



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS SCHOOL OF
COMMERCE MASTERS OF HUMAN RESOURCE MANAGEMENT
PROGRAM

THE EFFECT OF TRAINING ON EMPLOYEES' JOB
PERFORMANCE IN COMMERCIAL BANK OF ETHIOPIA:THE
CASE OF ADDIS ABABA CITY BRANCHES

BY
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JUNE, 2017
ADDIS ABABA, ETHIOPIA

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PERFORMANCE IN COMMERCIAL BANK OF ETHIOPIA:THE
CASE OF ADDIS ABABA CITY BRANCHES**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY COLLEGE
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DECLARATION

I, undersigned, declare that the research entitled “**The Effect of Training on Employees’ Job Performance in Commercial Bank of Ethiopia: The case of Addis Ababa City Branches**” is my original work and that all sources of materials used for the study have been acknowledged. I have produced it independently except for the guidance and suggestion of my research advisor, Dr. Abraraw Chanie. This study has not been submitted for any degree in this University or any other University. It is offered for the partial fulfillment of Masters of Art in Human Resource Management.

Ademe Tamene

Signature _____ Date _____

C E R T I F I C A T E

This is to certify that Ademe Tamene has carried out his research work on the topic entitled, **“The Effect of Training on Employees’ Job Performance in Commercial Bank of Ethiopia: The Case of Addis Ababa City Branches”** for the partial fulfillment of Masters of Art in Human Resources Management at Addis Ababa University School of Commerce. This study is an original work and not submitted earlier for any degree either at this university or any other University and is suitable for submission of Maters Degree in Human Resource Management.

Advisor: Dr. Abraraw Chanie

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Abbreviations and Acronyms

CBE: Commercial Bank of Ethiopia

HRD: Human Resource Development

TNA: Training Need Analysis

Abstract

The purpose of this study was to examine the effect of training on employees' job performance in Commercial Bank of Ethiopia: the case of Addis Ababa city branches. It assessed the training dimensions such as needs identifications, on-the-job-training, off-the-job training and training evaluations and examined its effect on the job performance of employees. The study used primary data sources. Simple random sampling technique was used and self-administered questionnaire was distributed to 386 sample employees and collected the relevant primary data sources from 343 respondents. SPSS version 20 was used to analyze the data gathered. Descriptive analysis with the help of tables and percentages was used to describe and analyze the data. Correlation and regression analysis was also used to see the relationships and effects between training and employees' job performance. The findings in the descriptive analysis revealed that there were lack of training need identification methods, lack of adequate evaluating training effectiveness, inadequate training delivery methods except lecture, discussion and somehow coaching. However, Pearson correlation results revealed that off-the-job training had high positive correlations ($r = 0.511$, $p < 0.01$) and on-the-job training had moderate positive correlation ($r = 0.372$, $p < 0.01$) with employees' job performance. Finally, the regression analysis revealed that 27.7% of the variation in employees' job performance can be explained by the independent variables with significant relationship ($p < 0.05$) and positively related to employees' job performance.

Key Words: Training, Job performance

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

As one of major activities of human resource management, training has for long been recognized to improve and develop employee performance (Sultana, et al, 2012). Training is one of the mechanisms to ensure that employees have acquired the desired skill, knowledge and attitude for achieving the required level of performance. The basic objective of employee training is to develop the knowledge, skills, and attitudes of employees for more effectiveness in their present jobs as well as preparing them for future assignments.

An organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of the organization. Training of employees is typically associated with the improvement of performance, knowledge and skills in their present job position. According to Chiaburu and Teklab (2005), training can be defined as the planned intervention that is designed to enhance the determinants of individual job performance. Training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business goals and objectives.

Training is the use of systematic and planned instruction activities to promote learning (Armstrong, 2006). It involves the use of formal processes to import knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily.

The training of employees is an issue that has to be dealt with by every organization. The intensity and quality of training carried out varies enormously from one organization to another. Many organizations meet their training needs for in an *ad hoc* and haphazard way. Training in such organizations is more or less unplanned and unsystematic (Cole, 2002, as cited

in Usman, 2014). Other organizations on the other hand set a series of steps that identify their training needs, design training activities in a rational manner, conducting actual training and assess the results of training. Such organizations often use systematic approach of training which improves their employees' performance.

Commercial bank of Ethiopia is the largest bank in the country in terms of capital, asset and number of branches. Its vision is becoming the world class commercial bank by the year 2025. This vision will be achieved through well trained and skilled employees.

This study, therefore, assessed the existing training practices used in CBE and critically examined the extent to which these training practices effect on employees' job performance in Commercial Bank of Ethiopia.

1.1.1. Background of the Organization

CBE is the leading bank in Ethiopia, established in 1942. It is the pioneer to introduce modern banking to the country. It plays a catalytic role in the economic progress and development of the country. As it is a state owned bank, it contributes huge funding to the government of the country and developmental partners. It has reliable and long-standing relationships with many internationally acclaimed banks throughout the world.

CBE is striving to become a world class bank by rendering state of the art and reliable services to its millions of customers. The business strategies of the bank focus on the interest of the public it serves. Its aggressive expansion strategy enables it to increase the number of branches opened throughout the county. As of Dec. 31, 2016 it has 1,171 branches stretched across the country. It has more than 28,479 talented and committed employees as per the reports of human resource transaction management of Commercial Bank of Ethiopia.

CBE has a vision to become a world-class commercial bank by the year 2025 and a mission that are committed to best realize stakeholders' needs through enhanced financial intermediation globally and supporting national development priorities, by deploying highly motivated, skilled and disciplined employees as well as state-of-the-art technology. They strongly believe that winning the public confidence is the basis of their success.

CBE still dominates the market in terms of assets, deposits, capital, and customer base and branch network which makes it one of the most reliable and strong commercial bank in the country.

Commercial Bank of Ethiopia has its own HRD department which concerns about training and development of its employees.

1.2 Statement of the Problem

Training is a vital role in learning process in an organization where in an employee or worker acquires practical knowledge and skill to perform their assigned job effectively and efficiently.

Recruiting, selecting, orienting and then placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demands. The gap must be filled through training programs. Hence, employee training and development is one of the major ways that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello and Ledvika, 1998). However, for any organization to succeed, training and re-training of all staff in the form of workshops, conferences and seminars should be vigorously pursued and made compulsory (Kidane, 2013). Training plans allow organizations to identify what is needed for employee performance before the training begins (Mathis, 2006).

A systematic approach to training and development will generally follow a logical sequence of activities commencing with the establishment of a policy and the resources to sustain it, followed by an assessment of training needs, for which appropriate training is provided, and ending with some form of evaluation and feedback (Cole, 2002). As a result, it leads the organization to be effective in employees' job performance which ultimately ends with achieving organizational goals.

Various training programs were offered in government organizations in some developing countries, but they were very ineffective in the sense that they were very theoretical and too broad, and were not directed towards achieving any specific objectives (Healy, 2001). According to Healy (2001), the training programs were not responsive to the needs of the employees as their needs or weaknesses have not been identified, and there was also no coordination among the different stakeholders within these organizations.

Most organizations do not give much attention to the effectiveness of their training programs. They do not participate the trainees in their training need assessments, they do not prepare adequate curriculum relevant to the organizational unique characteristics, they are careless to the selection of trainees, they do not enquire whether the trainer has adequate expertise, they do not evaluate whether the methodology of the training is appropriate, they do not give emphasis to the need for control and evaluation of training effectiveness among others (Scarpello and Ledvika, 1998).

Since 2011, Commercial Bank of Ethiopia has made huge investment on training with the objective of improving the skills and knowledge of employees who are capable of providing professional banking service. In spite of that, the bank is still confronted with challenges in the area of training effectiveness. Simply invest huge amount of Birr for training is not enough. The organization must use systematic approach of training which follows logical sequence of activities and measure its effectiveness on employees' job performance is very

important for achieving organizational objectives. Therefore, the researcher was more interested to examine the existing training need assessment used, existing training evaluations used, and the effect of training methods on job performance of employees' in Commercial Bank of Ethiopia.

1.2. Research Questions

This study intended to answer the following basic questions:-

- What methods are used in identifying training needs in Commercial Bank of Ethiopia?
- What methods are used in evaluating the training program in Commercial Bank of Ethiopia?
- What is the effect of on-the-job training on employees' job performance at Commercial Bank of Ethiopia?
- What is the effect of off-the-job training on employees' job performance at Commercial Bank of Ethiopia?

1.4. Research Objectives

The major objective of this study was to examine the effect of training on employees' job performance in Commercial Bank of Ethiopia. Moreover, the study had the following specific objectives:

- To assess the methods used in identifying training needs in Commercial Bank of Ethiopia.
- To analyze the existing training evaluation methods used at Commercial Bank of Ethiopia.
- To investigate the effect of on-the-job training on employees' job performance at Commercial Bank of Ethiopia.
- To examine the effect of off-the-job training on employees' job performance at Commercial Bank of Ethiopia.

1.5. Significance of the Study

The study helps the management of CBE to see the effect of training on employees' job performance in the organization. It also highlights the management about possible suggestions on areas of weakness and strength on the study area. Finally, it provides relevant information to other researchers who want to make further study on the area.

1.6. Scope of the Study

The study focused on training areas such as training needs identification, training methods (on-the-job training & off-the-job-training), and evaluation of training programs. It included CBE branches existing in Addis Ababa city of four districts. Also within Addis Ababa city branches, the study focused on sample employees in some sample selected branches of CBE.

1.7. Limitation of the Study

Studying all branches in Commercial Bank of Ethiopia would be difficult due to time and money constraints. There was no enough time to study all 1,171 branches which were distributed throughout the country. There was no fund allocated for this purpose. Therefore, the study would be limited to branches situated in Addis Ababa city.

1.8. Definition of Terms

Training: defined as a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals (Ngirwa, 2009).

Employee Performance: is defined as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed (Afshan et al. 2012).

1.9. Organization of the Study

This study is organized in five chapters. The first chapter discusses background of the study, statement of the problems, research questions and objectives, significance of the study, scope and limitation of the study, and definition of terms. The second chapter reviews detail literatures which are related to the study. The third chapter concentrates on the research methodology which covers the research approach and design, population and sample, data sources and types, data collection procedures, data analysis and ethical considerations. The fourth chapter deals with data presentation, analysis and interpretation which are based on the data gathered from the respondents. The last chapter offers the summary of findings, conclusions and recommendations parts of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Theoretical Literature

2.1.1. Overview of Training

In the field of human resource management, training is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees (Dessler, 2008).

Training is a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Cole, 2002). Therefore investment in training is regarded as good management practice to maintain appropriate expertise on the job now and in the future. Training is, therefore, necessary to enhance the knowledge, skills and attitude of employees and this make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.

Again, Training according to Dessler (2008) is the process of teaching or giving new employees the basic skills they need to perform their jobs. Training is an educational process through which people can learn new information, re-learn and reinforce existing knowledge and skills and more importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace.

Over the past one and half decades, various arguments have been made that firm's human resource are sole source of sustainable competitive advantage (Certo, 2006). Employee Training Program increase performance of both

organization and individuals (Becker, 1993). In the course of organization business, there are always needs for the employees and management to acquire latest skills. Training programs is an example of such strategy that enables the organizations to acquire competitive advantage. When employees acquire new information and knowledge, they become more efficient and productive. Employees must be given the attention they deserve because they are a prime asset to the organizations and a bridge towards the attainment of the sought after returns on investment (Charney & Conway, 1997).

To develop the desired knowledge, skills and abilities of the employees, so as to perform well on the job, requires effective training and development programs that may also effect employee motivation and commitment (Meyer and Smith, 1991). In order to prepare their workers to do their job as desired, organizations provides training so as to optimize their employee's potential. Most of the firms, by applying training programs, and building new skills in their workforce, enable them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance.

2.1.2. Definition of Training

In General, training is defined as a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences, to achieve effective performance in an activity or range of activities (Garavan et al., 1995).

Training is defined as a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals (Ngirwa, 2009).

Decenzo and Robbins (2010) defined training as "a learning experience that seeks a relatively permanent change in an individual that will improve the

ability to perform on the job". As well, Decenzo and Robbins (2010) pointed out that training bring about changes in skills, knowledge, attitudes, or behaviour.

Training, as defined in the present study "is the planned intervention that is designed to enhance the determinants of individual job performance" (Chiaburu & Teklab, 2005). Training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business and academic goals and objectives. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers (Truitt, 2011).

Training is defined as the systematic acquisition of skills, rules, concepts, or attitudes that result in improved job performance (Goldstein, 1993). The closer a training program is to organizational goals, the more effective it is considered. Bozionelos and Lusher (2002), define training as the process of creating a design that meets an organization's needs, targets its participants, and provides a feedback system to redesign and adjust further iterations of the program based on organizational and participant perspectives and needs. This is a broader definition since it accounts for the entire training process, specifically the four-phase approach modeled by Lingham, Richley, and Rezania (2006). This includes: (i) designing the training initial program, (ii) launching and evaluating the initial program, (iii) designing quantitative measures based on feedback from Phase II, and (iv) ongoing training and evaluation.

Training is a planned effort to enable employees to learn job-related knowledge, skills, and behavior (Noe, Hollenbeck, Gerhart & Wright, 2011). Training consists of organized learning activities capable of improving individual performance through changes in knowledge, skills, or attitudes. In a broad sense, it includes experiences intended to meet essential job requirements, update skills, prepare people for career movement of any kind, rectify

knowledge or skill deficiencies, and evoke new insights or even create new knowledge. It is thus an important tool for changing individuals by giving them new knowledge and skills (Rothwell & Kazanas, 2003).

2.1.3. Systematic Approach to Training

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees (McNamara, 2008). 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.

According to McNamara (2008), 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.

Therefore, McNamara (2008) noted that 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.

2.1.4. Benefit of Training

According to McKenna and Beech (2008) training is a vehicle human resource development. In essence, it is concerned with improving the skills of employees and enhancing their capacity to cope up with the ever changing demands of the work situation. The knowledge, skills and experience of staff have a direct impact on organization's contribution to achieve goals. It is, therefore, essential that organizations upgrade the job functions of their workforce through practical training. Training can bring tangible benefits to both the organization and the employees. Training is largely skill based. The benefit of training is to increase the ability of operating staff to do their jobs for achieving results.

Many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. Training does not only benefit the employee but the employer and the organization as a whole. Some

of the benefits of training to the individual, employee and organization as a whole according to Cole (2002) are indicated below:

1. Training helps in the individuals' development and growth as well as creating positive attitudes and behaviours in them. Organizations instill in their employees the attitudes and behaviour expected from them which in the long run boost the company's image.
2. The training given to employees keep staff highly motivated as new skills and knowledge gained helps reduce boredom and keeps the employees right on their toes as they know they are valuable enough for the employer to invest in their training. When the employee is motivated, there is increased morale, job satisfaction and less employee turnover. Organization also awards certificates to trainees for completion of the training program and also awards certificates to trainers for carrying out the training effectively and efficiently.
3. Training of employees gives the company a competitive edge over its competitors and to stay ahead of the competition in this continuously changing world as there is increase in innovation which is exhibited in their strategies and products. Employee gain confidence and find direction which reflect in the way they work and relate to customers.
4. Training helps save the organization money as the training helps the employees to be more efficient and effective, working diligently to increase the company's productivity resulting in financial gain. It also helps to increase the capacity to adopt new technologies.
5. Training gives a feeling of personal satisfaction and achievement, and broadens opportunities for career progression.

2.1.5. The Training Process

Training program is directed toward helping employees effectively perform their jobs after training, while developmental program helps

the individual handle future responsibilities, with little concern for current job duties (Werther & Davis, 1996).

As stated by Mondy and Noe (1990), the training process has the following steps.

- Identifying training needs
- Establishing training objectives.
- Selecting training methods and media.
- Implementing the actual training program.
- Conducting evaluation and follow-up.

Training Need Assessment

This is the first task that organizations to identify human resource development needs (Charles, 2006). Since HRD is a need-oriented effort, determining the level, type and duration of the training is of prime importance at this stage of the process. Therefore, the dominant framework for identifying organization's HRD is needs assessment focusing on organizational analysis, task analysis and person analysis.

Training Objectives

Once training needs are clearly identified, the next process is to establish objectives. An objective is a specific outcome that the training or the development program is intended to achieve (Scarpello and Ledvinka, 1988). In most cases, training objectives are set for the trainees. These objectives define the performance that the trainee should be able to exhibit after training as stated by Scarpello and Ledvinka (1988). The main objectives of staff training are to improve the qualities of the trainee, formulation of objectives for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programs. Contents of the training remain the same no matter the type of training involved. It is to

increase personnel efficiency, professional growth, smooth and more effective organization's operations.

HRD experts suggest that objectives should be stated explicitly and answer the following questions as stated by Scarpello and Ledvinka (1988).

- What should the trainees be able to do after training?
- Under what conditions should the trainee be able to perform the trained behavior?
- How well should the trainee perform the trained behavior?

Training objectives must be specific, measurable and time-targeted as stated by Werther and Davis (1996). Objectives with such characteristics serve a number of purposes. According to Scarpello and Ledvinka (1988), they assist in developing the criteria to be used in evaluating the training or development outcome. Objective and the evaluation criteria also help in choosing relevant instructional method, media, and material.

Instructional Method and Media

The instructional method and media depend on the program content. The content in turn is shaped by training need identification and established objectives. The objective here may be to teach specific skill, provide needed knowledge, or try to influence attitudes, Werther and Davis (1996). The content, method, and media must match the job requirement of the organization and the learning style of the participant. Training is more effective when learning is based on principles. Learning principles are guidelines to the ways in which people learn most effectively, Werther and Davis (1996).

Implementing the Training Program

Training program should aim at enabling organizations to achieve their objectives. Hence, the program should be set up after having clear-cut objectives in mind. In every program decisions have to be made as to who should be

trained, who are the instructors, where and when the program is to be conducted and what are the material requirements. Moreover, according to Chatterjee (1995), providing answers to questions like what skills are going to be taught, what kind of employee development is sought, what long or short term objectives are proposed will determine the design and details of the programs. Since training program decisions are based on cost considerations, the management must believe that the program will:

- Increase the skill and knowledge of employees and hence, they will perform better towards organizational success.
- Motivate employees to learn and attain their personal goals.
- Provide feedback to improve the program.

Evaluation of Training

Evaluation is the final phase of the training program. It is a means to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been trained. As Ahuja (2006) noted, the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives. HRD is an investment in people. The major reason why management wishes to invest in training program is that to help employee to perform better in the achievement of organizational objectives. Hence, evaluation is a means to assess the cost/benefit of the program to the organization. Evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. Evaluation can be done for various purposes (Milkovich and Boudreau, 1991). It may be done:

- To increase effectiveness of the program while it is going on.
- To increase the effectiveness of the program to be held next time.
- To help participants to get feedback for their improvement and efficiency.
- To find out to what extent the objectives are achieved.

2.1.6. Training Need Analysis Methods

Training needs analysis is to systematically collect information and analyze the data according to the dimensions of TNA before training as the basis of establishing learning goals and course design and decide if training is a correct solution to solve work problems. By training needs analysis, data are continuously collected to make sure that training will help an organization achieve the goals. Collecting information and analyzing data are fundamental in training. The analysis makes sure if training is necessary, confirms which training should be provided, and examines what kind of training patterns and resources should be invested.

Based on different TNA dimensions, Gupta (1999) brought up methods applicable to needs analyses. The analysis tools applicable to strategic training needs include: (1) interview approach, (2) focus group approach, (3) questionnaire approach, (4) observation approach, and (5) process map approach. The tools adopted to analyze the training needs in performance are: (1) interview approach, (2) questionnaire approach, (3) focus group approach, and (4) observation approach. The tools employed to analyze the training needs in competency are: (1) interview approach, (2) focus group approach, and (3) survey approach. Wilson (1999) suggested that training practitioners can use easy and convenient interview approach, questionnaire approach, observation approach, and focus group approach to collect and analyze information on training needs. Moreover, a great number of researchers addressed that useful information on training needs can be obtained through performance evaluation, departmental supervisors' informal feedback, and employees' individual career development plans.

The common methods to analyze training needs according to Leat and Lovell (1997) also include the following:

Questionnaires: There are different ways of writing questionnaires, but there are some common principles for writing effective questionnaires. It is important

to set clear objectives, work out how you are going to analyze the information before you write the questionnaire, allow free space for people's comments, and make sure your questions are unambiguous and structured. By the use of a structured questionnaire, data can easily be analyzed for TNA purpose.

Focus groups: A focus group is essentially a group whose task is to focus on a specific issue within an organization. In the case of a focus group for training needs, the organization might (depending on what is required) select group members from the same team or from different parts of the organization, or choose representatives from a department.

Structured interviews: These are interviews which have a formal or structured basis. When the organization sets up an interview, it finds a room that, if possible, is quiet and private. It is also important to agree on a time with the interviewee/s and to send them in writing a clear idea of what you hope to have from them.

Performance interviews/appraisals: Effective performance interviews should result in individual development plans from which individual and team training needs may be assessed. For this to work well for both managers and team members, the format or design of the development plan needs to be agreed so that the needs assessment is perceived as constructive by both the parties.

Observation: Assessing needs via on-job observation can give very accurate information on the skill levels of individuals, their knowledge and their behavior in the workplace.

Assessment centers: Assessment centers can be an effective way of identifying the strengths and weaknesses of an individual. From a development view point, they can be used for identifying training needs by assessing performance through a comprehensive set of simulations ,e.g. what, if, scenarios, etc.

According to Elbadri (2001) who both found mixed evidence regarding the perceived reliability and validity of the training methods used are better and they found that multiple data collection methods and techniques were adopted

to identify training needs? However, their approaches were probably less sophisticated and involved minimal analysis.

The following need assessment methods (Bee and Bee, 2003; Brown, 2002; Jamil and Som, 2007) which are described above are also mentioned.

- survey/questionnaire
- interview,
- performance appraisals
- observations
- test
- assessment centers
- focus groups
- document reviews
- advisory committees

2.1.7. Training Methods

Training is one of the most important tools available to organizations. Management can make use of training programs to enable the organizations achieve their objectives. This is possible by developing the skills and competencies of their employees. There are different types of training programs. The most common ones are briefly discussed below. It is grouped in to two (Decenzo & Robbins, 2010).

The success of a training program depends on the selection and use of appropriate methods and practices. This is the most important step in a training activity after identifying the subject matter. Some of the most frequently used methods include classroom lectures, seminars and workshops, group discussions, problem-solving scenarios, role-playing, demonstrations, simulations, field trips, debates, brainstorming activities, videoconferencing, and distance learning tools (Kelsey and Mincemoyer, 2001). Using a variety of methods is particularly effective.

On-the-job training

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior

These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. Coaching - Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles (Dessler & Varkkey, 2009).

2. Mentoring - The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to- one interaction, like coaching, Dessler & Varkkey (2009).

3. Job Rotation - In which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities, Dessler & Varkkey (2009).

4. Apprenticeship - Is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training, Dessler & Varkkey (2009).

Off-the-job Training

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression, Decenzo & Robbins (2010). Important methods include:

1. Classroom Lectures and Seminars - Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many Organizations offer these in-house, through outside vendors, or both as mentioned by Decenzo & Robbins (2010).

2. Simulated training (Vestibule training) - is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are

actually trained off the job. It is necessary when it's too costly or dangerous to train employees' on the job, Dessler & Varkkey (2009).

3. Multimedia Learning - can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online, Decenzo & Robbins (2010).

2.1.8. Evaluation of Training Programs

In today's environment of increased accountability, the training evaluation process is a critical component of an organization's training programme. Trainers and the organizers conducting the programme are not only accountable for what employees learn, but they are also accountable for ensuring that trainees transfer their knowledge to their work performance. While traditional training evaluation methods focus on using the assessment process to improve training delivery, it is imperative to collect information that can determine whether training is assisting the organization to improve its business performance. Many people have an image of evaluation as a questionnaire to fill out at the end of a training programme. An effective evaluation is much more than that.

Now let's see Virmani and Premila' model of evaluation. This evaluation model devised by Virmani and Premila (1985) which constitutes three stages:

- Pre-training Evaluation
- During training evaluation
- Post-training evaluation

Pre-training evaluation: is the period before training during which the trainees have expectation from the course. At this stage the training objectives should be evaluated in the context of expectations of trainees and the organisational objectives in order to ensure optimum impact of training. The organisation, trainer and trainee should match their objectives and goals with each other in order to enhance the worth and effectiveness of training at the workplace.

During Training evaluation: It is the teaching and learning stage. This stage is also called the context and input evaluation. At this stage the evaluation of inputs and context in which the trainee is placed and the training programme is organised are evaluated based on the pre-training profile of the trainee. The evaluation of the context and input process helps in establishing the validity of the content and curriculum to be transacted during the training programmes.

Post Training evaluation: It is after training where trainees are supposed to apply and integrate his learning and apply in day to day activities. This stage has been divided by the authors in different parts as under:

- **Reaction Evaluation:** It is important that the participants are comfortable with the environment of training and the methods and ways of conducting the programmes. The satisfaction level of trainees at this stage plays an important role in enhancing the effectiveness of the training programme. This type of evaluation is undertaken during conduct of the training as well as immediately after the training is over.
- **Learning:** it is important to know as to how much learning has taken place on the part of the trainee. It is proposed to arrive at measurement of the degree of learning following the learning index prepared with the help of pre and post training scores of the trainees.
- **Job Improvement Plan:** It is a mechanism to measure the extent of learning that has taken place with the trainee. The trainee may not be able to transfer whole of his learning to the job place due to various discouraging factors. However, preparation of job improvement plan will help in evaluation of the extent of learning by the trainee.
- **On the job evaluation:** this type of evaluation would help in assessing the quantum of learning which the trainee is able to transfer to the job place. The actual difference that might have taken place due to raining can be measured at this stage in order to establish whether there is a tangible impact of the training programme on the job performance of the employee.

- **Follow up evaluation:** it is necessary to follow up and monitor the job performance of the trainee after some interval. The trainee may not be able to show the impact of training through his performance immediately after he has come back on the floor from training. It may take even up to 6 months before any observable change in performance is noticed.

According to Kirpatrick et al, (2006) behaviour change brought about by the training function can be change of skill, change of knowledge and change of attitude. Therefore, evaluation is the way of measuring the effectiveness of a training program. Kenney et al, (1992), states that the first stage of evaluation is done during and at the end of the training. The purpose of evaluation is to ensure the training achieves its objective. It identifies what effect training has on the individual.

Evaluation is related to efficiency, effectiveness, and impact (Rossi & Freeman, 1989). McCoy and Hargie (2001) argue that no one model of evaluation is complete and suited to all situations; each has its strengths and weaknesses. The key aim of evaluating a training program is to analyze the extent to which its objectives match the organization's goals and objectives. Once the program has been evaluated thoroughly, the key factors that contribute to its success or failure can be identified as its positive and negative features. The organization will then able to assess how successful its investment in that program has been, and what else it needs to add to improve it according to the needs of individual employees (Philips, 1996). By gaining organizational satisfaction among individual employees, it will be easier for the organization to retain them.

According to Beardwell et al, (1993), training evaluation can be done in several ways. This is aimed at longer term and wider impact of the training. It gives the answer of how much of the training has been retained and use by the trainee at the work place after a period of time. The period of time could be a few

weeks, some months or even longer. Some of the ways stated by Beardwell et al, (1993) are as follows:

1. Interviewing - after the completion of a training program, the trainees can be interviewed. If the training event was an external event, the departmental manager can conduct the interview. The interview could be either structured or unstructured. In a structured interview, the manager should have a list of prepared questions that he may ask to the staff that were part of the training program.

2. Observation - the departmental manager may observe the member of staff whether there is a change in his or her performance. For example, a member has attended a time management training program, the manager may observe the way he or she priorities the work, to see if there is a change.

3. Questionnaires - comprehensive questionnaires could be used to obtain opinion reactions, views of trainees.

4. Tests - standard tests could be used to find out whether trainees have learnt anything during and after the training.

5. Calculating the effect - this is done in significant areas like employees' turnover, absenteeism and performance can be examined to see if there has been any improvement after training.

6. The cost benefit analysis - should be carried out at two separate times. During the development of training program, the cost and benefits of the training should be estimated and actual cost and benefits are analysed at the end of the course.

2.1.9. Employees' Job Performance

Employee Performance is defined as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed (Afshan et al. 2012).

Job performance is a multidimensional phenomenon whose elements include effectiveness, efficiency, productivity, quality and behavior (Obadan, 2009). The sub-concepts of job performance are explained as effectiveness which measures the extent to which an employee achieve the output requirements of his or her position, with the emphasis not so much on how it is achieved but on organization or employee is therefore effective when the results attained are the same as those initially intended. Efficiency is a measure of how well resources are being used to produce output or result. It is a comparison of actual achievement during a given period. Quality refers to the desired characteristics of the achieved output or result. These could be timeliness, reliability, accuracy frequency accessibility, convenience, mating time and response time.

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2006). Employee's performance is measured against the performance standards set by the organization (Kenney et al, 1992). There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 2006).

Employee performance is based on individual factors, namely: abilities, knowledge, skills, experience, and personality (Vroom, 1964). It is up to employee that how he performs high in a job and high productivity and good results must be delivered by employee (Hunter & Hunter, 1984). Firm's crucial component is employee and their success and failure depends on performance of employee (Hameed & Waheed, 2011).

According to Hawthorne studies and much other research work 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 (Landy, 1985). 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 find it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce.

According to Leonard-Barton, (1992), an organisation that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. Training is determined as the process of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Lawler, 1993; Delaney and Huselid, 1996).

Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Ichniowski et al., 1997). Kamoche and Mueller (1998) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm.

Employee's performance can be achieved through effectiveness of training. Training effectiveness can be analyzed through various factors, including product service, institution profitability, work motivation, work efficiency, individuals' ability and knowledge, smaller wastage of resources, and level of

job satisfaction (Drucker, 1995). An effective training program leads to an improvement in the quality of services.

2.2. Empirical Findings on the Effect of Training on Employees' Performance

Empirical findings are one of the important components of literature review in the research study of any type. The researcher, therefore, wants to review the following some important issues which are directly related to the investigation understudy.

Guest (1997) mentioned in his study that training and development programs , as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job.

The result of Farooq. M. & Aslam. M. K. (2011) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Moreover, the result of the study of Sultana A., et.al. (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explain training is good predictor of employee performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing

training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005). According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. As mentioned by Swart et al.(2005) employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfillment.

According to Wright and Geroy (2001), employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however, to make it possible, (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance.

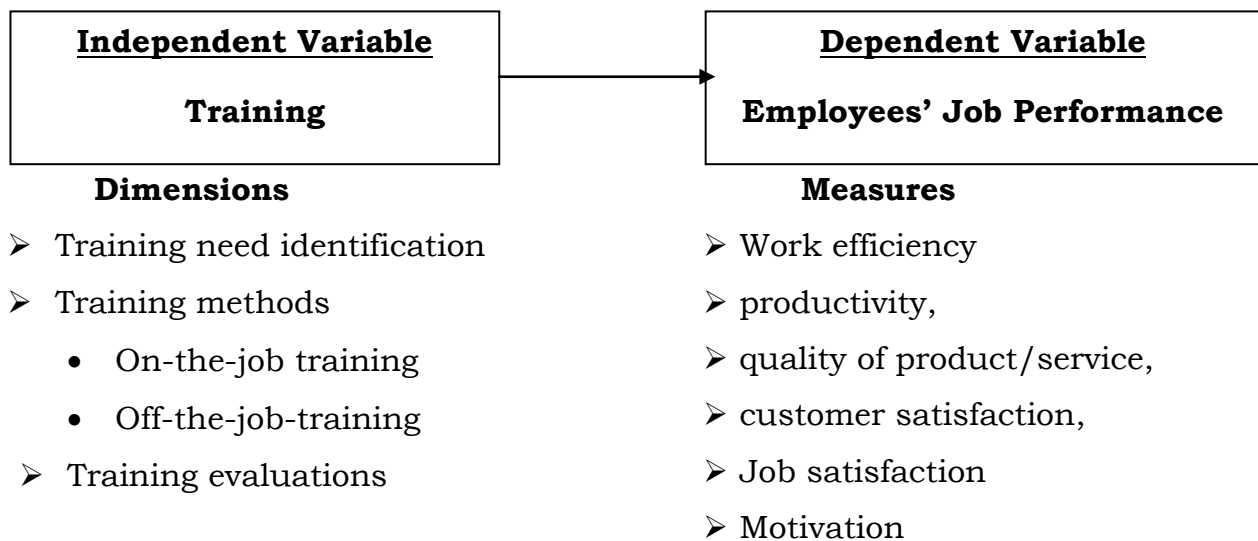
Obisi (2001) reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the needs and objectives of the training program should be identified before offering it to the employees.

2.3. Conceptual Framework

The conceptual framework is proposed by the researcher using the literature reviews. It is formulated to show the effect of training on employees' job

performance. In this study training, namely; need identifications, training methods, and training evaluations, are independent variables while employees' job performance, namely; work efficiency, productivity, quality of product/service, customer satisfaction, job satisfaction and motivation are dependent variables.

Figure: 2.1 Conceptual Frameworks for Training and Employees Job Performance



Source: Researcher, (2017)

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter basically described the research approach and the design, the population and sample size, data source and types, and data collection procedures.

3.1. Research Approach

The researcher utilized a quantitative research approach. A quantitative approach focuses on the study of samples and populations and relies heavily on numerical data and statistical analysis (Neuman, 2006).

3.2. Research Design

This research adopted a descriptive research design. The reason for which this design was selected is that it enabled the researcher to collect data from a sample of the population in order to describe the effect of training on employees' job performance in Commercial Bank of Ethiopia. It is used because to quantify the information of the data in numerical form and analyzed through the use of statistics in addressing the research questions. It also used to describe the effect of training on employees' job performance by the help of regression and correlation analysis to clearly answer the research questions.

3.3. Population and Sample

As it is mentioned earlier, the study focused on the effect of training on employees' job performance in Commercial Bank of Ethiopia. CBE has 1,171 total numbers of branches (as of Dec 31, 2016) and 28,479 total numbers of employees (as of Dec. 31, 2016) as per the report of HR Transaction Management. It has also fifteen districts throughout the country of which four of them are found in Addis Ababa.

The study populations, therefore, were Addis Ababa city branches' employees found in four districts namely: South, West, North and East Addis Ababa districts which have 2,657, 2,498, 2,971, and 2,695 total numbers of employees respectively as of March 31, 2017 as per the human resource report of each district.

The selected target population of the four districts in Addis Ababa can fairly represent the remaining portion of the study population in CBE due to the following reasons:

- First, the largest share of the population in CBE is found in Addis Ababa city so that it represents the remaining population.
- Second, there is homogeneity in characteristics such as the same level of educational background and level of job categories in all districts of CBE so that it can fairly represent.
- Third, the working conditions, the policies, strategies, etc in CBE throughout the country is significantly similar, as a result it represents.

Thus, sample size was determined using the formula (Yamane 1967) as follows:

$$n = \frac{N}{1 + N(e)^2} = \frac{10,822}{1 + 10,822(0.05)^2} = 386$$

Where:

n = is the sample size,

N = is the population size, and

e = acceptable level of error (that is 5 percent)

Branches are also homogeneous in characteristics; therefore, two branches were selected from each target districts using random sampling method. Finally sample employees were selected using random sampling method (lottery method) from the randomly selected branches proportionately.

The proportion of the population sample size in each district with respect to branches is showed hereunder in the table.

Table: 3.1 Proportions of randomly selected sample employees

No.	Districts	No. of branches	Randomly selected branches	No. of employees	sample employees
1	East	45	Bole	73	63
			CMC	53	45
2	West	43	Bomb Tera	48	41
			18 Matoria	57	49
3	North	53	K/Mariam	45	39
			Shegole	61	52
4	South	41	Gofa Sefer	72	62
			Saris Abo	41	35
Total		182		450	386

3.4. Data Sources and Types

The study was undertaken mainly based on the data that was collected from primary sources of data which enabled the researcher to answer the research questions and meet the objectives of the study outlined at the beginning.

Primary data sources were gathered through the administration of likert scale questionnaires to sample employees personally at convenient time with close follow up to get reliable data.

3.5. Validity and Reliability of the Instruments

Before distribution of the instruments, its validity were affirmed by the researcher advisors and professional experts who have knowledge on the subject matter and more experienced on how to develop questionnaires for

research study. Then some 25 questionnaires were distributed to some employees to test the reliability of the data gathered through the instruments. Accordingly, it was affirmed that all the data reliable with Cronbach's Alpha result of 0.804, 0.793, 0.771, 0.729, 0.812 for training need assessment, training evaluation, on-the-job training, off-the-job training, and job performance instruments respectively.

3.6. Data Collection Procedures

After distributing questionnaires to the sample selected employees, data was collected from whom the questionnaires were distributed. To maximize the rate of return, attempts was made to distribute the questionnaire at convenient time for respondents. A close follow-up was also made to obtain reliable data return. Finally from 343 respondents, the relevant data was collected that were used for data analysis for this study.

3.7. Data Analysis

After collecting the distributed questionnaires, data were properly organized and prepared for codification. Following this, the coded data were fed to SPSS statistical package version 20. Descriptive analysis was used to describe respondents' demographic data. It was also used to describe topics related to training and employees performance. Moreover, Pearson's correlation analysis was used to see and examine the relationship between training and employees' job performance. Finally, regression analysis was applied to determine the effect of independent variables (on-the-job training and off-the-job training) on the dependent variable (employees' job performance).

3.8. Ethical Considerations

This study gave due consideration to ethical issues such as confidentiality and anonymity. The respondents were affirmed that whatever information they gave would be kept confidential. They, therefore, participated in the study voluntarily.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with presentation, analysis and interpretation of data collected through questionnaires. It has four sections. In the first section, the background information of respondents with regard to gender, age, marital status, educational qualification, work experience and current positions are dealt with. It gave clear picture of the participants who filled the questionnaires. In the 2nd section, the descriptive statistics of the study which organised and summarized the data collected through questionnaires. In the 3rd section, the correlation analysis of the study which measured the degree of association between different variables under consideration. In the 4th section, the regression analysis of the study which tested the effect of independent variables on dependent variables.

For this study, 386 questionnaires were distributed to respondents and 343 (89%) questionnaire were obtained valid and used for analysis. The collected data were presented and analyzed using SPSS software version 20.

4.2. Background Information of the Respondents

This part of the study is concerned with the background of the respondents in order to give clear picture of participant who filled the questionnaires. Respondents were requested to fill their gender, age, marital status, educational qualifications, work experiences and job positions.

Table: 4.1 Background information of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	235	68.5	68.5	68.5
	Female	108	31.5	31.5	100.0
	Total	343	100.0	100.0	

Age	20-30 years	238	69.4	69.4	69.4
	31-40 years	69	20.1	20.1	89.5
	41-50 years	27	7.9	7.9	97.4
	51 years & above	9	2.6	2.6	100.0
	Total	343	100.0	100.0	
Marital Status	Single	200	58.3	58.3	58.3
	Married	135	39.4	39.4	97.7
	Divorced	8	2.3	2.3	100.0
	Total	343	100.0	100.0	
Educational Qualification	PHD	2	.6	.6	.6
	Masters (2nd Degree)	30	8.7	8.7	9.3
	First Degree	307	89.5	89.5	98.8
	Diploma	4	1.2	1.2	100.0
	Total	343	100.0	100.0	
Work Experience	1-5 years	197	57.4	57.4	57.4
	6-10 years	102	29.7	29.7	87.2
	11-15 years	23	6.7	6.7	93.9
	Above 15 years	21	6.1	6.1	100.0
	Total	343	100.0	100.0	
Current Position	Managerial	20	5.8	5.8	5.8
	Non-managerial	323	94.2	94.2	100.0
	Total	343	100.0	100.0	

Source: Own survey, 2017

Table 4.1 presented background information of the respondents.

With gender distribution of the respondents, 68.5% of them are males and the remaining 31.5% are females. These clearly showed that the representation of male employees was found to be more when compared to female employees.

With regard to age distribution, 238 (69.4%) of the respondents are in the range of 20-30 years, 69 (20.1%) of the respondents are in the range of 31-40 years, 27(7.9%) of the respondents are in the range of 41-50 years, and 9 (2.6%) of the respondents are in the range of 51 and above years. This clearly

showed that the majority of the respondents are in the range of 20-30 years which is 69.4% of the total respondents.

Regarding marital status the table indicated that 200 (58.3%) of the respondents are single, 135 (39.4%) of the respondents are married and 8 (2.3%) of the respondents are divorced. This showed that there are more unmarried employees in the respondents than married employees.

The educational background of the respondents revealed that 2(0.6%) of the respondents are PHDs, 30(8.7%) of the respondents are Masters (2nd Degree), 307(89.5%) of the respondents are First Degree and 4(1.2%) of the respondents are Diplomas. This clearly showed that majority of the respondents are first degree educational qualifications that are capable for the success of training if CBE properly deliver training.

Regarding work experience the majority which are 197(57.5%) of the respondents have 1-5 years of working experience, 102(29.7%) of the respondents have 6-10 years of working experience, 23(6.7%) of the respondents have 11-15 years of working experience, while the remaining 21(6.1%) of the respondents has total working experience of above 15 years.

As one clearly seen it, the majority of the respondents are junior workers with 1-5 years of service. It also showed that the numbers of senior or more experienced workers are decreasing as service years increases.

With regard to current position of the respondents 94.2% were non-managerial categories while the rest 5.8% were managerial positions. This implied that the majority of the respondents are non-managerial positions.

4.3. Descriptive Analysis of the Data

4.3.1 Reliability of the Data

Table: 4.2 Reliability statistics

N of Items	Cronbach's Alpha
5	
Training Need Assessments	.804
Training Evaluation Methods	.793
On-the-Job Training	.771
Off-the-Job Training	.729
Job Performance	.812

Table 4.7 showed that the questionnaires items used in a likert scale for this study were reliable with Cranach's alpha value of 0.804, 0.793, 0.771, 0.729, 0.812 for training need assessment, training evaluation, on-the-job training, off-the-job training and job performance instruments respectively which indicated that the items have high internal consistency.

4.3.2 Methods in Identifying Training Needs

Table: 4.3 Respondents response for identifying training needs

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Mean	Std. Dev.
1. I believed my training needs in CBE were identified based on questionnaires .	231	79	33	0	0	343	1.42	0.662
	67.3%	23.0%	9.6%	0.0%	0.0%	100.0%		
2. I believed my training needs in CBE were identified through interview .	157	128	47	11	0	343	1.74	0.812
	45.8%	37.3%	13.7%	3.2%	0.0%	100.0%		
3. I believed my training needs in CBE were identified based on my performance appraisal results .	127	143	63	10	0	343	1.87	0.810
	37.0%	41.7%	18.4%	2.9%	0.0%	100.0%		
4. I believed my training needs in CBE were identified through observations .	89	126	58	70	0	343	2.32	1.071
	25.9%	36.7%	16.9%	20.4%	0.0%	100.0%		
5. I believed my training needs in CBE were identified based on tests .	150	147	34	12	0	343	1.73	0.779
	43.7%	42.9%	9.9%	3.5%	0.0%	100.0%		

6. I believed my training needs in CBE were identified based on assessment centers .	196	113	34	0	0	343	1.53	0.670
	57.1%	32.9%	9.9%	0.0%	0.0%	100.0%		
Overall average mean							1.77	0.801

Source: Own survey, 2017

Table 4.8 showed sample employees response about how their training needs were identified at individual level in Commercial Bank of Ethiopia.

Accordingly, in the first statement the majority 310 (90.3%) of the respondents disagreed or strongly disagreed with the idea that their training needs were identified based on questionnaires, while 33 (9.6%) of the respondents preferred to be neutral. However, to your surprise, no one preferred to agree or strongly agree that it was through questionnaires. The mean value of the training needs identified by questionnaire is 1.42, which has below satisfactory value with standard deviation of 0.662.

Towards the 2nd question, the majority 285 (83.10%) of the respondents disagreed or strongly disagreed that the methods in identifying their training needs were through interview, while 11 (3.2%) of the respondents agreed or strongly agreed to same statements. The remaining 47 (13.7%) of the respondents remained to be neutral. The mean value of the training needs identified through interview is 1.74, which has below satisfactory value with standard deviation of 0.812.

With regard to 3rd statement, the majority 270 (78.7%) of the respondents disagreed or strongly disagreed that their training needs in the organization were identified based on performance appraisal results, while 10 (2.9%) of the respondents agreed or strongly agreed it was based on their performance results, whereas the rest 63 (18.4%) of the respondents wanted to be neutral. The mean value of the training needs identified by performance appraisal result is 1.87, which has below satisfactory value with standard deviation of 0.810.

In the 4th statement whether their training needs were identified through observations, the majority 215 (62.6%) of the respondent disagreed or strongly disagreed, while 70 (20.4%) of the respondents agreed or strongly agreed, whereas the remaining 58 (16.9%) of the respondents reported neutral. However, the mean value of the training needs identified through observation is 2.32, which has satisfactory value with standard deviation of 1.071.

Similarly, in the 5th statement with regard to training need identifications based on tests, the majority 297 (86.6%) of the respondents reported disagree or strongly disagree. On the other hand, 12 (3.5%) of the respondent reported agree or strongly agree. While the remaining, 34 (9.9%) of the respondents reported to be neutral. The mean value of the training needs identified through observation is 1.73, which has below satisfactory value with standard deviation of 0.779.

Finally, in the 6th statement with regard to training need identifications based on assessment centers, the majority 309 (90%) of the respondents reported agree or strongly agree, while the remaining, 34 (9.9%) of the respondents reported to be neutral. Again to your surprise nil (0%) of the respondent reported disagree or strongly disagree. The mean value of the training needs identified through observation is 1.53, which has below satisfactory value with standard deviation of 0.670.

In sum, as indicated above in the analysis majority of the respondents disagreed or strongly disagreed that the methods CBE used in identifying their training needs were based on questionnaires (90.3%), interviews (83.10%), performance appraisal results (78.7%), observations (62.6%), tests (86.6%), and assessment centers (90%). However, small percentage of the respondents agreed or strongly agreed that their training needs were identified based on interview (3.2%), performance appraisal results (2.9%), observations (20.4%), and tests (3.5%). However, no one agreed or strongly agreed that training needs was based on questionnaires (0%) and assessment centers (0%). And the

overall average mean of training need identification in CBE is 1.77 which is below satisfactory value with mean average standard deviation of 0.801.

From these analyses, it is implied that CBE is delivering the training program without these need assessments. Without a clear understanding of needs, training efforts are at best randomly useful and at worst, useless. The trainer will only be successful and perceived as such to the extent that needs are carefully assessed and programs developed and carried out to meet those needs.

4.3.3 Training Evaluation Methods

Table: 4.4 Respondents response to training evaluation methods

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Mean	St. dev.
1. After the completion of a training program I could be interviewed for evaluating purpose	56	153	47	83	4	343	2.49	1.065
	16.3%	44.6%	13.7%	24.2%	1.2%	100.0%		
2. After training, my immediate supervisor always observes me to check whether there is a change in my performance.	72	165	52	40	14	343	2.30	1.054
	21.0%	48.1%	15.2%	11.7%	4.1%	100.0%		
3. After training, questionnaires could be used to obtain my opinions, reactions, and views for evaluating the training programs.	56	90	41	126	30	343	2.95	1.279
	16.3%	26.2%	12.0%	36.7%	8.7%	100.0%		
4. Standard tests could be used to find out whether I have learnt anything after the training programs.	58	127	50	88	20	343	2.66	1.195
	16.9%	37.0%	14.6%	25.7%	5.8%	100.0%		
Overall average mean							2.60	1.148

Source: Own survey, 2017

Table 4.9 showed the respondents report whether they were evaluated after their training in the organization.

Hence, in the 1st statement regarding whether they were interviewed after the completion of a training program, the majority 209 (60.9%) of the respondents

reported disagree or strongly disagree, whereas 87 (25.4%) of the respondents reported agree or strongly agree, while the remaining 47 (13.7) of the respondents reported to be neutral. The mean values that there were interviews after training is 2.49, which has satisfactory value with standard deviation of 1.065.

In the 2nd statement regarding whether there was observations by their immediate supervisors after training to check if there was a change in their performance, the majority 237 (69.1%) of the respondents reported that they disagree or strongly disagree, whereas 54 (15.8%) of the respondents reported agree or strongly agree, while the remaining 52 (15.2%) of the respondents reported to be neutral. The mean value of training evaluations by observations is 2.30 which is satisfactory value with standard deviation of 1.054.

Similarly, for the 3rd statement regarding whether there was questionnaires after training to obtain their opinions, reactions, and views for evaluating the training programs, 156 (45.4%) of the respondents reported agree or strongly agree, while 146 (42.5%) of the respondents reported disagree or strongly disagree, while the remaining 41 (12.0%) preferred to be neutral. The mean value for evaluating training by questionnaires is 2.95 which is satisfactory value with standard deviation of 1.279.

Finally, in the 4th statement regarding whether there was standard tests after training to find out if they have learnt anything in the training programs, the majority 185 (53.9%) of the respondents disagreed or strongly disagreed, while 108 (31.5%) of the respondents agreed or strongly agreed, while the remaining 50 (14.6%) of the respondents wanted to be neutral. The mean value of training evaluations by tests is 2.66 which is satisfactory value with standard deviation of 1.195.

Generally, the above table showed that the majority of the respondents disagreed or strongly disagreed that there were interviews, observations, and testes for training evaluation. However, 45.4% them agreed or strongly agreed

that questionnaires were used after training for evaluation purpose. And the overall averages mean value of training evaluations which were used in CBE is 2.60 which is satisfactory value with standard deviation 1.148.

The descriptions implied that the organization doesn't ensure the training is effective or not unless other alternative evaluations methods are used. The organization doesn't know how the employees are incorporating the skills, knowledge, and abilities they acquired during training in to their performance. They cannot measure whether the training improved job performance.

4.3.4 Training Methods

4.5 Respondents response to training methods

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Mean	St. dev.
On-the-Job Training								
1. The training I received in CBE was through job rotation .	34	120	40	122	27	343	2.97	1.192
	9.9%	35.0%	11.7%	35.6%	7.9%	100.0%		
2. The training I received in CBE was through coaching	30	90	61	142	20	343	3.09	1.120
	8.7%	26.2%	17.8%	41.4%	5.8%	100.0%		
3. The training I received in CBE was through mentoring .	26	115	89	94	19	343	2.90	1.062
	7.6%	33.5%	25.9%	27.4%	5.5%	100.0%		
4. The training I received in CBE was through apprenticeship .	42	141	86	69	5	343	2.57	0.991
	12.2%	41.1%	25.1%	20.1%	1.5%	100.0%		
Off-the-Job Training								
5. The training I received in CBE was through lecture .	24	64	35	177	43	343	3.44	1.138
	7.0%	18.7%	10.2%	51.6%	12.5%	100.0%		
6. The training I received in CBE was through demonstration .	40	95	74	121	13	343	2.92	1.116
	11.7%	27.7%	21.6%	35.3%	3.8%	100.0%		
7. The training I received in CBE was through discussion .	18	46	59	197	23	343	3.47	0.984
	5.2%	13.4%	17.2%	57.4%	6.7%	100.0%		
8. The training I received in CBE was through seminar .	31	97	106	98	11	343	2.89	1.024
	9.0%	28.3%	30.9%	28.6%	3.2%	100.0%		
Overall mean value							3.03	1.078

Source: Own survey, 2017

The above table showed the respondents response about the training methods they were received in Commercial Bank of Ethiopia.

As it is clearly showed in the 1st statement, 154 (44.9%) of the respondents disagreed or strongly disagreed that the training they received in CBE was through job rotation, while 149 (43.5%) of the respondents agreed or strongly agreed for the same statement, while the remaining 40 (11.7%) of the respondents remained neutral. The mean value of receiving training through job rotation is 2.97, which has satisfactory value, with standard deviation of 1.192.

In the 2nd statement, 162 (47.2%) of the respondents agreed or strongly agreed that the training they received in CBE was through coaching, whereas 120 (34.9%) of the respondents disagreed or strongly disagreed with same statement, while the remaining 61 (17.8%) of the respondents wanted to be neutral. The mean value of receiving training through coaching is 3.09, which has moderate with standard deviation of 1.120.

In the 3rd statement, 141 (41.1%) of the respondents agreed or strongly agreed that the training they received in CBE was through mentoring, whereas 113 (32.9%) of the respondents disagreed or strongly disagreed to same statement, while the remaining 89 (25.9%) of the respondents wanted to be neutral. The mean value of receiving training through mentoring is 2.90 which have satisfactory value, with standard deviation of 1.062.

In the 4th statement 183 (53.3%) of the respondents disagreed or strongly disagreed that the training they received in CBE was through apprenticeship, while 74 (21.6%) of the respondents agreed or strongly agreed to same statement, while the remaining 86 (25.1%) of the respondents wanted to be neutral. The mean value of receiving training through apprenticeship is 2.57, which has satisfactory value, with standard deviation of 1.991.

In the 5th statement, 220 (64.10%) of the respondents agreed or strongly agreed that the training they received in CBE was through lecture, while 88 (25.7%) of the respondents disagreed or strongly disagreed that the training they received

was through lecture, whereas the remaining 35 (10.2%) of the respondents wanted to be neutral. The mean value of receiving training through lecture is 3.44, which has moderate value, with standard deviation of 1.138.

In the 6th statement regarding the training they received in CBE, 135 (39.4%) of the respondents disagreed or strongly disagreed that it was through demonstration, similarly 134 (39.10%) of the respondents agreed or strongly agreed that it was through demonstration, whereas the remaining 74 (21.6%) of the respondents wanted to be neutral. The mean value of receiving training through demonstration is 2.92 which have satisfactory value, with standard deviation of 1.116.

In the 7th statement regarding the training they received in CBE, 220 (64.10%) of the respondents agreed or strongly agreed that it was through discussion, whereas 64 (18.6%) of the respondents disagreed or strongly disagreed to same statement, while the remaining 59 (17.2%) of the respondents wanted to be neutral. The mean value of receiving training through discussion is 3.47 which have moderate value, with standard deviation of 1.984.

Finally, in the 8th statement regarding the training how they received, 128 (37.3%) of the respondents disagreed or strongly disagreed that they received through seminars, whereas 109 (31.8%) of the respondents agreed or strongly agreed to same issue, while the remaining 106 (30.9%) of the respondents wanted to be neutral. The mean value of receiving training through seminars is 2.89, which has satisfactory value, with standard deviation of 1.024.

Generally, the above description indicated that the respondents agreed or strongly agreed with the idea that they received training through lecture, discussion, and coaching, whereas they disagreed or strongly disagreed with the training they received through job rotations, mentoring, apprenticeships and seminars. However, the respondents had similar responses for both level of agreements or disagreements in the statement the training they received was

through demonstration. The overall mean value of the type of training the respondents receive is 3.03 which is moderate value with a standard deviation of 1.078.

The above descriptions implied that the training the organization used was off-the-job training which is lecture and discussion. This may minimize destruction and allows trainees to devote their full attention to the training. However, it may not provide as much transfer of training to the actual job as do on the job training.

4.3.5 The Effect of Training on Employees' Job Performance

Table: 4.6 Respondents response on employees' performance

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Mean	St. dev.
1. I believed the training I received in CBE helped me to increase work efficiency .	24	27	62	192	38	343	3.56	1.024
	7.0%	7.9%	18.1%	56.0%	11.1%	100.0%		
2. I believed the training I received in CBE helped me to increase productivity .	15	33	73	184	38	343	3.57	0.961
	4.4%	9.6%	21.3%	53.6%	11.1%	100.0%		
3. I believed the training I received in CBE helped me to enhance high quality of product/service .	13	39	76	174	41	343	3.56	0.971
	3.8%	11.4%	22.2%	50.7%	12.0%	100.0%		
4. I believed the training I received in CBE helped me to increase customer satisfaction .	14	45	71	159	54	343	3.57	1.035
	4.1%	13.1%	20.7%	46.4%	15.7%	100.0%		
5. I believed the training I received in CBE helped me to increase job satisfaction .	20	75	83	117	48	343	3.29	1.129
	5.8%	21.9%	24.2%	34.1%	14.0%	100.0%		
6. I believed the training I received in CBE helped me to increase my motivation towards work.	18	58	71	145	51	343	3.45	1.096
	5.2%	16.9%	20.7%	42.3%	14.9%	100.0%		
Overall average mean							3.50	1.036

Source: Own survey, 2017

The above statistical data depicted the respondents' level of agreement whether the training they received in CBE helped them to increase their performance.

Accordingly, 67.1 %, 64.7%, 62.7%, 62.1%, 48.1% and 57.2% of the respondents agreed or strongly agreed that the training they received in CBE increased their work efficiency, productivity, and quality of product/service, customer satisfaction, and motivation, respectively. On the other hand, 14.9%, 14.0%, 15.2%, 17.2%, 27.7%, and 22.1% of the respondents disagreed or strongly disagreed that the training they received in CBE helped them to increase work efficiency, productivity, and quality of product/service, customer satisfaction, and motivation, respectively. The remaining 18.1%, 21.3%, 22.2%, 20.7%, 24.2%, and 20.7% of the respondents affirmed to be neutral.

At the same time 3.56, 3.57, 3.56, 3.57, 3.29, and 3.45 mean value of the training they received in CBE helped them to increase work efficiency, productivity, and quality of product/service, customer satisfaction, and motivation, respectively which are highly moderate value with a standard deviation of 1.02, 0.961, 0.971, 1.035, 1.129, and 1.096 respectively.

The above descriptive statistical data implied that the majority of the respondents believed that the training they received in CBE helped them to increase their performance. The overall average mean vale of the training they received in CBE that helped them to increase their performance is 3.50 with a standard deviation of 1.036

4.4 Correlations between Training and Employees' Job Performance

Pearson's correlation uses to associate or correlate the relationship between variables. It measures the degree to which two sets of data are related. Pearson correlation coefficient reveal magnitude and direction (either positive or negative) and the intensity of the relationship (-1.0 to +1.0). Higher correlation value indicates stronger relationship between both sets of data (Coetzee, 2003).

Table: 4.7 correlation analysis of on-the-job training and off-the-job training with all variables of employees' job performance

		On job training	Off job training	Work efficiency	Productivity	Quality of product/serv.	Customer satisfaction	Job satisfaction	Motivation
On job training	Pearson Correlation	1	.517**	.307**	.331**	.324**	.360**	.345**	.359**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	343	343	343	343	343	343	343	343
Off job training	Pearson Correlation	.517**	1	.489**	.494**	.476**	.480**	.422**	.441**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	343	343	343	343	343	343	343	343
Work efficiency	Pearson Correlation	.307**	.489**	1	.889**	.896**	.830**	.660**	.693**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	343	343	343	343	343	343	343	343
Productivity	Pearson Correlation	.331**	.494**	.889**	1	.916**	.884**	.743**	.747**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	343	343	343	343	343	343	343	343
Quality of product/service	Pearson Correlation	.324**	.476**	.896**	.916**	1	.870**	.705**	.725**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	343	343	343	343	343	343	343	343
Customer satisfaction	Pearson Correlation	.360**	.480**	.830**	.884**	.870**	1	.767**	.769**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	343	343	343	343	343	343	343	343
Job satisfaction	Pearson Correlation	.345**	.422**	.660**	.743**	.705**	.767**	1	.868**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	343	343	343	343	343	343	343	343
Motivation	Pearson Correlation	.359**	.441**	.693**	.747**	.725**	.769**	.868**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	343	343	343	343	343	343	343	343

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

Source: Own survey, 2017

The above table showed the correlations among the variables being explored. In other words table 4.4 presented the correlation matrix between the independent variables (on-the-job training and off-the-job training) and the dependent variables (work efficiency, productivity, quality of product/service, customer satisfaction, job satisfaction and motivation). All relationships between the dependent and independent variables are positively and significantly correlated.

From the analysis, it is noted that **on-the-job training** has the correlation coefficient (r) of 0.307, 0.331, 0.324, 0.360, 0.345, and 0.359 with work efficiency, productivity, quality of product/service, customer satisfaction, job satisfaction, and motivation respectively at $p = 0.00$ in all cases. These implied that there were positive correlation between on-the-job training and all the variables of employees' job performance.

On the other hand, **off-the-job training** has the correlation coefficient (r) of 0.489, 0.494, 0.476, 0.480, 0.422, and 0.441 with work efficiency, productivity, quality of product/service, customer satisfaction, job satisfaction, and motivation respectively at $p = 0.00$ in all cases. It showed positive correlation between off-the-job training and all the variables of employees' job performance. It also indicated that off-the-job training has more positive correlations to than of on-the-job training correlation with job performance variables.

Table: 4.8 Correlation analyses of on-the-job training and off-the-job training with combined all variables of employees' job performance

		on job training	off job training	Job Performance
on job training	Pearson Correlation	1	.517**	.372**
	Sig. (2-tailed)		.000	.000
	N	343	343	343
off job training	Pearson Correlation	.517**	1	.511**
	Sig. (2-tailed)	.000		.000
	N	343	343	343
Job performance	Pearson Correlation	.372**	.511**	1
	Sig. (2-tailed)	.000	.000	
	N	343	343	343

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

Source: Own survey, 2017

Table 4.13 showed the relationship strength of the independent variables with the combined mean values of all variables in the employees' job performance.

Therefore, the first correlation between on-the-job training and employees job performance (combined of all dependent variables) resulted into medium positive relation with $r = 0.372$, $p < 0.01$. This value of correlation indicates a moderate relationship and significant at p value less than 0.01. In the 2nd correlation between off-the-job training and employees job performance (combined of all dependent variables) resulted into high positive relation with $r = 0.511$, $p < 0.01$. This value of correlation indicates a strong relationship and significant at p value less than 0.01.

Generally, table 4.13 showed positive relationship between employee training and employee's job performance.

4.5 Regression Analysis between Training and Employees' Job Performance

Regression is a technique that can be used to investigate the effect of one or more predictor variables on an outcome variable. That is, it allows us to make statements about how well one or more independent variables will predict the value of a dependent variable.

Table: 4.9 Regression Analysis Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.527 ^a	.277	.273	.80397

a. Predictors: (Constant), off job training, on job training

Table 4.14 clearly showed the value of R and R². In this analysis the value of R is 0.527 which is a measure of the correlation between the observed values of independent variables (on-the-job training and off-the job training) and the predicted value of the dependent variable (employee performance).

Whereas R-square (R²) is the proportion of variation in the dependent variable (employees' job performance) that is explained by the two independent variables (on-the-job training and off-the job training). It is expressed as a percentage. Hence, R-square = 0.277 implies that 27.7% of the variation in employees' job performance can be explained by two independent variables (on-the-job training and off-the job training).

Table: 4.10 Regressions ANNOVA

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	84.318	2	42.159	65.224	.000 ^b
	Residual	219.765	340	.646		
	Total	304.083	342			

a. Dependent Variable: performsum3

b. Predictors: (Constant), off job training, on job training

Table 4.15 showed whether the proportion of variance (R²) explained in table 4.14 is significant. It also tells whether the two independent variables (on-the-job training and off-the-job training) have a significant combined effect on dependent variable (employees' job performance).

Therefore, the table clearly showed the sig. (or p-value) is .000 which is below the .05 level; hence, we conclude that the independent variables (on-the-job training and off-the-job training) have a significant combined effect on the dependent variable (employees' job performance).

Table: 4.11 Regression Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.353	.195		6.941	.000
	On job training	.169	.062	.147	2.722	.007
	Off job training	.521	.064	.436	8.090	.000

a. Dependent Variable: Job performance

Look at the sig. (p-values) first. We can see that on-the-job training (.007) and off-the-job training (.000) are significantly related to employees' job performance. Hence, both off-the-job training and on-the-job training has 43.6% and 14.7% positive effect on employees' job performance respectively with a significant relationship of .000.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

A research has been conducted to examine the effect of training on employees' job performance in Commercial Bank of Ethiopia. In chapter four of this study, data was presented and analyzed using descriptive statistics, correlation and regression analysis. Based on this, the following summary of findings, conclusions and recommendations are drawn and presented below.

5.1. Summary of Findings

Methods in Identifying Training Needs

In the finding, majority of the respondents reported that there were no methods used in identifying training needs such as questionnaires (90.3%), interviews (83.1%), performance appraisal results (78.7%), observations (62.6%), tests (86.6%), and assessment centers (90.0%) in CBE. On the contrary, small percentages of the respondents reported that there were interviews (11%), performance appraisal results (10%), observations (20.4%), and tests (12%). No respondents, however, reported agree/strongly agree for methods of questionnaires and assessment centers in identifying training needs. The overall average mean of training need identification in CBE is 1.77 which is below satisfactory value with mean average standard deviation of 0.801.

Methods of Training evaluations

In the finding, the respondents revealed that questionnaires (45.4%) were used to evaluate and measure the effectiveness of training programs. It was used to obtain employees' opinions, reactions, and views about the training programs. On the other hand, majority of the respondent reported that training evaluation methods such as interviews (60.9%), observations (69.1%), and tests (53.9%) were not used for evaluating the programs. And the overall averages mean value of training evaluations which were used in CBE is 2.60 which is satisfactory value with standard deviation 1.148.

Training Methods

Regarding the method of training the employees received in CBE, the findings revealed that it was through lecture (64.1%), discussion (64.1%), coaching (47.2%), mentoring (41.1%) and seminar (37.3%) in a decreasing order respectively. This implied that most trainings were off-the-job training (lecture, and discussion), while on-the-job training (coaching & mentoring) was next. However, some percentage of the respondents reported that they were not received the training through lecture (25.7%), discussion (18.6%), and coaching (34.9%). On the other hand, the respondents reported that job rotation (44.9%) and demonstration (39.4%) type of training were not given to them; similarly, almost same percentage of them reported that the training was given through job rotation (43.5%), and demonstration (39.1%). The overall mean value of the type of training the respondents receive is 3.03 which is moderate value with a standard deviation of 1.078.

Correlations between Training and Employees' Job performance

The findings in Pearson correlation showed that off-the-job training has positive relationships with all employees' job performance variables of work efficiency, productivity, quality of product/service, customer satisfaction, job satisfaction and motivation. On-the-job training has also showed positive correlation with same variables of employees' job performance. However, on-the-job training has less correlation than of off-the-job training correlations with the variables of job performance.

When job performance variables are combined in to one, the findings revealed that off-the-job training had high positive correlations ($r = 0.511$, $p < 0.01$) with employees' job performance (combined mean value of all variables). On the other hand on-the-job training had moderate positive correlations ($r = 0.372$, $p < 0.01$) with employees' job performance (mean value of variables).

Regressions between Training and Employees' Job performance

In regression analysis, the findings revealed that 27.7% of the variation in employees' job performance can be explained by two independent variables (on-the-job training and off-the job training). It showed that both on-the-job training and off-the-job training had a positive effect and a significant relationship ($p < 0.05$) with employees' job performance. As a result, the training that most employees received in the CBE helped them to increase their performance.

5.2. Conclusions

Based on the findings, the following main conclusions are drawn:

- Questionnaires, interviews, performance appraisal results, observations, tests and assessment centers were not used in identifying employees training needs (at individual level).
- Interviews, observations, and tests were not used for evaluating the effectiveness of training except questionnaires which even were used less frequently.
- Off-the job-training such as lecture and discussion were most frequently used, whereas on-the job training such as coaching and mentoring (less frequently) were used for delivering the training programs.
- The findings in Pearson correlation discovered that off-the-job training had high positive correlations ($r = 0.511$, $p < 0.01$) with employees' job performance. Similarly, on-the-job training had moderate positive correlation ($r = 0.372$, $p < 0.01$) with employees' job performance.
- In regression analysis, the findings discovered that 27.7% of the variation in employees' job performance can be explained by the independent variables. This showed that the training had a significant relationship ($p < 0.05$) and positively related with employees' job performance.

5.3. Recommendations

Based on the finding, the following recommendations are suggested:

- Training need identification is one of the most important initial steps as far as any training program is concerned. The management of CBE should have proper training need identification methods in the organization. It helps the management in identifying the performance gaps and in determining what type of training will successfully address any skills deficits. Conducting needs assessment is fundamental to the success of a training program. Often, the management should develop and implement training first by conducting a needs analysis.
- Evaluation of training success is the most important phase of training in order to assess whether an organization is achieve the desired goal or not. Therefore, the management of CBE should implement proper training evaluation methods for measuring the effectiveness of the program. It compares the post-training results to the objectives expected by managers, trainers, and trainees. The management, therefore, should consider seriously for evaluating training programs in order to assess its effectiveness. It helps the management where improvements or changes are required to make the training more effective.
- The management of CBE should consider the other alternative training methods in addition to lecture and discussion (most frequently used methods in CBE) for delivering the training effectively which in turn has positive effect on employees' job performance. Using variety methods makes the training effective.

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APPENDIX - I :

Questionnaires

**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS SCHOOL OF COMMERCE MASTERS
OF HUMAN RESOURCE MANAGEMENT PROGRAM**

Questionnaires to be filled by employees of Commercial Bank of Ethiopia

Dear Respondents,

The purpose of this questionnaire is to collect primary data for conducting a study on the topic “**The Effect of Training on employees’ performance in Commercial Bank of Ethiopia: the case of Addis Ababa city branches**” as partial fulfillment to the completion of the Masters of Art in Human Resource Management Program at Addis Ababa University.

This study is purely for academic purpose and in no ways that affects the respondent’s personality. It will be kept confidential. So that your genuine view, frank opinion & timely responses are very valuable in determining the success of the study. Therefore, you are kindly requested to extend your cooperation honestly by providing relevant information and filling out the following questionnaires that are prepared for this intention.

Note: You are not required to write your name.

Contact Address: If you have any query, please do not hesitate to contact me and I am available as per your convenience at (Cell phone: +251911746449 or e-mail: ademet93@gmail.com.)

Thank you for your cooperation and timely response in advance.

PART - I

Background Information of employees

Please put a tick mark where you think is appropriate in the box provided.

No.	Items	Option/dimension	Put (√)
1	Gender	Male	
		Female	
2	Age	20-30 Ye	
		31-40 Years	
		41-50 Years	
		51 Years & Above	
3	Marital Status	Single	
		Marital Status:	
		Married	
		Separates	
		Divorced	
		Widowed	
4	Educational Qualification	PhD	
		Masters(2nd Degree)	
		First Degree	
		Diploma	
		Below Diploma	
5	Work Experience (Overall)	1-5 Years	
		6-10 Years	
		11-15 Years	
		Above 15 Years	
6	Current Position	Managerial	
		Non-Managerial	

PART – II

Please kindly, indicate (tick) your level of agreement (perception) with the following statements regarding CBE by choosing from a scale of 1 – 5, whereby 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

1. Questionnaires on Training Need Identification Methods

No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I believed my training needs in CBE were identified based on questionnaires .					
2	I believed my training needs in CBE were identified through interview .					
3	I believed my training needs in CBE were identified based on my performance appraisal results .					
4	I believed my training needs in CBE were identified through observations .					
5	I believed my training needs in CBE were identified based on tests .					
6	I believed my training needs in CBE were identified based on assessment centers .					

2. Questionnaires on Methods of Training Evaluation

No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	After the completion of a training program I could be interviewed for evaluating purpose.					
2	After training, my immediate supervisor always observes me to check whether there is a change in my performance.					
3	After training, questionnaires could be used to obtain my opinions, reactions, and views for evaluating the training programs.					
4	Standard tests could be used to find out whether I have learnt anything during and after the training programs.					

3. Questionnaires on Training Methods

No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	On-the-job training					
1	The training I received in CBE was through job rotation .					
2	The training I received in CBE was through coaching .					
3	The training I received in CBE was through mentoring .					
4	The training I received in CBE was through apprenticeship .					
	Off-the-job-training					
5	The training I received in CBE was through lecture .					
6	The training I received in CBE was through demonstration .					
7	The training I received in CBE was through discussion .					
8	The training I received in CBE was through seminar .					

4. Questionnaires on Employees' Job Performance

No.	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I believed the training I received in CBE helped me to increase work efficiency .					
2	I believed the training I received in CBE helped me to increase productivity .					
3	I believed the training I received in CBE helped me to enhance high quality of product/service .					
4	I believed the training I received in CBE helped me to increase customer satisfaction .					
5	I believed the training I received in CBE helped me to increase job satisfaction .					
6	I believed the training I received in CBE helped me to increase my motivation towards work.					

APPENDIX – II:

Descriptive Statistics of Data with Mean & Standard Deviation

1. Training Need Identification Methods

Descriptive Statistics

Statements	N	Mean	Std. Deviation
1. I believed my training needs in CBE were identified based on questionnaires .	343	1.4227	.66161
2. I believed my training needs in CBE were identified through interview	343	1.7434	.81187
3. I believed my training needs in CBE were identified based on my performance appraisal results	343	1.8717	.80994
4. I believe my training needs in CBE were identified through observations	343	2.3178	1.07110
5. I believed my training needs in CBE were identified based on tests .	343	1.7318	.77859
6. I believed my training needs in CBE were identified based on assessment centers .	343	1.5277	.66992
Overall average mean		1.77	0.801

2. Training Evaluation Methods

Descriptive Statistics

Statements	N	Mean	Std. Deviation
1. After the completion of a training program I could be interviewed for evaluating purpose	343	2.4927	1.06476
2. After training, my immediate supervisor always observes me to check whether there is a change in my performance.	343	2.2974	1.05363
3. After training, questionnaires could be used to obtain my opinions, reactions, and views for evaluating the training programs.	343	2.9534	1.27877
4. Standard tests could be used to find out whether I have learnt anything during and after the training programs.	343	2.6647	1.19507
Overall average mean		2.60	1.148

3. Training Methods

Descriptive Statistics

Statements	N	Mean	Std. Deviation
On-the-Job Training			
1. The training I received in CBE was through job rotation .	343	2.9650	1.19156
2. The training I received in CBE was through coaching .	343	3.0933	1.12001
3. The training I received in CBE was through mentoring .	343	2.8980	1.06160
4. The training I received in CBE was through apprenticeship .	343	2.5743	.99097
Off-the-Job Training			
5. The training I received in CBE was through lecture .	343	3.4402	1.13751
6. The training I received in CBE was through demonstration .	343	2.9184	1.11570
7. The training I received in CBE was through discussion .	343	3.4694	.98442
8. The training I received in CBE was through seminar .	343	2.8863	1.02393
Overall average mean		3.03	1.078

4. The Effect of Training on Employees' Job Performance

Descriptive Statistics

	N	Mean	Std. Deviation
1. I believe the training I received in CBE helped me to increase work efficiency .	343	3.5627	1.02370
2. I believe the training I received in CBE helped me to increase productivity .	343	3.5743	.96102
3. I believe the training I received in CBE helped me to enhance high quality of product/service .	343	3.5569	.97129
4. I believe the training I received in CBE helped me to increase customer satisfaction .	343	3.5656	1.03488
5. I believe the training I received in CBE helped me to increase job satisfaction .	343	3.2857	1.12909
6. I believe the training I received in CBE helped me to increase my motivation towards work.	343	3.4461	1.09592
Overall average mean		3.50	1.036