resource development department not implies all commercial Bank of Ethiopia distributed in all branches. This includes clerical and permanent employee working in branches, under the North Addis Ababa District found in Addis Ababa and clerical and permanent employees working in human resource development department.

1.7. Limitation of the Study

This research limited and include only clerical and permanent employee working at branches under North Addis Ababa District found in Addis Ababa and employee under Human Resource Development. So, the finding of this research paper did not represent the whole clerical and permanent employee of commercial bank of Ethiopia.

1.8. Definition of Terms

Training is the use of systematic and planned instruction activities to promote learning and is an organized activity for increasing the knowledge and skills of the people for a definite purpose.

Employee Performance

A performance, in the performing arts, generally comprises an event in which a performer or group of performers present one or more works of art to an audience. Usually the performers participate in rehearsals beforehand. Afterwards audience members often applaud.

Employee

Employee is clerical and permanent employee of commercial bank of Ethiopia.

Bank

Bank is the commercial bank of Ethiopia.

1.9. Organization of the Study

The paper have five chapters, chapter one includes background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study, limitation of the study and organization of the study. Chapter two covers literatures which are relevant on the subject matter under study. Under chapter three, the methodology part of the study is described in detail. The findings of the study were presented, analyzed and discussed in chapter four. Finally, in chapter five summary, conclusions, and recommendations were forwarded based on the study findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

Leading management thinkers suggest that “it is not technology, but the art of human- and humane-management” that is the continuing challenge for executives in the 21st century (Drucker, Dyson, Handy, Saffo, & Senge, 1997). (Similarly, Smith and Kelly ,1997) believe that “future economic and strategic advantage will rest with the organizations that can most effectively attract, develop and retain a diverse group of the best and the brightest human talent in the market place”.

Additionally, in the changing phase of the market, all organizations have a number of opportunities to grab and number of challenges to meet. Due to such environment, the dynamic organizations are smoothly surviving in the present competition. While facing these challenges, there is a great pressure of work on the shoulders of management. It is a responsibility of the management to make necessary changes at the workplace as per the requirement of the job. To survive in the competition and to meet the requirements, the management needs to change their policies, rules and regulations. The organizations face a lot of pressure in the competence for talented work force, for constantly improving the production methods, entrants of advanced technology and for the employees who are inclined to achieve work life balance. For this reason organizations demand a more flexible and competent workforce to be adaptive and to remain competitive (Pallavi, 2013).

The demand for a well-qualified workforce becomes a strategic objective. In turn, an organization’s human resource training and development system is a key mechanism in ensuring the knowledge, skills and attitudes necessary to achieve organizational goals and create competitive advantage.

2.2. Human Resource Management

It is obvious that for any enterprise to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise (Afshan et al., 2012).

According to (Aidan ,2013) Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and

maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, human resource management focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short and long term survival in the market. Human resource management functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources. The basic functions are human resource planning, organizing, staffing, leading, and controlling. In relation to this, there are core human resource management functions namely staffing, training and development, performance appraisal, compensation and benefits, and finally union and employee relations and health and safety.

From the above functions of human resource management training is the most significant one to the effective use of human resources. Almost everyone now recognizes the significance of training on the success and growth of organizations. Employees are however, a very crucial and expensive resource to every organization. There are significant changes today in terms of the value of the employee. Along with these changing values trends at the workplace that have significant impact on employees' knowledge and skills. Training is therefore, necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other coworkers (Nelson, Hilary and Michael, 2012).

2.3. Training

Training is one of the major areas of the human resource management functions that are particularly relevant to the effective utilization of human capita of the organization. Hardly any organization these days disagree with the significance of training influencing to success of an organization. Training is the use of systematic and planned instruction activities to promote learning. It involves the use of formal processes to communicate knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of Several responses an organization can undertake to promote learning.

Training has a complementary role to play in accelerating learning it should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution. Armstrong, (2010) commented

that the conventional training model has a tendency to emphasize subject-specific knowledge, rather than trying to build core learning abilities.

Training is an organized activity for increasing the knowledge and skills of the people for a definite purpose. It involves systematic procedures for transferring technical knowhow to the employees. So, as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training program (Mahapatro, 2010).

Even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore, an employee with a high potential to perform may not still perform his job if he does not go through training. This is why training of newly employed starts with organizational orientation (Dessler, 2005).

To achieve the organizational goals employee performance is important that depends on a variety of factors. But training receives high importance as it improves the skills, capabilities, confidence and competencies (Naveed, *et al*, 2014). However, Employees are a very crucial and expensive resource to every organization. There are significant changes today in terms of the value of the employee. Along with these changing values are the workplace trends that have significant impact on employees' knowledge and skills.

According to Armstrong (2006), training is the act of increasing the knowledge and skills of an employee for doing a particular job. Training involves the department of skills that are usually necessary to perform a specific job. Its purpose to achieve a change in the behavior of those trained and to enable them to do their jobs better. Training makes newly appointed workers fully productive in the minimum time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing things. In fact, it does not stop anywhere training is a continuous process.

A number of scholars have defined training among which (Noe, 1999), shows that as training refers to a planned effort by a company to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. He also added that, the goal of training is for employees to master the knowledge,

skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. In this competitive world, training plays an important role in the competent and challenging format of business (Pallavi 2013). Training is designed to provide learners with the knowledge and skills needed for their present job, because only few people come to the job with the complete knowledge and experience necessary to perform their assigned job. Aidah (2013) stated that training and development has an impact on the performance of employees with regards to their jobs.

The optimization of the employees' contribution in order to achieve the aims and goals of any organization is necessary for organization's growth and effective performance. Training is a key element for improved performance; it can increase the level of individual and organizational competency. Training helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance. Furthermore, training need is any shortfall in employee performance, or potential performance which can be remedied by appropriate training. However, there are many ways of overcoming deficiencies in human performance at work, and training is one of them. In general training can enhance skills, competency, ability and ultimately worker performance and productivity in organizations.

Most of the time organizational success relied on the skills and abilities of its employees, and this means that organizational success depends to an extent on considerable and continuous investment in training. This ensure an adequate supply of staff that is technically and socially competent. It is important for organization to get skilled and capable employees for better performance, and employees will be then competent when they have the knowledge and skill of doing the task. In doing so, organizations efficiency will increase. The researchers also tried to give emphasis on training since employees are the resources and assets of an organization if they are skilled and trained they will perform better than those who are unskilled and untrained.

Training should also be done with an objective of building the how to deliver quality services to the customers. Thus, renewing knowledge is an imperative for the organization, and not an option. Training is important for the survival of any organization. It is also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and

challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem solving skills.

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase learner-based training. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning. Training has a complementary role to play in accelerating learning: It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution. He also commented that the conventional training model has a tendency to emphasize subject-specific knowledge, rather than trying to build core learning abilities' (Armstrong, 2010).

Training is therefore, necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further knowledge based on the foundation gained from the training and further effect changes in co-workers. In order to sustain performance there is the need for training in empowering the workforce to be creative and innovative. Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment (Javed, 2014).

2.4. Nature of Training

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Dessler (2006) defined the training as giving new and different skills to the employees for performing their jobs. Armstrong (2010) suggests that " training can refer to the practice of equipping employees with skills, knowledge, and abilities, with the aim of building organizational capabilities and increasing organizational performance".

According to Neelam et al., (2014) Training and development is defined as the planned learning experiences that teach employees how to perform current and future job.

Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among

staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem.

Training has become the most important factor in the business world today, because training increases the efficiency and the effectiveness of both employees and the organization (Raja, Furqan and Mohammed, 2011). Training is a systematic restructuring of behavior, attitude and skills through learning- education, instruction and planned experience. The cardinal purpose of training is to assist the organization achieves its short and long term objectives by adding value to its human capital. Training is not undertaken for the sake of training, but rather are designed to achieve some needs. Therefore, training is need based in the sense that they are undertaken to fill some knowledge gap within an organization (Gunu et al., 2013).

Additionally, as cited on Joseph (2009), training describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning.

Therefore, Training in today's employment setting is far more appropriate than training alone since human resources can exert their full potentials only when the learning process goes for beyond the simple routine (Pallavi, 2013).

2.5. Objective of Training

The main objective of training is to improve the performance of both individual and the organization. Sometimes employees do not meet their job performance requirements. Training

need analysis is a systematic method for determining what need to be done to bring performance in particular job to the expected level. In some cases the needs analysis determines that employees lack necessary knowledge, skill and abilities to do the job, and training is required.

After assessing the training needs of the participants, the trainer is now in a position to start planning for the training program. The must keep, however, in his/her mind that it is not enough to simply to list the topics one intends to cover in the training program. A training program is constructed in terms of the achievement of objectives. The crucial question, therefore, is not what topics to cover but what the trainer wants the participants to value, understand, or do with the topic. Even if the subject you are covering seems very vague or intuitive, you'll still want to have a concrete way to measure what participants learn. For example, you might be giving a seminar on "Diversity in the Workplace," with an overall goal of making employees more sensitive to cultural issues. That is a broad goal, so your aim should be to come up with a way to measure it specifically. When you are developing your objectives, remember that they should be: Specific Objectives should be clear-cut and to the point, without leaving a lot of room for ambiguity.

2.6. Importance of Training

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if the employee is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs.

The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover. This is only a partial listing of the many benefits that result from training. Training can add great value to the organization when it is implemented based on appropriate need analysis.

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible

benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques.

The recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee training is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

2.7. Benefit of Training

Major benefits of employee training are summarized according to Mahapatro (2010) as follows:-
Impact on bottom line: Successful employee training delivers improvements in employee performance which, in turn, creates a better performing business and an improved bottom line,
Staff retention:-Training increases staff retention which will save money, improved quality and productivity, training that meets both staff and employer needs can increase the quality and flexibility of a business's services by fostering:- accuracy and efficiency, good work safety practices, great customer service. The flow-on effect: the benefits of training in one area can flow through to all levels of an organization. Over time, training will boost the bottom line and reduce costs by decreasing: - wasted time and materials, maintenance costs of machinery and equipment, workplace accidents, leading to lower insurance premiums, recruitment costs through the internal promotion of skilled staff, absenteeism.

2.8. Types of Training

There are two broad types of training available to the businesses: on-the-job and off-the-job techniques. Individual circumstances and the “who,” “what” and “why” of your training program determine which method to use (Armstrong, 2006).

2.8.1. On-the-Job Training

On-the-job training is one way in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work. For example, employees' skills may be increased by learning how to perform

new tasks or operate new equipment. Employers may structure jobs so that these skills may be learned from other employees. They may also give employees time to learn new procedures or how to operate new equipment through self-instruction, such as by reading technical manuals, or by learning new software through self-instruction. Employers may also absorb the costs of lower productivity while workers lacking relevant skills learn through interaction with skilled employees or through trial-and-error processes.

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A time-table should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching. According to Michael Armstrong (2010), Managers have a vital role in helping their people to learn and develop. Most learning takes place on the job but it will be more effective if managers provide the coaching, guidance and support people need.

2.8.2. Induction/Orientation

Induction/orientations is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations (Armstrong, 2010). Orientation formats are unique to each firm. However, almost all emphasize these areas, the employment situation (job, department, and company), company policies and rules, compensation and benefits, corporate culture, team membership, employee development and dealing with change and socialization Noe, (1999).

The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that sixty per cent of all employees who quit do so in the first ten days (Armstrong, 2010). According to Armstrong (2010), orientation training should emphasize on the company's mission, the key members of the organization, the departments and how the department helps fulfill the mission of the company.

This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example, the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general

overview of the organizational working environment including for example, working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures (Aidah, 2013).

2.8.3. Job Rotation

In job rotation, employees move from one job to another to broaden their experience. This breadth of knowledge is often needed for performing higher level tasks. Rotational training programs help new employees understand the variety of jobs and their interrelationships. Job rotation has much potential as a training method, but it also has some potential problems. The new hires may have such short assignments that they feel more like visitors in the department than a part of the workforce. Because they often do not develop a high level of proficiency, the new hires can lower the overall productivity of the work group. In addition, employees who observe or have to work with an individual rotation through their department may resent having to help a fast track employee who may in time become their boss (Noe, 1999).

Job rotation and transfers (Aidah, 2013) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates.

2.8.4. Off-the-Job Training

Off-the-job training techniques include lectures, television conferences or discussions, case studies, role playing, simulation, group exercise, and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly. On- the-job training has also been argued to be the most useful but equally the most abused and most unsuccessful method of training Tobin and Daniel, (1998).

2.8.5. Lecture

A lecture is a talk with little or no participation except a question-and-answer session at the end. It is used to transfer information to an audience with controlled content and timing. When the

audience is large, there may be no alternative to a straight lecture if there is no scope to break it up into discussion groups (Armstrong, 2010).

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole.

The effectiveness of a lecture depends on the ability of the speaker to present material with the judicious use of visual aids. But there are several limits on the amount an inert audience can absorb. In a lecture it is common to provide a framework for ideas by using a drawing or system model to show the interconnection of points. Facts, by giving impact, keep together the framework of ideas that the speaker has assembled. They clarify and give dimension to what is being said. The danger is to use too many, so that the audience are overwhelmed by facts and figures which begin to bemuse them. If the presentation is to be accompanied by a hand-out, facts may be usefully contained in that, so that they can be referred to later, without the audience having to remember them (Taylor, *et al.* 2008)

2.9. Approach to Training

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization.

Effective training includes using sound principles of performance management and good, basic training techniques. A systems approach ensures a comprehensive training process that remains focused on the needs of the organization. The process typically includes the phases: Analyze the

organization's needs and identify training goals which, when reached, will equip learners with knowledge and skills to meet the organization's needs. Usually this phase also includes identifying when training should occur and who should attend as learners. Design a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons. Develop a training "package" of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc. Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.

Evaluate training, including before, during and after implementation of training. In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design. Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process.

2.10. Effective Training Practice

The training techniques used should be appropriate to the purpose of the course and to the characteristics of participants their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn). A blend of different techniques should be used where appropriate. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course Armstrong, (2006).

The relevancy of training also plays a role in establishing employee commitment. Employees enter into training programs with specific expectations and needs. The result of training programs that do not meet the expectations and needs of participants may be lower commitment, negative attitude

change, and an increase in turnover. Effective training program is one such organizational practice that can lead to greater employee commitment and a more stable workforce Greer, (2003).

2.11. Key Element of Effective Training Practice

The first element requires correctly designed and developed training. However, even though properly designed and developed to a defined set of job relevant criteria, if the recipients are already qualified to do the job, this training will not be effective, resulting in a waste of time and resources. The second element is addressed using a defined set of activities and methods to evaluate training delivery effectiveness. The third element is critical to help management allocate resources most effectively. This element addresses activities and methods that will ensure that training to be developed is needed and that it has resulted in improved performance. This section will address these two elements and methods and activities to determine whether training is the appropriate solution to improve performance.

2.11.1. Training Design

If an employee feels well-trained, they automatically commit to the organization. As mentioned some of the most noticeable independent variables affecting training and development. One of the factors is training design as cited Abeeha, Bariha, (2012). There are processes of training design discussed below.

2.11.2. Training Delivery

Organizations use all kinds of training delivery methods to improve the skills and qualifications of their personnel. However, it's also worth remembering that different training delivery methods have different features and weaknesses.

2.11.3. Training Material

Training materials, such as handouts, Power-Points, or flip charts, are often used as visual aids that facilitate and enhance the participant's learning experience. Materials should be easy-to-read and should highlight the most important messages or needs. Keep in mind that visual aids (such as Power-Points, handouts, overheads, and flip charts) play a supportive role to the main teaching technique and do not substitute for teaching.

Peer-review (optional) the training manager may wish to have training materials peer reviewed by technically competent external reviewers or by a standing advisory board established for that

specific purpose. These reviewers should possess relevant expertise and experience in the disciplines appropriate to the course subject. It is advisable that one or more of the reviewers be an experienced worker representing those to whom the training is directed. While it is not required under, having materials peer reviewed by those with relevant expertise has proven useful.

2.12. Evaluation of Training

The evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training development process because it becomes the tool used to tell us if we reached our intended goals or objectives.

Training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals.

According to DeCenzo and Robin (2005), there are three popular methods of evaluating training programs. Post-training performance method: - Evaluating training programs based on how well employees can perform their jobs after training. Pre-post-training performance method: Evaluating training programs based on the difference in performance before and after training. Pre-post-training performance with control group method: Evaluating training by comparing pre and post-training results with individuals.

2.13. Reason for Evaluation of Training

Many companies are beginning to invest millions of dollars in training programs to gain competitive advantage. Firms with high leverage training practices not only invest large sums of money in developing and administering training programs but also evaluate training programs (Wright, et.al, 2008). Training programs should be evaluated for many reasons to identify the program's strength and weakness. This includes determining whether the program is meeting the learning objectives, the quality of the learning environment, and whether transfer the content, organization, and administrative.

To assess whether the content, organization, and administration program (including the schedule, accommodations, trainers, and materials) contribute to learning and the use of training content on the job, to identify which trainees benefited most or least from the program, to gather marketing data by asking participants whether they would recommend the program to others, why they attended the program, and their level of satisfaction with the program, to determine the financial benefits and cost of the program, to compare the costs and benefits of training to non-training investment such as work redesign or better employee selection), to compare the costs and benefits of different training program to choose the best program.

2.14. Employee Performance

Employee performance is the important factor and the building block which increases the performance of overall organization. Employee performance depends on many factors like job satisfaction, knowledge and management but the most important factor of employee performance is training and development. (Fakhar Ul Afaq, Anwar Khan, 2008).

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior Armstrong (2010). Stated that employee's performance is measured against the performance standards set by the organization.

There are a number of measures that can be taken into consideration when measuring performance using productivity, efficiency, effectiveness, quality and profitability measures as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002), Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible, Effectiveness is the ability of employees to meet the desired objectives or target. Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989), Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed, Quality is the characteristic of products or services that bear an

ability to satisfy the stated or implied needs. It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996). (Aidan, 2013).

According to Hawthorne studies and many other research works on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs. Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence, demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management found it easier to motivate high performers to attain firm targets. The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Additionally, as noted, it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore, implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example, setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore, participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service.

Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs employee performance is higher in happy and satisfied workers and the management fined it easy to motivate high performers to attain firm targets.

2.15. Factors that Contribute to Enhance Employee Performance

The first thing to remember is that employee performance does not occur in vacuum. We have to take systems perspectives and look those factors that contribute for enhancement of employee performance. Some of these factors are information, resources, incentive, knowledge, capacity,

motivation and training. In fact, there is an increasing awareness in organizations that the investment in training could improve organizational performance in terms of increased productivity, enhanced quality and market share, reduced turnover, absence and conflict.

It is the above mentioned contradictory ideas and problems that lead the researcher to choose this interesting topic to study. It is also believed that the outcome of the research will benefit those who will like to study further in the area of the impact that training has on employee performance. Employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

Training programs increase an employee's job knowledge. An increase in job knowledge means that the employee will feel more comfortable doing his/her job and will perform at a high level.

Satisfaction

Job satisfaction can come from feeling comfortable within the organization, job proficiency and even from the knowledge that an employee can work hard and get promoted. Training programs can contribute to all of these factors and lead to more satisfied employees who perform at exceptional levels.

Training employees about the organization, where each employee fits in the organization and how the organization fits into its overall industry creates innovation. In other words, employees who have a knowledge framework, delivered through training, are creative in solving problems, both in the short and long term.

When training programs are offered as a method to progress in one's career, they also have an effect on how an employee performs. Employees who know they have a future with the organization are more likely to be high performers.

Effective training targets the gap between what is expected and what is currently being done. This human performance orientation, especially if delivered through training, makes an aware of her/his goals and how they will reach them.

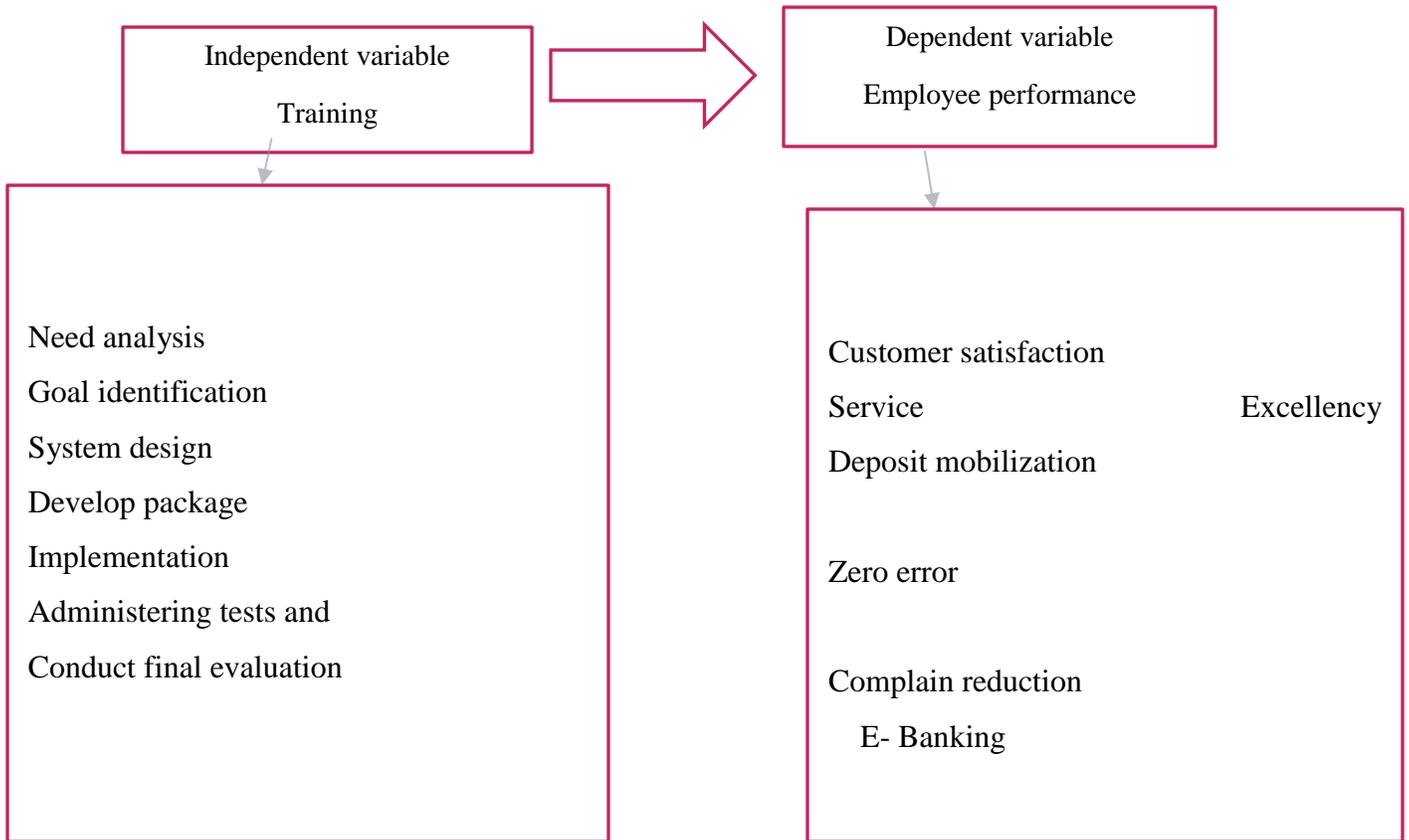
2.16. Relationship between Training and Employee Performance

Performance can be defined as the achievement of specified task measured against identified standard of accuracy or predetermined, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance.

It is also believed that to achieve the organizational goals employee performance is important that depends on a variety of factors but training receives high importance as it improves the skills, capabilities, confidence and competencies (Naveed, *et al.*, 2014). Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top.

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2.17. Conceptual framework



CHAPTER THREE

RESEARCH DESIGN AND METHODS

The focus of this chapter was on the research design and methodology applied in this research. The research population and sample, as well as the research method was explained under this chapter. The measuring instruments utilized in this research were discussed and the reliability and validity of these research measuring instruments. Generally, this part deals with the research methodology; sources of data, sample size and sampling techniques, instrument and procedure of data collection, and methods of data analysis that were employed to analyze the gathered data. Lastly, the ethical considerations pertaining to this research was also mentioned

3.1. Research Design

Research design is a systematic process of identifying and formulating, by setting objective and method for collecting, editing and tabulating data to find solution. In any research undertaking, the methodology to be followed is determined by the nature of the problem statement or more specifically by the research objectives. As a result, either what is going on or why it is going on were addressed. Here in this case explanatory research design with survey was applied using quantitative method. The study were used explanatory design it is sometimes referred to analytical study.

The main aim of explanatory research is to identify any casual links between factors or variables that pertain to the research problem. Such research is also very structured in nature. Explanatory research focus on answering why questions.

Explanatory studies play an instrumental role in terms of identifying reasons behind a wide range of processes, as well as, assessing the impacts of changes on existing norms, processes etc. This type of studies are associated with greater levels of internal validity due to systematic selection of subjects

Based on the research objective and basic questions explanatory research design were used to assess and determine whether training have impact on employee performance in commercial bank of Ethiopia clerical employee.

3.2. Research Approach

In this research a quantitative research approach were employed. Both qualitative and Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study (Creswell, 2009). Quantitative approach helps researchers to test relationships between variables. The researcher has chosen quantitative approach to present data quantitatively and numerical data was collected and were analyzed quantitatively using statistical tools.

3.3. Target Population

Population means the totality of individuals from which some sample is drawn. The target population of this research is clerical and permanent employees of the commercial Bank of Ethiopia working under North Addis Ababa District and under Human Resource Development Department with the size of 2,350 employees. Employees under human resource development department are directly concerned to training delivery.

3.4. Sampling Technique

The research focuses on clerical and permanent employees who are working at Commercial Bank of Ethiopia under North Addis Ababa District and Human Resource Development Department at head office. All employees are in similar district and they are in the operation. Stratified sampling technique was employed to select samples from the existing employees of the District and Human Resource Development Department. The study focused on different strata of respondents and each group of the respondents were required to have its own representative from the total sample size. Stratified sampling guarantee specific groups within a population are adequately represented in the sample. Stratified sampling refers to the sampling designs where the finite population is partitioned into several subpopulations, called strata, and sample draws are made independently across each strata.

In Commercial Bank of Ethiopia, the branches are divided into four grades (grade I, grade II, grade III, grade IV branches) based on their deposit level. North Addis Ababa District has ninety branches. These branches have some positions that are unique for each grade. Therefore, not to leave any group of population, the researcher has used branches from all grades. Branches were then formed strata, from each stratum respondents were selected through random sampling technique. Simple random sampling gives them equal chance of being selected since, all members took training.

3.5. Sample Size

In order to determine the sample size, Stratified sampling were used. To determine the representative sample size the researcher has selected ten percent from the population and from each strata of sample size was selected from the target located at human resource development department and at branches.

Grade	No, of Branch	Total Number of Staff	Sample Size
IV	5	600	60
III	4	350	35
II	36	900	90
I	45	450	45
Head office (HRD)	-	50	5
Total population	90	2350	235

Source: commercial bank of Ethiopia, 2016/2017

3.6. Sources of Data

Both primary and secondary source of data were used to fully answer the research questions. Primary data was gathered from commercial bank of Ethiopia staffs which are working under North Addis Ababa District and Human Resource Development Department at head office and district, who were the most important respondent dependent informants. Primary data pertaining to the impact of training on employee performance were collected through a self-administered questionnaire by using research instrument. Close ended questions were used since, it is easier to generate analysis on a larger number of participants and easily understood by the respondent.

The questionnaire gives importance to all factors in relation to the impact of training on employee performance. It was filled by the clerical and permanent employee of the bank. It shows the opinions of the employees in regard to each question. Same interview questions were provided to samples working at human resource development department.

Secondary source of data that focus on training practice, with regard to employee performance that was found to be relevant to this research includes; training documents, training material, journals, training research papers done by the management trainee of the bank in 2015 to 2016 that deals

with the training and employee performance were utilized as secondary source of data for this particular study. Moreover, the documents that kept enormous valuable information regarding the training practice of the bank were referenced. Also Secondary data were obtain from the abstracts and articles that related to this study.

3.7. Instrument and Procedure of Data Collection

In order to determine the impact of training on employee performance, data were gathered from both primarily and secondary sources to meet the objective of the study. The major instrument were used for data gathering with standardized questionnaires and interview.

3.7.1. Questioner

To examine what the bank's employees and managers perception toward the effect of training and development on employee performance in Commercial Bank of Ethiopia a self-administered questioner were developed and distributed for data collection.

The questionnaire were classified in to three parts. These are; background information questionnaire (BIQ), training questionnaire (TQ) and employee performance questionnaire (EPQ). The first part helps to obtain background information of respondents relevant to the study. Participants was asked to provide information with regard to their sex, age, marital statures and educational qualifications.

The second part of the questionnaire were used to measure the employee's training impact by using a five point Likert scale response developed by (Lokesh, 2014, Lise and Gilbert, 2003, Knebel - 008) that includes strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). The third part of the questionnaire were used to measure employee performance by using a five point Likert response scale developed by (Rahaib, et al, 2012) includes strongly disagree(1), disagree(2), neutral(3), agree (4) and strongly agree (5).

3.7.2. Procedures of Data Collection

Before distributing the questionnaires the initial questionnaire were piloted with 15 respondents to check for three aspects namely; to check any grammar error or spelling error, to ensure that all

questions were well understood and on the basis of feedback modification and improvement on the instrument ranking order.

Following the pilot test the questionnaire were administered and distributed to all samples identified for the study by researcher. During the distribution, orientation were given for all sample respondents on how to fill the questionnaire. Finally, the questionnaires were collected after checking whether each question items is answered or not, in order to avoid not responded item error.

3.8. Data Analysis

To present the association between the variables, the collected data was analyzed using explanatory research method. These variables were used in the form of dependent (effect) and independent (cause) variables. Training is the cause (independent) factor and the performance of employees is the effect (dependent) variable.

To analyze the raw data gathered through questionnaires, quantitative methods of data analysis were employed. The collected raw data were organized and checked to identify the not properly responded questions. The collected data were tallied and grouped while tabulation were used to present the raw data. To undertake the quantitative analysis inferential statistical tools were used to present the data. Regarding the explanatory type, inferential, percentile, and Pearson correlation values were suitable tools of presentation. The quantitative data gathered through questionnaire were coded, tabulated, organized and treated with statistical techniques for analysis and inference. While doing these all emphasis were given to satisfy the basic question raised and the objectives of the study.

3.9. Validity

Validity is the extent to which the instrument (questioner) measures what it purports to measure. The validity of a measure refers to the extent to which the research findings accurately represent what the measuring instrument claims to measure. Validity, often called construct validity, refers to the extent to which a measure adequately represents the underlying construct that it is supposed to measure. For this research purpose validity test was checked regarding the questioner content, criteria and construct test by piloting to make more accurate and meaningful results.

3.10. Reliability

Reliability is concerned with the findings of the research and refers to the consistency of a measuring instrument (questionnaire). Reliability is internal consistency used to measure consistency between different items of the same construct. Cronbach's alpha is a reliability measure designed by Lee Cronbach in 1951. Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees.

Cronbach's alpha is a coefficient of reliability and it is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. Hence, according to Lombard (2010), coefficients of 0.90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some exploratory studies for some guides. By tracing this literature the researcher tested the internal consistency of the items which were developed for respondents. Therefore, the reliability of the whole items is 0.86, which means the whole items were reliable and acceptable because as Lombard stated coefficients of 0.80 or greater is acceptable in most situations.

3.11. Ethical Considerations

The goal of ethics in this research is to ensure that there is no one harmed or suffered adverse consequence from the research activities. The research was undertaken to protect the rights of the respondents by ensuring that none of the respondents was named during the research data collection, respondents were selected to participate without compulsion, a respondent were informed the reason and purpose of the research, informed consent was sought from the managers of the sample organization before the commitment of this research initiatives. So that the research were undertaken in ethically acceptable manner that no one is going to be affected as a result of participation in this research output.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION

This chapter presents the data analysis and discussion of the research findings. The data analysis was made with the help of inferential statistics and Statistical Package for Social Science. A total of 235 questionnaires were distributed to sample selected randomly, however 193 has completed and properly returned, out of which 42 questionnaires were not completed and returned from respondent thus making the response rate 82.13%. Therefore, 193 useable questionnaires were considered for the study.

4.1. Demographic Characteristics of the respondents

The demographic data for gender shows that out of the 193 respondents who replied for the questionnaire distributed, there were 121 male and only 72 female. Table 4.1.1 shows that the male respondents formed majority of the target population with a percentage of 62.69%, while female respondents were representing 37.31%. From the table below gender balance in commercial bank of Ethiopia was not fairly distributed.

The sample population is largely dominated by respondents who are at the age of 20-30 covering 48.7% followed by age group of 31-40 (32.12 %). The rest of the respondents are under the age category of 41-50 and above. The data indicated below shows Commercial Bank of Ethiopia were built with very young employees. The employees were mostly from Educational Institute having limited exposure to different work environment that can help them to do their works as per commercial bank strategic plan unless assisted by different training and development scheme.

Table 4.1.1: General Background Information of Respondent;

	Item	Frequency	Percent	Cumulative Percent
Gender	Male	121	62.69	62.69
	Female	72	37.31	100.00
	Total	193	100	
Age	20-30	94	48.70	48.70
	31-40	62	32.12	80.83
	41-50	31	16.06	96.89
	>50	6	3.11	100.00
	Total	193	100	
Marital Status	Married	85	39.25	39.25
	Single	108	60.75	100
	Total	193	100	
Educational qualification	Diploma and below	4	2.07	2.07
	Degree	133	68.91	70.98
	Master	56	29.02	100
	PhD & Above	0	0	
	Total	193	100	
Experiences	1 to 5	89	46.11	46.11
	6 year to 10 year	73	37.82	83.94
	11 year to 15 year	17	8.81	92.75
	16 year to 20 year	5	2.59	95.34
	> 20 years	9	4.66	100
	Total	193	100	

Source: Own Survey

It can be seen from Table 4.1.1 above that respondents hold a range of educational qualification from college diploma to master's degree. The majority of the sample group holds a degree which accounted 133 (68.91 %). 4 out of 193 respondents were college diploma holders and below. 56 (29.02 %) of the respondents hold a masters' degree. And since the majority of the respondents

are educated, it can be concluded that almost all employees are capable of understanding and answering the questions in the questionnaires.

The employees have served in Commercial Bank of Ethiopia from less than a year up to 20 years. From the respondents selected as sample representatives, only 14 of them have worked for more than 16 years in Commercial Bank of Ethiopia. The majority of the respondents have served the company up to 5 years which consists 46.11% of the representative group. The other 37.82% respondent's service year were between 6 - 10 years while respondents who have served for 11-15 years followed with a frequency of 17 representing 8.81%. This implies that in commercial bank of Ethiopia most of the employee's service year was below five years which indicates they are young and fresh graduates from different educational institute.

4.2. Training Practices

Table 4.2.1 Training Design Objectives of the Training Course

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
I was given sufficient information on the objectives of the training course before my arrival	Frequency	38	94	15	38	8	193
	Percentage	19.69	48.70	7.77	19.69	4.15	100
The training course encouraged exchange of information and expression of ideas successfully	Frequency	39	68	11	42	33	193
	Percentage	20.21	35.23	5.70	21.76	17.10	100
The objectives of the training were coherent with my needs.	Frequency	30	102	13	42	6	193
	Percentage	15.54	52.85	6.74	21.76	3.11	100
The objectives of the course were achieved.	Frequency	75	82	12	23	1	193
	Percentage	38.86	42.49	6.22	11.92	0.52	100

Source: Own Survey

As presented in table 4.2.1 to know the level of satisfaction of employees on the training objectives were communicated before the launch of session, 38(19.69%) and 94(48.7%) of the respondent strongly disagree and disagree respectively. Whereas from the respondents understanding and reasons to the forwarded question to the selected commercial bank employees, 38(19.69%) and 8(4.15%) agree and strongly disagree to the training course objective brief before the training started. From all selected sample only 15(7.77%) take the neutral part from the given choices.

When employees asked the training given at commercial bank of Ethiopia encourage exchange of information and expression of ideas, 39(20.21%) and 68(35.23%) strongly disagree and disagree with the thought consecutively. For this thought forwarded to the selected employees 42(21.76%) and 33(17.1%) of them agree and strongly agree with it. The respondent who replied as their agreement level is neutral were 11(5.7%), of all respondents indifferent to strongly agree, agree, strongly disagree and disagree on the level of information exchange in the training.

With regards to how the objectives of training were coherent with the need of employees, more than half of the respondents disagree with its coherence on their need and current work at their designations. Moreover, 6 of the respondents strongly agree with its coherence. The rest 15.54%, 6.74%, and 21.76% of respondents' response was strongly disagree, neutral, and agree respectively. The large figure of disagreement shows that the objective of training in commercial bank of Ethiopia were not coherent to the need of employees.

As table 4.2.1 on the last question shows in respect of the achievement of training objectives, 42.49% disagree to it as per their response. 38.86% of the employees strongly disagree and 6.22% replied they are in neutral position. The other 11.92% were agreed that the objectives of the training were achieved. As the majority of the respondents disagree, it shows that Commercial Bank of Ethiopia has training but after training delivery it is basic to take post training evaluation and take corrective action for the goals of training achievements.

Table 4.2.2 Training Content;

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The topics covered were relevant to me	Frequency	45	54	27	59	8	193
	Percentage	23.32	27.98	13.99	30.57	4.15	100
I consider that the training programs are designed at level of abilities and education of employees.	Frequency	42	49	8	81	13	193
	Percentage	21.76	25.39	4.15	41.97	6.74	100
I received updated training which is required for my position	Frequency	72	87	13	15	6	193
	Percentage	37.31	45.08	6.74	7.77	3.11	100

Source: Own Survey

As table 4.2.2 on the first question indicates 87 (45.08 %) of the respondents disagree that the training topic given to them do not cover the relevant existing works. Accordingly 45 (23.30%) of them are strongly disagree with the coverage and relevance of training topics given to them were relevant. The other 27 (13.99%) of respondents were responded as neutral and the rest 30.57% of respondents were agreed with the training topic were relevant to their designation currently happening in Commercial Bank of Ethiopia.

When employees asked the bank provides training program at the level of abilities and education level of employees, 41.97% of respondents' answered they agree with the training content. Whereas 49 (25.39%) of them disagree with this thought while 21.76% strongly disagree with this. This indicates that there are employees who are not satisfied with the training program content that is provided by the bank frequently.

With regards to how the training delivered is up to date with the position of employees at commercial bank of Ethiopia that is convenient to get the required knowledge and skill, 72(37.31%) and 87(45.08%) of the respondents strongly disagree and disagree with the training delivery is up to date in line with the employees current position. Moreover, 13 of the respondents answer for question as neutral with its relevance and update training. The rest 15(7.77%), and 6(3.11%) of respondents' response was agree and strongly agree respectively. The large figure of agreement shows that commercial bank uses out dated training delivery which is not applied as soon as the training delivered.

Table 4.2.3 Training Delivery;

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The training exercises best help trainees learn and apply different types of knowledge or skill.	Frequency	65	29	12	72	15	193
	Percentage	33.68	15.03	6.22	37.31	7.77	100
I consider that duration of training is appropriate to keep me motivated for learning	Frequency	73	82	13	25	0	193
	Percentage	37.82	42.49	6.74	12.95	0	100
The trainer provided clear instructions for all activities.	Frequency	51	57	15	65	5	193
	Percentage	26.42	29.53	7.77	33.68	2.59	100

Source: Own Survey

As table 4.2.3 on the first question indicates 72 (37.31%) of the respondents disagree that they are satisfied with the training exercise best help them to apply different types of knowledge and skills. Accordingly 15(7.77%) of them are very satisfied with the training delivery and exercise best help them learn and apply different types of knowledge and skills. The other 12 (6.22%) of respondents were answered as neutral those who were in different to agree or disagree with the training program

applications. Whereas 65(33.68%) and the rest 15.03% of respondents are unsatisfied with the training exercise and application of skills that the organization provides for them.

When employees asked the organization is best in providing training programs that motivates employee for better productivity on gaps identified, 42.49% of respondents' answer they disagree for the learning motivation. Whereas 73 (37.82%) of them strongly disagree with this thought while 13(6.74%) neither disagree nor agree with the thought and answered as neutral. Thus only 25(12.95%) agree with the thought responding agree. This indicates that there are employees who are unsatisfied with the training program that is provided by commercial bank of Ethiopia frequently. Above half of the selected respondent strongly disagree and disagree with the training delivered is motivating them on their usual work.

With regards to how the trainer deliver clear instruction for the trainees during the training, 65(33.68%) agree with the thought. According to the response of sample selected randomly for commercial bank of Ethiopia employees the mentioned they agree and get clear instruction of the training. Whereas, 57(29.53%) of the respondents disagree with the question regarding the trainers deliver clear instruction for all activities. The rest 51(26.42%), 15(7.77%), and 5(2.59%) of respondents' response was strongly disagree neutral and agree respectively. The large figure of agreement shows that the trainers did not uses a clear instruction for all activities and method to transfer the required knowledge and skills through training.

Table 4.2.4. Training Materials

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
I assume the material, hand-outs and/or activities useful to the training provided to me are adequate.	Frequency	35	92	12	51	3	193
	Percentage	18.13	47.67	6.22	26.42	1.55	100
The materials distributed were helpful	Frequency	30	63	24	49	27	193
	Percentage	15.54	32.64	12.44	25.39	13.99	100
The trainer made sure materials could be read easily from where I was sitting.	Frequency	30	77	10	69	7	193
	Percentage	15.54	39.90	5.18	35.75	3.63	100

Source: Own Survey

As table 4.2.4 of first question indicates 92 (47.67%) of the respondents were disagree for that they were satisfied with the training materials of the organization. Accordingly 35 (18.13%) of them were strongly disagree and not satisfied with the material and facility of training. The other 51 (26.42%) of respondents were replied as agree and satisfied with the training materials and facilities provided to them on training by the organization. Whereas 12(6.22%) replied as it is difficult to determine as agree or disagree and select neutral and the rest 3(2.1%) of respondents are satisfied with the training materials that the organization provides for them.

When it was forwarded to employees the organization is not best in providing training materials frequently and not helpful on their work for their future work at commercial bank of Ethiopia, 49(25.39%) of respondents' answer they agree with the usefulness of materials. Whereas 63 (32.64%) of them disagree with this thought while 30(15.54%) strongly disagree with this. This indicates that there are employees who are unsatisfied with the training materials usefulness that is provided by the bank. From the alternative given 24(12.44%) of the respondent replied as they choose neutral.

With regards to how the training material pre delivery to read ahead of time by trainees that is convenient and help to get the required knowledge and skill, 69(35.75%) of the respondents agree that the training materials were distributed before the training session started and trainees get some highlight to attend and ask questions participating actively. Moreover, 77(39.9%) of the respondents disagree with the materials delivery by trainers to trainees. The rest 30(15.54%), 10(5.18%) and 7(3.63%) of respondents' response was strongly disagree, neutral and strongly agree respectively. The large figure of agreement shows that the organization do not use a suitable delivery method to transfer the required knowledge and skills through training by distributing the training materials and following up.

Table 4.6. Training Need Analysis (TNA)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Employee selected for training based on need analysis.	Frequency	102	49	10	23	9	193
	Percentage	52.85	25.39	5.18	11.92	4.66	100
Employee training need analysis done before participating in training	Frequency	91	82	5	11	4	193
	Percentage	47.15	42.49	2.59	5.70	2.07	100

As table 4.6 on the first question indicates 102 (52.85%) of the respondents disagree that they are selected based on training need analysis undertaken by the bank. More than half of the respondent selected from the bank were not satisfied and happy with the training selection of their organization. Accordingly 49 (25.39%) of the respondent were disagree with the given alternative. Accordingly 49(25.39%) of the respondent were replied as they disagree with the forwarded question that they have been selected based on training need analysis. The other 23 (11.92%) of respondents were agree that the trainer were selected based on the training need analysis, and 9(4.66%) of them were strongly agree with the thought. Whereas 10(5.18%) of the respondent were neutral of the training analysis.

From selected employees as a sample asked about training need analysis done before participating in the training, 91(47.15%) of the respondent strongly disagree, which implies training need analysis was not done for employees. 82(42.49%) of the respondent replied for the same question as they disagree with it, which implies there is no training need analysis done to employees in commercial bank of Ethiopia. 5(2.59%) of respondents' answer they neither agree nor disagree and neutral. Whereas 11 (5.7%) of them agree with this thought while 4(2.07% strongly agree with the question. This indicates that there are employees who are unsatisfied with the training program that is provided by the bank frequently hence it has been done without doing training need analysis to identify critical skill gaps to be filled.

Table 4.2.5 Training Evaluation

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
There is training evaluation before employee participate in the training.	Frequency	82	74	10	26	1	193
	Percentage	42.49	38.34	5.18	13.47	0.52	100
There is training evaluation while employee participate in the training.	Frequency	62	72	15	35	9	193
	Percentage	32.12	37.31	7.77	18.13	4.66	100
There is training evaluation after employee participate in the training	Frequency	87	75	15	14	2	193
	Percentage	45.08	38.86	7.77	7.25	1.04	100

Source: Own Survey

This first question tries to find out if the bank undertake training pre evaluation and post evaluation training to get the impact of training given. Accordingly 82(42.49%) of the respondent strongly disagree and this indicates there were no training evaluation. From the sample 74(38.34%) of the respondent disagree with the thought given to them. Training evaluation have direct input on the job has changed as a result of employees performances and whether it increased the knowledge on the gap identified and trained on. As shown in the table above 26(13.47%) and 1(0.52%) were strongly agree and agree that the organization undertake training evaluation for all employees participated in the training to understand the effect of training on performances.

From the 193 respondents of commercial bank of Ethiopia, 72 (37.31%) believe that they disagree that in-training evaluation is practiced. This show there is no evaluation from their experiences while participating in the training. While the other 62(32.12%) of the respondent strongly disagree with the same question that they know that there is no training evaluation while training is conducted in commercial bank of Ethiopia. On the other hand 35(18.13%) of the respondent agree as there has been training evaluation while conducting trainings in the organization. 15(7.77%) and 9(4.66%) of the respondent replies neutral and strongly agree with the question.

When the employees asked whether there is post training evaluation for improvement and effects of training, 87(45.08%) and 75(38.86%) response was strongly disagree and disagree respectively. This shows there has been no post training evaluation practiced after training has delivered. Whereas 14(7.25%) and 2(1.04%) of them agree and strongly agree that there has been post training evaluation in the organization. While 15(7.77%) of the respondent put them self in neutral position as they are indifferent to decide on or do not have exposure to this, that they took this place.

4.3. Employee Performance

Table 4.3.1. Responses on Employee Performances

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Employees become more responsible after the training	Frequency	75	51	12	30	25	193
	Percentage	38.86	26.42	6.22	15.54	12.95	100
Employees become more committed toward their jobs after getting the training	Frequency	59	46	21	60	7	193
	Percentage	30.57	23.83	10.88	31.09	3.63	100
Job satisfaction increased through the training.	Frequency	48	77	14	51	3	193
	Percentage	24.87	39.90	7.25	26.42	1.55	100
After receiving the training, employee attitude/behavior becomes willing to accept more challenging assignments	Frequency	37	79	17	55	5	193
	Percentage	19.17	40.93	8.81	28.50	2.59	100
Training reduces the turnover rate of the company	Frequency	42	86	8	45	12	193
	Percentage	21.76	44.56	4.15	23.32	6.22	100

Source: Own Survey

From the above table of the respondents, 75 (38.86%) of them replied as they strongly disagree with the forwarded question to get the employees responsibility after training which directly implies performance at work. The other 51(26.42%) of the respondent disagree with the same thought. Whereas 12(6.22%), 30(15.54%) and 25(12.95%) of the participants of the sample replied as neutral, agree and strongly agree respectively to the employee responsibility after training to take part in any job.

With regards to how employees become more committed towards their jobs after training, 59(30.57%) and 46(23.83%) of the respondent's result indicates they strongly disagree and disagree with the forwarded question respectively. In some 105(54.40%) of the respondents indicate their disagreement with the commitment of employees after training has delivered to them. While 21(10.88%) of the respondent were indifferent to agree or disagree and choose neutral position. Whereas 60(31.09%) and 7(3.63%) of the respondent agree and strongly agree to the same thought of above question respectively. This implies they agree with the forwarded question and employees become committed to their work after training delivered to them.

From the table above, for the question forwarded to the respondents 48(24.87%) and 77(39.9%) of them strongly disagree and disagree with the thought. This implies that employees after they receive training and back to their regular work, there has been no change of their job satisfaction. On the other hand 14(7.25%), 51(26.42%) and 3(1.55%) of the response for the sample shows they take neutral, agree and strongly agree respectively which can indicate that only small number of respondents agree with the job satisfaction after training.

37(19.17%) of the respondent strongly disagree with the thought forwarded to them of the attitude change to accept challenging assignment. Employees from commercial bank of Ethiopia participate in the training simple for attendance than for career development and additional challenge for responsibility. In same way 79(40.93%) from the sample selected disagree with the thought about employees attitude and behavior becomes to accept more challenging works with in the bank. Only small number of the respondent's response implies as they agree and strongly agree with the thought by 55(28.5%) and 5(2.59%) respectively.

Table 4.3.2 Employee knowledge & Skills

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Work knowledge is increased through the training program.	Frequency	32	40	12	64	45	193
	Percentage	16.58	20.73	6.22	33.16	23.32	100
Employees become more productive after receiving the training	Frequency	42	72	23	36	20	193
	Percentage	21.76	37.31	11.92	18.65	10.36	100
Interest in job performing increases by the training.	Frequency	53	74	19	40	7	193
	Percentage	27.46	38.34	9.84	20.73	3.63	100
Job performance helps in enhancing the organization's productivity	Frequency	43	57	14	69	10	193
	Percentage	22.28	29.53	7.25	35.75	5.18	100
Job performance directly enhances the customer satisfaction at services and products of the company	Frequency	52	81	18	35	7	193
	Percentage	26.94	41.97	9.33	18.13	3.63	100

Source: Own Survey

As table 4.3.2 indicated shows, the first question forwarded were on the increase of work knowledge through training. Accordingly from all the selected respondent 32(16.58%) and 40(20.73%) of them were strongly disagree and disagree with that they think as the work knowledge and skill not increase on their current work. Regardless of this for the same thought forwarded 12(6.22%), 64(33.16%) and 45(23.32%) of the respondent take the position of neutral, agree and strongly agree position respectively.

When employees asked on the productivity after receiving training 42(21.76%) of the respondent strongly disagree with and 72(39.9%) were replied as they disagree with the productivity of employees after receiving training by the bank. whereas the other respondent of 23(11.92%), 36(18.65%) and 20(10.36%) of sample respondent selected feel that neutral, agree and strongly disagree respectively.

With regards to how the performance looks after training delivery that is convenient to get the required goals, more than half of the respondents disagree it has no performance change seen by them. Moreover, 40 of the respondents agree with its contribution to the performance. The rest 9.84% and 3.83% of respondents' response was neutral, strongly agree respectively. The large figure of agreement shows that the organization's employee performance has not been increased.

4.4. Correlation Analysis

Pearson Correlations are conceivably the most basic and most useful measure of association between two or more variables (Marczyk, et.al, 2005). Pearson correlation analysis was used in this paper to provide evidence of association between the two variables called training and employees performances. Pearson correlation coefficients reveal magnitude and direction of relationships either positive or negative and the intensity of the relationship. Another good overview of the data is a correlation Matrix, which gives an overview of what variables tend to go up and down together and in what direction. It's a good first past at relationships in data before delving into regression.

Correlation refers to synonym for association or the relationship between variables. Correlation coefficient is a statistical measure of the degree to which change to the value of one variable predict change to the value of another. Higher correlation value indicates stronger relationship between both sets of data (Coetzee, 2003). In positively correlated variables, the value increases or decreases in tandem.

Correlation coefficients are expressed as value between +1 and -1. A coefficient of +1 indicates a perfect positive correlation. A coefficient of - 1 indicates a perfect negative correlation. In negatively correlated variables, the value of one variable increases as the value of the other decreases.

Table 4.4.1 Correlation analysis of training and employee performance

		Employee Training	Employee Performance
Employee Training	Pearson Correlation	1	0.930**
	Sig. (2-tailed)		0.000
	N	193	193
Employee Performance	Pearson Correlation	0.930**	1
	Sig. (2-tailed)	0.000	0.000
	N	193	193

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

Accordingly, in this study correlation result is given on table 4.4.1 which shows the relationship between the independent variable (training) and dependent variable (employee performance). To interpret the result it is better to see (Franzblu, 1985) definition which has five classical rules as shown below in interpreting the coefficient of correlation between two different variables.

- (r=0 to 0.20) indicates negligible or no correlation
- (r=0.2 to 0.40) indicates positive but low degree of correlation
- (r=0.4 to 0.60) indicates positive moderate degree of correlation
- (r=0.6 to 0.80) indicates positive and marked degree of correlation
- (r=0.8 to 1.00) indicates positive and high degree of correlation

Employee training was correlated with value of variable of employee performance with training relationship was observed. The above table shows a correlation between the effect of employee training and enhanced employee performance resulted into strong positive relation with $r = 0.93$, p is significant at 0.01 levels. This value of correlation indicates a stronger relationship and significant at p value 0.01.

From the Pearson collation above training and employees performances have strong association which was indicated as 0.93 which indicate positive relation. As proper and timely good training given to employee the performance of the bank directly increase

4.5. Interview Analysis

Based on the short interview with some purposely selected employees at commercial bank of Ethiopia, they believe and know there has been training for employees. Even though there has been training for employees at commercial bank of Ethiopia, the performance of employee do changed with the output of trainings. As per employees interviewed, training is given to employees especially for new technology that was intended to implement at commercial bank of Ethiopia and not immediately implemented. Then after employees forget the way they trained on elapsing long time, they have started implementing.

The employee do not know how the selection for training has done and they directly receive invitation letter from human resource development department written by their name. This implies there is no training need analysis done with in commercial bank of Ethiopia which can help human resource development department to identify skill gaps to be filled based on the current situations at work place. Training need analysis (TNA) helps the organization to identify the skill gaps of employees for better performances of the bank.

In commercial bank of Ethiopia, the interview output show that, there was no pre-evaluation and post-evaluation for the trainee's performances on their designations. Evaluation of training helps the organization to take corrective measure based on the given feedback from trainees. Training evaluation can be undertaken by developing questioner and other different techniques directly and indirectly.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Under this chapter of the study aims to summarize the finding and results that have emerged from the data analysis presented in Chapter four. Under this part the summary, conclusion and recommendation dealt based on the finding.

5.1. Major Findings

The general objective of this study was to examine the impact of Training on Employee Performance in the case of Commercial Bank of Ethiopia. From the study the following particular finding were observed:

- From the total selected sample of 235 only 193 has completed and properly returned, out of which 42 questionnaires were not completed and returned from respondent thus making the response rate 82.13%.
- The sample group those who are holders of first degree accounts 68.91 % and 4 out of 193 respondents were college diploma holders and below. From the total sample 56 (29.02 %) of the respondents hold a masters' degree. This implies that most of the respondents were degree holder and young.
- The majority of the respondents have served the company up to 5 years which consists 46.11% of the representative group and 37.82% respondent's service year were between 6 - 10 years while respondents who have served for 11-15 years followed with a frequency of 17 representing 8.81%. From this it can be summarized as majority of the employee selected were new employee at junior level.
- The level of satisfaction of employees on the training objectives communicated before the launch of session, 38(19.69%) and 94(48.7%) of the respondent strongly disagree and disagree respectively which account for major parts of the sample respondent implying their dissatisfaction. So, that majority of the sample selected.
- On commercial bank of Ethiopia encouraging exchange of information and expression of ideas, 39(20.21%) and 68(35.23%) strongly disagree and disagree with the thought consecutively. In

the same fashion from selected employees 42(21.76%) and 33(17.1%) of them agree and strongly agree with it.

- Objectives of training were coherent with the need of employees, more than half of the respondents disagree with its coherence on their need and current work at their designations. From the respondent selected 15.54%, 6.74%, and 21.76% of respondents' response was strongly disagree, neutral, and agree respectively.
- The sample selected employees at Commercial Bank of Ethiopia for achievement of training objectives, 42.49% disagree to it as per their response. 38.86% of the employees strongly disagree and 6.22% replied they are in neutral position.
- 87 (45.08 %) of the respondents disagree that the training topic given to them do not cover the relevant existing works. Accordingly 45 (23.30%) of them are strongly disagree with the coverage and relevance of training topics given to them were relevant.
- It can be summarized that 72 (37.31%) of the respondents disagree that they are satisfied with the training exercise best help them to apply different types of knowledge and skills. Accordingly 15(7.77%) of them are very satisfied with the training delivery and exercise best help them learn and apply different types of knowledge and skills.
- From all respondent, 102 (52.85%) of them strongly disagree that they are selected based on training need analysis undertaken by the bank. More than half of the respondent selected from the bank were not satisfied and happy with the training selection of their organization.
- For training need analysis performance before participating in the training, 91(47.15%) of the respondent strongly disagree, which implies training need analysis was not done for employees. 82(42.49%) of the respondent replied for the same question as they disagree.
- The bank undertake training pre evaluation and post evaluation training to get the impact of training given very rarely. Accordingly 82(42.49%) of the respondent strongly disagree and this indicates there were no training evaluation and 74(38.34%) of the respondent disagree with the thought given to them.
- In Commercial Bank of Ethiopia, 72 (37.31%) believe that they disagree that in-training evaluation is practiced. This show there is no evaluation from their experiences while participating in the raining. While the other 62(32.12%) of the respondent strongly disagree with the same question that they know that there is no training evaluation while training is conducted in commercial bank of Ethiopia

- Results from the research analysis indicate that there exists no significant performance changes from employee but, there is positive and strong relationship between the independent variables (induction/orientation, job instruction, job rotation and lecture) and the dependent variable (employee performance).
- From Pearson correlation analysis, the result shows training and employee performances are highly associated with $r= 0.930$. As effective training delivered employee performance also increase. The correlation rate of association is significantly high indicating high relation between the two variables training and employee performances.

5.2. Conclusion

This paper has discussed the impact of training on employee performance in the case of Commercial Bank of Ethiopia North Addis Ababa District. It assumes that training and employee performance have a significant relationship. Based on the responses of the sample population as well as interpretations and findings discussed above, the researcher represents the following conclusions;

- Commercial Bank of Ethiopia has practiced training but the information on the training objectives and design for the trainee was not disseminated at proper time for the trainees that have high contribution for them to be interested and get clear understanding of the training. In commercial Bank of Ethiopia, the training objectives has not been given to the trainees and for that helps them to be interested in to attend the training.
- From the sample selected reaction towards the training content delivered in commercial bank of Ethiopia, the content covered in the training was not up to dated that can help them on their current designation. The covered training topic that the Commercial Bank of Ethiopia used to deliver most of the time is not relevant to the current skill gap and what they need to get from it. In commercial bank of Ethiopia while training was given, the bank follow its strategic plan but, its implementation varies from the plan that is why the content of training and current situation do not much.
- The research reveals that on training delivery method, from the selected sample most of them disagree with the training technique to gain the required skills. The training focuses on theoretical basis and there has been no exposure to get other banks experiences to share for better sharing of knowledge.

- The perception of the employees towards the effect of the training on their performance shows, there is improvement in the level of knowledge/skill, managing time, prioritizing things, motivation, confidence in solving problems and making decisions as well but the skill they have earned is not implemented immediately.
- The research finding reveals that training evaluation with commercial bank of Ethiopia is half practiced which helps to get the effectiveness of training delivered to employees for better performances.
- The study shows that Commercial Bank training materials developed for the trainee is not enough to get sustainable knowledge from it. It has not been given to all the trainees for their future self-learnings.
- In Commercial Bank, while employees invited to raining, it has been practiced by random selection without training need analysis to be addressed. The invitation for training comes from central human resource development department.
- The perception of the employees towards the post and pre training shows, even though there is much training in CBE, there has been gap in evaluation of training at every stage starting from the scratch. Regarding pre-training, in-training and post training evaluation practice, there has not been good practice in the bank.
- The finding from Pearson Correlation was used to show the correlation between the independent variable and dependent variable. The result indicates that raining have a significant and strong relationship with employee performance.

5.3. Recommendations

Based on the findings and conclusions the researcher recommends the following which will be helpful for commercial bank of Ethiopia, North Addis Ababa District;

- The training practice at commercial bank should be kept under constant review. It is important to identify the effectiveness of training practice of the bank. This helps the bank to know whether employees are comfortable with their job performance and their workplace they are working for, which in turn help the bank result in profitability by provide quality services to its customers.
- Commercial Bank of Ethiopia should follow training need analysis to identify the skill gaps of employees to be filled before exercising training practices for employees, in order to increase their interest and address the required performance. Branch managers of the bank should participate in

recommending skill gaps of each employees rather than the training comes from the central human resource development department.

- The bank should deliver a timely training to all employees which will be implemented and applied in the current work areas
- The majority of employees took training once or twice. Training should be conducted on continuous bases for employees of the bank so as to make them competent in this challenging environment with new technology and new programs.
- The bank should evaluate the pre training, in-training and post training assessment to take corrective actions in the future and get employees opinion on the training.

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APPENDEX -A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MA PROGRAM IN HUMAN RESOURCE MANAGEMENT

Questionnaire

This questionnaire is designed to collect data for purely academic purposes. This is to enable the researcher, in pursuance of Human Resource Management Master Degree in Addis Ababa University School of Commerce, to conduct a thesis on the topic; the Impact of Training on Employee Performance: in the case of Commercial Bank of Ethiopia.

NB. All information given will be treated with utmost confidentiality and no need to write your name. **Thank you.**

• Please answer by putting “√” in the box

Part One: General information

1. Gender A) Male B) Female

2. In which age group are you?

A) 20-30 B) 31-40 C) 41-50 D) 51& above

3. Marital status: A) single B) married

4. What is your current Educational Qualification?

A) College Diploma C) Master D) PhD

B) Degree E) Other (Specify) _____

5. Service years in the company?

A) Below 1 B) 1 -5 C) 6-10 D) 11-15

E) 16-20 F) above 20

Part two: Training Design, Delivery Style and employees' performance

Instructions: Please tick (√) the number that you feel most appropriate, using the scale from 1 to 5 (Where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree).

• Training Design objective of the training course	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
1.1. I was given sufficient information on the objectives of the training course before my arrival.					
1.2. The training course encouraged exchange of information and expression of ideas successfully.					
1.3. The objectives of the training were coherent with my needs.					
1.4. The objectives of the course were achieved.					
2. Training content					
2.1. The topics covered were relevant to me					
2.2. I consider that the training programs are designed at level of abilities and education of employees.					
2.3. I received updated training which is required for my position					
3. Training Delivery					

3.1. The training exercises best help trainees learn and apply different types of knowledge or skill.					
3.2. I consider that duration of training is appropriate to keep me motivated for learning.					
3.3. The trainer provided clear instructions for all activities.					
4. Training material					
4.1. I assume the material, hand-outs and/or activities useful to the training provided to me are adequate.					
4.2. The materials distributed were helpful.					
4.3. The trainer made sure materials could be read easily from where I was sitting.					
5. Employees performance					
5.1. Employees become more responsible after the training.					
5.2. Employees become more committed toward their jobs after getting the training.					
5.3. Work knowledge is increased through the training program.					

5.4. Job satisfaction increased through the training.					
5.5. Employees become more productive after receiving the training.					
5.6. After receiving the training, your attitude/behavior becomes willing to accept more challenging assignments.					
5.7. Interest in job performing increases by the training.					
5.8. Job performance helps in enhancing the organization's productivity.					
5.9. Job performance directly enhances the customer satisfaction at services and products of the company.					
5.10. Training reduces the turnover rate of the company.					
5.11. Selection for training made based on need analysis.					

Appendix-B

Interview Questions to be administered for some selected sample employees at commercial bank of Ethiopia. The selection were based on the researcher judgement to extract firsthand information from respondent which were not clear by close ended questionnaire.

1. Is there training program for employees at commercial bank of Ethiopia?
2. If your answer for the above question, is the training contemporary and help employees to boost performances?
3. How has been the selectin for training done from your experiences
4. Does the bank evaluate after training for employee performances?
5. Have you ever been participated in training at commercial bank of Ethiopia?
6. Are the training relevant to the work you are working on?