



**THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEES'
PEFORMANCE AT MINISTRY OF PUBLIC SERVICE AND HUMAN RESOURCE
DEVELOPMENT**

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ACRONYMS/ ABBREVIATIONS

ANOVA	-	Analysis of Variance
EP	-	Employees' Performance
HRD	-	Human Resource Development
HRDP	-	Human Resource Development Planning
HRTDP	-	Human Resource Training and Development policy
MOPSHRD	-	Ministry of Public Service and Human Resource Development
SPSS	-	Statistical Package for Social Science
SD	-	Standard Deviation
T and D	-	Training and Development
TNA	-	Training Need Assessment

Abstract

The study focused on the effect of training and development on employees' performance at the Ministry of Public Service and Human Resource Development. The overall objective of the study is to determine the effect of training and development on employees' performance. The study adopted mixed approach and used both primary and secondary data sources. The primary data collected from MOPSHRD through self administered questionnaire for 156 selected experts and middle level managers through simple random sampling technique and semi- structured interview question employed for human resource director and training coordinator through interview. The collected data were analyzed by using statistical tools (SPSS-Version 21). Both descriptive and inferential statistics were used for the data analysis. The descriptive statistics such as frequency, percent, mean and standard deviation were used for describing the demographic characteristics of respondents and the dependent and independent variables. The inferential statistics like Pearson correlation coefficient(r) and simple linear regression were used to determine if there is relationship existed between independent and dependent variables (training development and employees' performance. The findings indicated that training and development were positively correlated and claimed statistically significant relationship with employees' performance. The study concluded that training and development have positive effect on employees' performance. The findings of the study indicated that there was no sounding and effective training and development practices of the study' consequently the result disclosed the given training and development processes have been unsystematic. Hence, the researcher recommended that the top Management and other training coordinators should apply systematic and authentic training and development practices. Generally, the study recommended that training and development have to be strategic and systematic in order to achieve organizations desire and objective.

Key words: Training, Employees' Performance, Training and Development, Training Need Assessment, Training Delivery, Training Evaluation, and Training Design

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Currently, every organization's top priority is to manage the human resources. Employees are the most precious asset for any company as they can build up or destroy the company and they can affect profitability (Elnaga& Imran, 2013). Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without manpower. Thus, training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job (Abiodun, 1999). Elnaga and Imran (2013) further argue that in order to prepare their employees to do their job as desired, organizations provide training so as to optimize their employees' potential.

Similarly, Adeniyi (1995) stated that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Therefore, training can be takes place in a number of ways; either within the organization or outside the organization. However, systematic approach should be utilized in the training delivery process of any organization to improve or develop the job related performances such as knowledge, skills and attitudes of the employees. As a result, the level of productivity and efficiency of employees could be enhanced to attain to the maximum output through systematic training and development.

According to Elnaga and Imran (2013) tries to state training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related area. Training is considered as the sort of investment by the organization to achieve competitive advantage.

Moreover, in training and development activities, the ability to recognize the systems and subsystems of an organization is an important element. Training and Development exists to promote individual and organizational excellence by providing opportunities to develop workplace skills. The design and implementation of effective training interventions cannot be accomplished without identifying the various processes operating within the system (Laird,

2003). Thus, training is the fundamental area of human resource, which is referred to as a course of diet and exercise for developing the employees' affective, cognitive and psychomotor skills that assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani & Oladele, 2013). Furthermore, Devi & Shaik (2012) explained that training holds the key to unlock the potential growth and development opportunities to achieve a competitive advantage. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness. The effectiveness and success of an organization therefore, lays the people who perform and work within the organization. It follows that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge.

According to Ampomah (2015), training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development.

Nowadays, the Ethiopian government has given greater emphasis in improving the capacity and competency of civil servants and achieves thereby better performance for their organization (Federal Negarit Gazeta, No.515/2007). Consequently every government office is required to develop the capacity and potential of all its employees irrespective of their status through training and development by identifying training and development needs of the employees and preparing the necessary plan and budget for training and development programs.

The Ministry of Public Service and Human Resource Development (MOPSHRD) is one of the Federal Public Service Organizations that are regulated by the proclamation No 916/2015 (Federal Negarit Gazeta .No.916/2015). When the proclamation states the definition of powers and duties of the executive organ of federal democratic of Ethiopia, the duties and responsibilities of the Ministry was also stated. Accordingly, the training and development interventions and their outcomes such as employees' performance, service delivery, good governance, reform implementation and overall organizational performance were emphasized on the proclamation. Moreover, the proclamation promotes conducting research in human resource

development areas. Hence, the objective of this study was to investigate the actual training practice of the organization effect to improving the performances of employees. Moreover, the study was focused on the effect of training on employees' performance in the stated organization. The study will inform the management of Ministry of Public Service and Human Resource Development to increase employees' performance, there is a need to have and retain well trained and motivated employees.

Thus, in this paper the researcher attempts to study the effect of training and development on employees' performance at the Ministry of Public Service and Human Resource Development of Ethiopia.

1.2 Statement of the Problem

This study begins from the realization of the need to effectively administer the effect of training and development on employees' performance. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job (Elnaga & Imran, 2013). Thus, it is obviously known that in the rapidly growing technology and competitive world, human resources are the most important in order for the organization to survive. They are determinants of development, productivity and competitiveness of the organization. Even if, Machineries, materials and money cannot be manipulated and properly utilized without skilled and trained manpower, person's knowledge and skill do not exist forever unless it is refreshed and developed through training (Sitzman, 2008). Therefore, training and development plays a crucial role to improve the performance of employees.

According to Gordon (1992), as cited in Olubukunola (2015) training and development is a type of activity which is planned systematically and it results enhanced level of skills, knowledge and competency that are necessary to perform work effectively and efficiently. Similarly, based on the view of Vemic, (2007) training and development of employees is a continuous procedure which is the only meaningful and logical approach in the condition of knowledge obsolescence, dynamic changes and increasing need for constant product and service innovations. Moreover, Training and development are indispensable strategic tools for effective individual and the organization's performance, thus, organizations are spending money on it with confidence that it will earn them a competitive advantage in the world of business. Therefore,

training and development need to encourage creativity ensure inventiveness and shape the entire organizational knowledge that provides the organization with uniqueness and differentiates it from others. Hence, the organization should identify the type of skills, attitudes, behavior, knowledge, concepts and operating capabilities to be developed through training and development.

Training and development is among the most important human resource practices and one of the most heavily researched topics. Most of these researches are for the private sector and companies which are profit oriented. This makes the study is very relevant as it targets the public sector. Some organizations express dissatisfaction with their productivity after subjecting their employees through accurate training and development programs. However, most developing nations public sectors are poor at implementing appropriate training and development; consequently, the organizations were found to be unproductive due to poor performance of employees. On the other hand, according to the preliminary survey conducted by the researcher, Ministry of Public Service and Human Resource Development does not have clear policy for employees training and development practice.

The HRM practice of the Ministry was governed by the general provisions specified in Federal Civil Servants Proclamation no. 515/2007 and related directives. ‘The absence of clear HRM training and development policy may result in inconsistent practices and likewise, as the researcher observed and communicate with human resource director and other concerned groups before the commencement of the research, at the Ministry of Public Service and Human Resource development, training and development processes are unsystematic’. Such existing problems urged the researcher to carry out the research on the effect of training and development on employees’ performance, at the Ministry of Public Service and Human Resource Development. The researcher had also an opportunity to see that most of training programs are not effective because there is no need assessment in for training, who need to be trained, the alignment of the training with the organization’s strategy and its objective, who will conduct the training?, how will the knowledge and skills learned transferred to the job? How will the training be monitored and evaluated? Lack of evaluation may be the most series problem in most training and development efforts at the Ministry. Furthermore, the researcher cannot be able to find other relevant studies at the Ministry of Public Service and Human Resources Development.

Finally, attempts will be made to consolidate facts from different literatures to narrow the gap that exists concerning the research.

1.3 Research Questions

- How Training and Development Practiced at the Ministry of Public service and Human Resource Development?
- What are the major factors affecting Training and Development at the Ministry of Public service and Human Resource Development?
- How does training and development contribute to employees' job performance, at the Ministry of Public Service and Human Resource Development?
- What are the challenges associated with training and development at the Ministry of Public Service and Human Resource Development?

1.4 Research Objectives

1.4.1 General Objective

The overall objective of the study is to determine the effect of training and development on employees' performance at the Ministry of Public Service and Human Resource Development of Ethiopia.

1.4.2 Specific Objectives

- To assess the training and development practice at the Ministry of Public Service and Human Resource Development.
- To identify factors affecting training and development at the Ministry of Public Service and Human Resource Development.
- To investigate the contribution of training and development on employees' job performance, at the Ministry of Public Service and Human Resource Development.
- To determine the challenges associated with training and development at the Ministry of Public Service and Human Resource Development.

1.5 Scope of the study

The study was conducted at Ministry of Public Service and Human Resource Development. The Ministry of Public Service and Human Resource Development is one of the federal organization located in Addis Ababa. The reason behind selecting the above organization is due to the fact that many public service organizations can be represented at the national level. Moreover, the organization has proximity to the researcher's residence to gather data related to the study. Obviously, there are many human resources Practice which affect the performance of employees in an organization such as Performance appraisal, motivation, reward etc. However, while conducting the study at the Ministry of Public service and Human Resource Development, the study was focused only on the effect of training and development on employees' performance. Methodologically this study used cross-sectional survey. Hence, data was collected from the sample respondents selected through simple random sampling technique at the same time at one point in time and the respondents involved in this study was 156 employees selected randomly at the Ministry.

1.6 Significance of the study

There is a need for development of skills, knowledge, and capability of employees' job performance in an organization. This need becomes very crucial for the accomplishment of the desired objectives of the organization and improvement of the performance deficiency of employees in the organization. It is also hoped that the findings will be yield empirical results that would be useful to the human resource analysts, Consultants, who utilize the public sector human resources statistics to evaluate employee performance. The study also serves as a secondary source for those who want to make further study. Government officers and policy makers would also find the results of the research as a useful device to understand the problems facing employees' performance to raise training and development strategies and how to overcome them. This research is essential for any organization as a document to enhance performance of employees.

1.7 Operational Terms

- Training: - Training is the act of increasing the knowledge and skills of an employee for doing a particular job. It is a short term educational process and utilizing a systematic

and organized procedure by which employees learn technical knowledge and skills for a definite purpose.

- Development: - development is the growth of employees in all aspects associated with the overall growth of employees and it is a long term perspective and career centered in nature.
- Employee performance:-employee performance is a job related activities expected of a worker and how well those activities were executed.

1.8 Limitation of the study

The willingness of the respondents was the major limitations to the study as some of the employees felt uncomfortable and others were simply not bothered; and the other limitation include the absence and inaccessibility of information during gathering of the data. Regarding to the willingness of the respondents the researcher assured that the respondents' confidentiality was maintained such information only used for the research purpose. The study covered only one Federal Public Service organization its findings cannot generalize other private sector more updated contribution regarding to the effect of training and development on employees' performance.

1.9 Organization of the paper

The paper contains five chapters and organize as follows:- chapter one which consists of background of the study, statement of the problem, research question ,objectives of the study, scope of the study, significance of the study, and operational terms.The second chapter discusses about the relevancy of the study in the existing literature, and it provides employees training and the relationship between training and employees' job performance.

The third chapter discusses the research methodology which contains: - research design and approach, data types and sources, instrument design/ measurement, sample design, data collection method, and data analysis method, and similarly it also contains a discussion on the used methods in data analysis as well as the tools used to acquire the data.

The fourth chapter of the thesis is the analysis and findings of the study. The data presented is statistically treated in order to cover the relationship of the variables involved in the study.

The last chapter is comprised of three sections: Summary of the findings, conclusions and the recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter examines previous literature related to the effect of training and development on employees' performance. In this section the researcher reviewed different sources of literature related to concepts on the effect of training and development on employees' performance. The review raises basic issues like, the concepts and definition of training and development, training and development philosophy, training and development policy, benefits of training and development, training design, training and process, the relationship of training and employees performance and finally the conceptual framework of the effect of training and development on employees' performance.

2.1 The concepts and definition of Training and Development

Training & Development have been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is the workforce capability enhancement.

Training is a planned effort to enable employees to learn job related knowledge, skills, and behavior. Development involves acquiring knowledge, skills, and behavior that improve employees' ability to meet the challenges of a variety of new or existing jobs, including the client and customer demands of those jobs. Development programs often focus on preparing employees for management responsibility (Noe, 2011).

Training and development is defined as a process of systematically developing work-related knowledge and expertise in people for the purpose of improving performance (Richard, Swanson Elwood- and Holton III, 2008). Training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who work in organizations to become more effective and efficient in their work. Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of workers. Training is necessary to help workers qualify for a job, do the job, or advance, but it is also essential for enhancing and transforming the job, so that the job actually adds value to the enterprise. Training facilitates learning, but learning is not only a formal activity designed and encouraged by specially prepared trainers to generate specific performance improvements.

Learning is also a more universal activity, designed to increase capability and capacity and is facilitated formally and informally by many types of people at different levels of the organization. Training should always hold forth the promise of maximizing learning (Richard, Swanson, Elwood and Holton III, 2008).

According to Mahapatro (2010) training is an organized activity for increasing the knowledge and skills of the people for a definite purpose. It involves systematic procedures for transferring technical knowhow to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training program. Mahapatro (2010) stated that training refers to the teaching, learning activities carried on for the primary purpose of helping to the members of an organization to acquire and reply the knowledge, skills, and abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job.

Training and development constitute an ongoing process in any organization., Training is the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2001).

According to Dessler (2008) even when employees are carefully selected, it does not guarantee still for the total acceptable for the employees performance. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training for newly employed starts with organizational orientation. Cole (2004) postulates that human resources are the most dynamic of all the organization's resources and therefore they need considerable attention from the organization's management, if the human resource are to realize their full potential in their work. Training and development activities just as most other activities in an organization depend on policies and strategies of the organization.

Training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job (Armstrong, 2001). The term "training" indicates the process involved in improving the aptitudes, skills and abilities of the employees to be performed specific jobs (Aswathappa, 2000). Training helps in updating old talents and

developing new ones. Successful candidates placed on the jobs need training to perform their duties effectively. The principal objective of training is to make sure the availability of a skilled and willing workforce to the organization (Kulkarni, 2013). In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social. Training objectives tell the trainee that what is expected out of him at the end of the training program (Karthik, 2012).

Training objectives are of great significance from a number of stakeholder perspectives; trainer, trainee, designer, evaluator. According to Dessler (2005) defines training as methods used to give employees' skill they need to perform their jobs. Therefore, training implies preparing an employee for an occupation or specific skills. In this case, it has to be narrow in its focus and be for the job, rather than personally oriented. Training is usually provided to adults and is aimed at producing an improvement in performance at work, by addressing weaknesses in knowledge, skills, or attitudes. It tends to be more practically focused and can take place in a variety of environments and concerned with the acquisition of knowledge, skills and attitudes.

According to Kulkarni (2013) employees development programs are designed to meet specific objectives, which contribute to both employees and organizational effectiveness. These include reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on the participants' quality of work life. Mathis and Jackson (1997) have explained that, there is the existence of distinction between training and development. Training is a learning process whereby people acquire skills and knowledge to aid in the achievement of goals. Training provides employee with specific identifiable knowledge and skill for use on their present job. On the contrary they also explained development as being broad in scope and focusing on individual gaining new knowledge and skills useful for present and future jobs. Development is different from training in that it is often the result of experience and the maturity that comes with and it focuses on less tangible aspects of performance such as attitudes and values. Whereas training focus on learning specific behaviors and actions, demonstrate techniques and processes. It is a short term and its effectiveness is matured by performance appraisals, cost benefit analysis, passing test or certification. Development focuses on understanding information concepts and context, develop judgments, expand capacities for assignments, and long term in duration. Its

effectiveness measured qualified people available when needed: promotion from within possible HR-based competitive advantage (Mathis and Jackson, 1997).

Training is defined as a short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose (Samson and Timothy, 2014). The term development in this context refers broadly to the nature and direction of change induced in employees as a result of educational and training programs and it is managerial in nature and is a career focused.

Table 2.1 Training vs. Development

Training	Development
Training means learning skills and knowledge for doing a particular job. It increases job skills	Development means the growth of an employee in all respects. It shapes attitudes
The term “Training” is generally used to denote imparting specific skills among operative workers and employees.	The term “development” is associated with the overall growth of the executives.
Training is concerned with maintaining, and Improving current job performances. Thus, it has a short-term perspective.	Executive development seeks to develop competencies and skills for future performances. Thus, it has a long-term perspective.
Training is job centered in nature	Development is career centered in nature.
The role of trainer or supervisor is very important in training	All development is “self-development”. The executive has to be internally motivated for Self-development.

Source: Samson and Timothy (2014)

2.2 Training and Development Philosophy

The training philosophy must describe the overall considerations and beliefs of the organization towards knowledge acquisition and the sensible utilization of all knowledge media available. The scope and general practices should be presented in concise statements by the training systems unit and should be agreed upon by the executives of the company. According to, Ghosh & Kumar (2003), some of the main statements of any training philosophy would include the following.

- Training is the responsibility of the company and of every employee of the organization, training system is as much a part of the company's operation as any man, machine, or method.
- A training system must be implemented through the active involvement of the managers and they will be responsible for its continuation.
- A training system must provide training opportunities for all employees.
- A training system must offer a wide variety of courses and subject matter and have reasonable, logical beginning point for each employee to enter in to the system.
- The training system must not be limited in the use of any source of knowledge or information.
- The acquisition of knowledge by every employee must be a continuing process.
- The true measurement of any knowledge is the performance of the employee in utilizing this knowledge on the job.
- The organization must recognize the achievement of each and every employee.
- The training system must not in any way be involved in the use of pressure or forced participation. It must be voluntary.

2.3 Training and Development Policy

Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with, (Armstrong & Stephens, 2005). In human resource management practice, there could policies on training and development, recruitment and selection and salary administration and compensation; just to mention a few. Such organizational policies (human resource policies) are either formally expressed in manuals or informally as have grown from customs and traditional practices over the years. However to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted. Again there is the need for senior management to communicate policies if they have not been written. The attend time taken that could be used on more pressing

issues and the confusion that comes with oral traditions could be avoided with a formally expressed policies in a manual.

Human resource development policy (HRDP) can be defined broadly as the policies or administrative regulations that governments and firms implement to improve the employees' performance. As such, HRDP can be distinguished from more socially oriented terms such as workforce development policy (WDP), which have very diffuse outcomes. It is also distinguished from narrow terms such as human resource development or strategic human resource development, which are specifically used to encompass corporate policies designed to govern employment condition in a specific firm (Willey, 2014, P: 459).

2.4 Benefits of training and Development

According to Mahapatro (2010) employee training and development initiatives can transform organizations by providing extra skills to your employees not only increase safety and productivity but also training leads to higher job satisfaction, which shows up in better organizational performance. Valuable training also include situational training that provides personnel the skill sets that allow them to make timely, knowledgeable decisions that benefit both the customer and the organization .

The major benefit of employees training is to enhance and improve knowledge, skills, and attitudes in order to higher employees' performance. According to Cole (2002), cited in Mozael (2015), the foundation stone for human resources management is training as it can be of immense benefit to the individuals as well as organization, in the short and long term. Some of the benefits from employees training are: firstly, enhances and increases the quality and ability of employees toward work related tasks, and eventually achieve change management - for instance, increasing new skills and information which lead to better understanding among employees. Secondly, training program provides the possibility for employees to upgrade their career, including enhanced safety and security at the workplace which could lead to reduced employee turnover. Thirdly, one of advantages of training is the reduced cost and time because a well-trained employee will be able to achieve tasks within a shorter period of time and with minimum cost. Finally, training helps employees to enhance their morale and motivate them to perform their tasks easily.

According to Athar & Shah (2015) stated that training has important role in the achievement of organizational goal by integrating the interest of the organization and the workforce. The employees are the assets and the most important resources for organizations so that organizations that provide training to their employees increase their productivity. Therefore the training and development is an important function for the survival of any organization. According to Kum, Cowden & Karodia (2014) again stated that effective employee training leads to an increase in quality of goods and service as a result of potentially fewer mistakes. Consequently, accuracy, effectiveness, good work, safety practices and good customer service can be expected. The researchers concluded in their study effective employees training lead to an increase in quality as a result of potentially with fewer mistake. Moreover, effective development program allow for the organization to maintain a workforce that can adequately replace employees who may leave the company or who are moved to other areas.

2.5 Training program

According to Elnaga and Imran (2013) concluded that training program is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of organizations specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that training has a positive impact on employee performance.

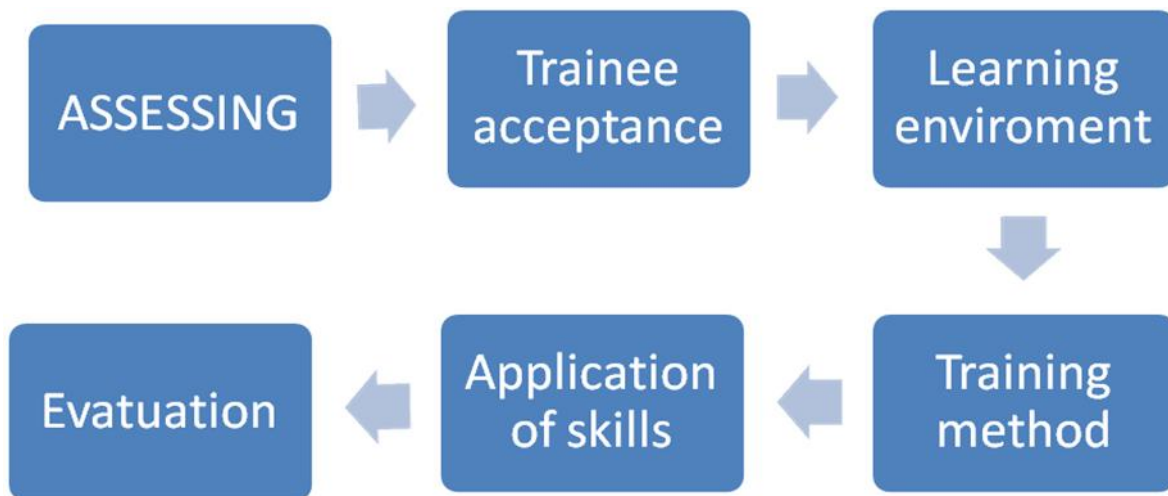
2.5.1 Designing effective training program

According to Wendy (2007), cited in Aberash Jenberu (2013), when training design to be effective, training needs to follow a systematic process as can be seen in the following figure 2.1

- Assessing needs- identify the type of training needed; this may be through an organizational analysis, a person analysis or a task analysis.
- Trainee acceptance- involves the employee accepting the need for training, and having the motivation and basic skills to be able to master the raining content.
- Learning environment- refers to identifying whether the factors are available to enable learning to occur. This will identify the learning aims and objectives to be achieved, the materials available, feedback, evaluation process and other administrative processes.

- Training method- identify how the training will take place, such as on or off the job. The training method needs to be appropriate for the learning environment.
- Application of new skills - ensures that trained employees are able to apply their new skills to the job and should involve self management strategies and peer and management support.
- Evaluation - determines whether training has achieved its objectives of changed behavior and improved performance.

Figure 2.1 Designing effective training program



Source:-Aberash, (2013) adopted from Wendy (2007)

2.6 Training and development process

Training needs analysis is sometimes assumed concerned only with defining the gap between what is happening and what should happen as argued by (Armstrong, 2000). This is what has to be filled by training: the difference between what people know and can do, and what they should know and be able to do.

2.6.1 Training needs assessment

Needs assessments consist of various components different authorizes argued that it is essential to identify the team competencies that are needed. These competencies may include the requisite knowledge, skills, behaviors, or attitudes necessary to improve performance. Other competencies

might also be considered before training, such as goal setting, planning, and problem solving. The competencies developed as part of needs assessment can be applied on either an individual or team level. According to Ellis (2005), cited by Fayeze (2012), researchers have identified five categories of task-and team-generic competencies, three of which are considered important: planning and task coordination, collaborative problem solving, and communication. The results of the studies described above indicate that the success of any training program depends on the training need assessment and how it was designed (Fayeze, 2012).

Training would be designed to help the organization accomplish its objectives. Consequently, assessing organizational training needs represents the diagnostic phase of setting training objectives. The assessment phase considers employee and organizational performance issues to determine if training can help. When doing the training needs assessment, it is important to consider non-training factors such as compensations, organization structure, job design, and physical work settings. Mathis and Jackson (2004), further note that organizational analyses, job analyses and individual analyses could be used to identify training needs. After training needs have been identified using appropriate analyses, then training objectives and priorities must be established by identifying a skill gap or training need, which is the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives and priorities are set to close the gap.

In general training need assessments (TNAs) are a popular and valuable tool for the human resource development professional in determining an organizations' skill, knowledge and talent base. At the same time it provides information on areas where training programs can be effectively implemented with greatest impact (Dahiya & Jha, 2011).

2.6.2 Training Design

Once training objectives have been identified, the next stage is to develop the training design. Training must be designed to address the assessed needs. Effective training design considers learning concepts, legal issues, and different approaches to training (Dahiya&Jha, 2011).

2.6.3 Training Delivery/Implementation

After the development of the training design, then begins the actual delivery of training. It is generally recommended that the training be pilot-tested or conducted on trial basis in order to ensure that the training meets the needs identified.

2.6.4 Evaluating Training and Development Program

This stage compares the post-training results to the objectives expected by managers, trainers and trainees. Often times, training is conducted with little thought of measuring and evaluating it later to see how well it worked. Mathis and Jackson (2004) suggest that because training is both time-consuming and costly, it is imperative that there is evaluation after training.

This is final step in the training and development process is the evaluation of the whole training program. The evaluation process is very important because, the training had at it set of some objectives to achieve and thus the evaluation process at the end of the training program.

The evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training program. This is done by comparing the results of the training with the objective of the training and development program that were set before the commencement of the program. The criteria used to evaluate training and development program depend on the objectives set (Mathis and Jackson, 2004). Ivancevich (2010) indicated that it is more effective to use multiple criteria to evaluate training. There are also others who argue that a single criterion such as the extent of transfer of the training to the job performance is enough or satisfactory approach to evaluation.

According to Mahapatro (2010) the evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training and development process. Because of it becomes the tool used to tell us if we reached our intended goals or objectives. Training refers to the teaching, learning activities carried on for the primary purpose of helping members of an organization to acquire and reply the knowledge, skills, and abilities and attitudes needed by that the organization. It is the act of increasing the knowledge and skill of employees for doing a particular job. Evaluating training and development program is not a one-time process. It is an ongoing throughout the entire stages of training program. Evaluation is a process of obtaining information and using it to make judgment and decisions. Evaluation of the training program is performed during the assessment, design and

implementation. It includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back to the job. The information gathered from the training evaluation is then included the next cycle of training needs assessment. Silberman (1990) also states that one can design his/her active training program to provide for obtaining feedback and evaluation data on an ongoing basis so that he/she can make adjustments earlier one time.

The implementation of training and development serves as transformation process. Untrained employees are transformed in to capable workers and present workers may be developed to assume new responsibilities. To verify the program's success, personnel managers increasingly demand that training and development activities be evaluated systematically. Lack of evaluation may be the most series problem in most training and development efforts.

Figure 2.2 Model of Training Process



Source: Armstrong, (2000)

2.6.4.1 Stages of training and development program evaluation

It is important to evaluate training in order to assess its effectiveness in producing the learning output was planned and to indicate where improvements or changes are required to make the training even more effective (Armstrong; 2001),Yacob Uloro cited in (2011). Hence, the evaluation of training and development should be an inbuilt activity that starts from the beginning. These are:-

Formative evaluation- these phase includes all the evaluation of the needs and justification for the training, adequacy of preparation of work, participates' background and appropriateness, the

availability of the necessary resources for the training in both quality and quantity for the training and development.

Process evaluation- this is the evaluation of the training while it is in operation. This is mainly done by the form of daily review. It mostly focuses on whether daily activities are begun accomplished according to plan.

Summative evaluation- at the end of the training event the whole program is evaluated to find out if it has achieved its immediate objectives. Participants' opinions are gathered through employing different data collection approaches and instruments.

2.7 Problems of Training and Development Implementation

HRTD activities in organizations can be influenced by different factors. HRTD efforts are subject to certain common mistakes and problems. Most of the problems were resulted from inadequate planning and lack of coordination of efforts. According to (Mathis and Jackson, 1997) cited in Yacob Uloro (2011), the common problems in HRTD are inadequate needs analysis, trying outdated programs or training methods, abdicating responsibility for development to staff, trying to substitute training for selection, lack of training among those who lead the development activities, using “courses as the road to development”, encapsulated development attitude of managers, availability of resources and financial problems.

Management capacity and attitude:-

The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program's one of the major factors that influences the process and expected results of the program. The knowledge and attitude of managements are crucial for the success and effectiveness of training and development program (Gumez, 1995). Therefore Managers 'at all level of particularly top managements should provide real support for training and development of the employees in the organization'. In addition to managers should be committed to involve in the HRD process which are crucial in integrating the training and development activities in the strategic process.

Availability of resources:-

The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (Monday, 1990). Therefore, organizations that consider shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial problem:-

Financial problem is the major constraints that hamper the implementation of effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. In addition, the implementation of effective and proper training and development programs are influenced by various factors. Such as in adequate planning, lack of coordination various efforts, in adequate need analysis and lack of training among those who lead the training and development activities are some of the common constraints that affect the effectiveness of training and development programs (Mathis & Jackson, 1997).

2.8 Training and development related employees' performance

According to Mathis & Jackson (1997), training is a planned and systematic effort to modify or develop knowledge, skill, attitude through learning and experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job and realize their potential. Buckley & Caple (2009) on the other hand argued, training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who work in organizations to become more effective and efficient in their work.

Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of Employees in the organization. There is a positive relationship between training and development and employee performance. Training creates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Sri divya &

Gomathi, 2015). Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individuals' effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). According to Amisano (2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

Satisfaction:-

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

Knowledge

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

Employee Commitment

Employee commitment is the feeling of loyalty that employees have towards the organization that they work for, which largely depends on the extent to which they believe in the values and aims of the organization and feel personally involved in the task of making the organization successful (Brum, 2007).

2.9 Employee performance

Employees Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness, (Hameed & Waheed, 2011). Employee training plays an important role as it enhances efficiency of an organization and helps employees to boost their performance in an efficient manner.

There are many reasons that create the barriers to perform the task, such as organization culture and politics. Some of the employees lack skills, abilities, knowledge and competencies due to this they will be failed to accomplish task on timely basis (Athar & Shah, 2015).

According to Zehra (2014) stated that an effective Human Resources Management gives chance employees to contribute effectively and productively to the overall company direction and the accomplishment of the organization's goals and objectives. In working life, the most important value is employees. That is why Human Resources Management is the key factor for success of a business. Being a global world and being a part of global competitive market processes force businesses to manage human factors more truly for every level. As Mekdes, (2015) cited from Armstrong (2000), and Kenney et al, (1992), employee performance is the important factor and the building block which increases the performance of the overall organization.

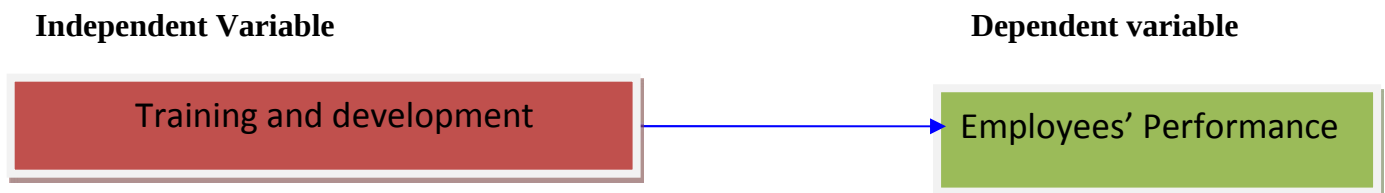
Employees' performance depend on many factors like job satisfaction, knowledge, commitment and the management view but the most important factor of employee performance is training and development. As Kenney.et al (1992) cited in Mekdes, (2015) stated that employees' performance is measured against the performance standards set by the organization. Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior. 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 are as follows.

- Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed.
- Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible.
- Effectiveness is the ability of employees to meet the desired objectives or target.
- Productivity is expressed as a ratio of output to that of input.
- Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs. (Kotler & Armstrong, 2002 cited on Mekdes, 2015) it is increasingly achieving better products and services at a progressively more competitive price

2.10 Conceptual framework

The proposed model as a devise in the light of literature review of past researchers conducted in different studies related to employees' training and performance. The propose model is self made and explains the relationship between employees training and employees' performance. Employees' performance is a dependent variable and Employees training and development is independent variable. To this end, this study would guided by the following conceptual framework, which used to explain the interrelationship between the variables. Consequently, the conceptual framework developed as of the review of related literature.

Figure 2.3 Conceptual Framework Model



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design and Approach

The study also used explanatory research design by explaining, understanding and predicting the relationship between variables. The research would employ mixed approach. This study utilized cross-sectional survey in which all relevant data were collected at a single in time. The qualitative data collection methods, involving one-to-one interviews with selected respondents were conducted.

3. 2 Data types and sources

3.2.1 Primary Data Source

The study was conducted based on the collection of both primary and secondary data. Primary data were collected through the use of well structured questionnaire that contain relevant questions regarding training and development, and employees' performance at the organization.

The questionnaire was used to allow the response of the respondents in a standard and direct way, unbiased approach and objective oriented questionnaire was as a preferable data-gathering tool for this research. The interview also conducted to gather information on the subject from human resource director of the organization to ascertain managements view on how; the Ministry of Public service and Human Resource Development had traditionally dealt with issues of training and development related to employees' performance.

3.2.2 Secondary Data Sources

The secondary source was included all relevant available data that had been prepared, collected, and analyzed by others which included other relevant researches, from journals, textbooks, reports and other source documents related to the study.

3.3 Instrument design/measurement

3.3.1 Questionnaire

To construct the questionnaire firstly, main areas of indicators were developed to measure the relationship between training and development with employee performance based on the research problems and objectives.

The questionnaire variables were measured using Likert scale with five response categories, (strongly disagrees, disagree, neutral, agree, and strongly agree). Permission for the survey was granted by Ministry of Public Service and Human Resource Development. After getting permission, the questionnaire was distributed to the respondents.

3.3.2 Interview

In addition to collecting data through questionnaire, qualitative data collection method is used. One-to-one interviews with selected respondents had been conducted. The interview also conducted to gather information on the subject from the management of the organization to ascertain management view on how to Ministry of Public Service and Human Resource Development has traditionally dealt with issues of training and development related to employees' performance. Semi-structured interview has held to obtain data for further clarity and credibility of the research. Before the administration of the interview, the researcher briefly explained the purpose of the interview to the participants and confidentiality of information that the information they provided. In this study interview was undertaken to get views and opinions about the practices of training and development. The purpose of interview is to triangulate and strengthen the information's obtained through questionnaires.

3.4 Sample design

3.4.1 Target Population

The preliminary survey undertaken by the researcher before the questionnaire distributed indicates that there are 256 employees. The target population was applied in each individual working in different directorates of the Ministry of Publics Service and Human Resource Development. The study was undertaken, so the researcher had drawn the sample from this total population.

3.4.2 Sample size

Sample size to be referred to the appropriate number of respondents chosen for the study, and it was extracted from the total population of employees working in the organization; considering the fact that studying a subset of the population would be manageable size relative to study the entire population due to time, cost and accessibility. Thus, the sample size was chosen so as to represent the whole population. In this study, the sample size was determined through the use of Yamane's Statistical Formula and illustrated as follows:

$$n = \frac{N}{1 + N(e^2)}$$

Where n = sample size

N = population of the study

e = % level of significance or margin of tolerable error.

The researcher was considered 5% level of significance or margin of tolerable error and the confidential level is 95%. By computing the sample size of the population using the above formula, the sample size to be included to the study will be 156 employees.

$$n = \frac{256}{1 + 256(0.05^2)}$$

$$N=156$$

3.4.3 Sampling Technique

The sample of the total population was stratified on the basis of each directorate. Hence, the sample size representing the number of staff who receives questionnaires divided into stratum.

$$n_x = \frac{n(P)}{N}$$

Where n_x is sample size in each level

n = total sample size of the study

P = population size of staff in each stratum

N = total population of the study

Table 3.1 stratum representation of the sample size

No	Name directorates	P	n	N	$n_x = \frac{n(p)}{N}$	n_x
1	Public Service Transformation directorate	10	156	256	$n_x = \frac{156(10)}{256}$	6
2	Administrative Tribunal	12	156	256	$n_x = \frac{156(12)}{256}$	7
3	Regulatory and compliant handling directorate	5	156	256	$n_x = \frac{156(5)}{256}$	3
4	Communication and International Relation directorate	12	156	256	$n_x = \frac{156(12)}{256}$	7
5	Internal audit directorate	8	156	256	$n_x = \frac{156(8)}{256}$	5
6	Youth and Women affairs directorate	8	156	256	$n_x = \frac{156(8)}{256}$	5
7	Legal affairs directorate	8	156	256	$n_x = \frac{156(8)}{256}$	5
8	Institutional plan &Resource Coordination Directorate.	33	156	256	$n_x = \frac{156(33)}{256}$	20
9	Finance &Procurement Directorate	16	156	256	$n_x = \frac{156(16)}{256}$	10
10	HRM Directorate	10	156	256	$n_x = \frac{156(10)}{256}$	6
11	Property and General Service directorate	10	156	256	$n_x = \frac{156(10)}{256}$	6
12	Public Service Reform Implementation Management Directorate	24	156	256	$n_x = \frac{156(24)}{256}$	15
13	Program Coordination Directorate	13	156	256	$n_x = \frac{156(13)}{256}$	8
14	Inspection Directorate	17	156	256	$n_x = \frac{156(17)}{256}$	10
15	HRM Study Directorate	30	156	256	$n_x = \frac{156(30)}{256}$	18
16	HRM Information & ICT directorate	40	156	256	$n_x = \frac{156(40)}{256}$	24
	Total	256	2496	4096	$n_x = \frac{256(2496)}{4096}$	156

Source: (Ministry of Public Service and Human Resource Development, 2009 E.C)

3.5 Data Collection Method

The researcher was collected primary data for the study using questionnaire and interview methods. First the researcher asked permission from the Ministry of Public Service and Human Resource Development. Following this, respondents who were going to fill the questionnaire such as, experts and middle level managers at the Ministry of Public Service and Human Resource Development was identified. Then, the respondents were informed about the purpose of the study and how to complete the questionnaire. In addition, during the administration of the questionnaire, a clarification for some questions was explained to the respondents so as to avoid doubts and confusions. Finally the questionnaire was collected and the interviews were conducted following the consent of human resource director, middle level managers and training coordinators by using interview guides.

3.6 Data Analysis Method

In order to ensure completeness and logical consistency of responses, data editing was carried out by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing was done, the data were analyzed using quantitative techniques. The quantitative data collected by using instruments were categorized through coding, tabulation, and by drawing statistical inferences and analyze by using statistical tools. The data which were collected by the researcher was analyzed with the help of the Statistical Package for Social Sciences (SPSS) version 21.0, and then the researcher generated descriptive statistics such as frequencies and percents and mean and standard deviation. The analysis of the study was also used inferential statistics like Pearson's correlation and simple linear regression.

The Correlation analysis was employed to conduct analysis of the association between the two variables; training and development and employees' performance. The regression analysis was used to establish the effect of training and development related to Employees' Performance. The data was collected through interviews to supplement and strengthen the information obtained from questionnaire and open ended questionnaires were analyzed qualitatively and logically interpreted by the researcher in a way to answer the statement of the problem.

3.7 Pilot Test

A pilot test was conducted to test and check the reliability of the items of the questionnaire and to make the necessary correction. In measuring reliability of data, the main criterion should be dependability or truth worthiness of the data. Construct internal consistency was checked through computing Cronbach's Coefficient alpha (Zikmund, Babin, Carr & Griffin (2009). Accordingly, the reviewed questionnaire was pre-tested using Cronbach's alpha reliability measurement scales on a sample of 19 randomly selected experts and managers the result was at Alpha value of 0.961. Cronbach alpha resulted 0.961 for a number of items 34, indicated that the survey instrument is reliable instrument. Based on the response of the pilot test the researcher also consult with experienced individuals to the validity and after getting comments the researcher corrected and adjusted the mistakes which were suggested by individuals. Finally, the researcher was distributed and administered the questionnaire to the selected sample respondents of the study.

3.8 Validity and Reliability analysis

According to common knowledge research principles an instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed. To ensure validity of the instrument, face, and content validity the questionnaire was given to professionals for judgment, appropriateness and over all evaluations. Reliability, on the other hand relates to the consistency of collected information. Cronbach's alpha is a coefficient of reliability. It was first named by Lee Cronbach in 1951, as he had intended to continue with further coefficients. The measures can be viewed as an extension of the Kuder-Richardson Formula SPSS.21. Accordingly, reliability analysis was run to check the reliability of the instrument employed in this research, and the result presents as follows.

Table 3.2 Cronbach's alpha, coefficient of reliability

Cronbach's Alpha	N of Items
.969	34

Source :(survey data, 2017)

As shown in the above table (table3.2), the reliability score for the data collection instrument for all 34 items is .969. In this regard, as noted by Zikmund, et al. (2009), noted,

scales with a coefficient alpha greater than .80 are considered to have a very good reliability. Therefore, based on the above test results, this instrument scored acceptable Cronbach's alpha and the instrument is found reliable.

Table3. 3 Cronbach's alpha , coefficient of reliability

No	Variables	Item number	Cronbach's alpha
1	Training need assessment	4	0.865
2	Training and development design	4	0.817
3	Effectiveness of training design	4	0.830
4	Factors effecting TandD delivery	3	0.785
5	Challenges of implementing T and D	5	0.904
6	Training design evaluation	6	0.926
7	Employees' performance	7	0.901

Source: - (survey data, 2017)

As shown in the above table (table 3.3), the reliability score for the individual subscales (Training and development subscales and employees' performance) ranges between .785 and .926. In this regard, as noted by Zikmund, et al. (2009), noted, scales with a coefficient alpha greater than .70 were considered to have a good reliability. Therefore, based on the above test results, both individual subscales of the instrument scored acceptable Cronbach's alpha and the scales are found reliable.

3.9 Ethical consideration

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Although this research consisted of the analysis and review of scholarly literature, such as books and journal articles, every respondents involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations were at the base these research are Fairness, openness of intents, discloser of methods, respect or the integrity of individuals, informed the willingness of on the part of the subjects to the participants to the research activity.

CHAPTER FOUR

DATA ANALYSIS AND INTERPETATION

4.1 Introduction

This chapter shows results and interpretation of the collected data. It consists of two sections. The first section treats the characteristics of respondents in terms of sex, age, educational qualification, work experience and position of the respondents. The second section discusses the main part of the study, the analysis and interpretation of data those were collected through questionnaire and interview from human resource development director and other concerned groups about the practice of training and development at the organization.

Results are presented in respect of the effect of training and development on employees' performance, in the form of efficiency and effectiveness, commitment, responsibility, confidence and work satisfaction with in the Ministry of Public Service and Human Resource Development context. On the other hand, to interpret the practice of training and development in the stated organization, the statistical tool used for the analysis and presentation of data in this study was the Statistical Package for the Social Sciences (SPSS) version 21. Descriptive and inferential analysis of the study was presented respectively. The data for this study was collected using a questionnaire and unstructured interview schedule to identified sample respondents. The total of 156 questionnaires were circulated and 150 were collected that accounts 96 % response rate, 6 of them were unfiled no questionnaires were discarded due to missing data. This response rate was very good to make conclusions on the effect of training and development on employees' performance. Accordingly, the analysis of this study is based on the number of questionnaires collected.

4.2 Descriptive Statistics

Descriptive Statistics in the form of frequency and percent and mean and standard deviation for all variables and for the responses of all respondents were computed. Computed means signifies levels of agreeableness and disagreeableness of the respondents.

4.2.1 Demographic characteristics of the respondents

The first section of the questionnaire consists of five items about demographic characteristics of the respondents such as: gender group of respondents ,age group of respondents , academic qualification of respondents, work experience of the respondents and position of the respondents to help the categorize employees because the Ministry of Public Service and Human Resource Development has different group of employees. The following table summarized the data Pointed out certain of the respondents.

Table 4.1 Demographic characteristics of the respondents

No	Items	N= 150	Frequency	Percent %
1 1	Gender group of the respondents	Female	72	48.0%
		Male	78	52.0%
2	Age of the respondents.	18-25	9	6.0%
		26-33	53	35.3%
		34-41	37	24.7%
		42-49	32	21.3%
		above 50	19	12.7%
3	Academic qualification of the respondents.	Grade 4-12	3	2.0%
		level 3-5	4	2.7%
		College diploma	32	21.3%
		BA degree	90	60.0%
		Masters degree and above	21	14.0%
4	Work experience of the respondents at the organization.	1-5 years	23	15.3%
		6-10 years	57	38.0%
		11-15 years	16	10.7%
		above 16 years	54	36.0%
5	Position of the respondents.	Managerial	15	10.0%
		None managerial	135	90.0%

Source: (survey data, 2017)

The researcher needed to know the general gender distribution of the respondents to categorize the employees. As indicated from the above table (4.1) number 1 represents gender group of respondents. Accordingly 78(52 %) of the respondents male and the remaining 72(48 %) were females. The data shows that the representation of female respondents was found to be less when compared to male respondents.

From the above table (4.1) number 2 age group of respondents as it is shown, respondents age composition in the range of 18-25 years are 9 (6%), respondents in the range of 26-33 years are 55(36.7%), in the range of 34-41 years 34 (22.7%), in the range 42- 49 years are 33 (22. %) and the age of above 50 years are 19(12.7%). This indicates that the majority of the groups are within the age range of 26-33years and 34-41 years are more than half of the age groups the others. So the Majority of the respondents are young and at the productive age level, it needs more training and development.

In table (4.1) number 3 it can be seen that the educational level of respondents from high school complete to masters' degree and above. 90 (60%) of the respondents are BA degree, 33(22.0%) of the respondents are college diploma holder, 20(13.3%) Masters degree and above , 4 (2.7.%) of the respondents had Level 3-5 or certificate , 3(2.0%) of the respondents are 4-12 grade .This shows that from respondents of in the Ministry of Public Service and Human Resource Development employees from the sample respondents are BA degree holder . Most of the respondents are aware to give adequate information and we can also see that most of the employees are BA degree holders and are professionals and are subject to take managerial trainings that were planned and systematic.

In table (4.1) number 4 it can be seen that respondents served for 1-5 years 23(13.3%), 6-10 years representing 57(38.0%), 11-15 years 16 (10.7%), and above 16 years 54(36%) of the respondents. Therefore the majority of respondents who have served for 6-10 years 57(38%) and above 16 years are 54(36%) respectively. Hence, the majority of the work experience in the sample areas above 6 year in the organization 127(84%) of the respondents from the sample. This means the organization has, a blend of experienced and young professionals who require constant refreshment training to update their skill and perform on the job.

In the above table (4.1), number 5 that depicts, 15 (10%) of the respondents are at the managerial level status where as the majority 135(90%) of them are experts as far as their current position is concerned. This disclosed the majority of the employees are experts.

4.2 Data analysis of the ‘assessment of the relationship between training and employees’ performance

In section two, questionnaire research related questions were covered such as:- about training need assessment with 4 questions , training and development program design with 4 questions, effectiveness of training and development design implementation with 4 questions , factors affecting implementation of training and development program with 3 questions , challenges associated for the implementation of training and development with 6 questions , evaluation of training program with 6 questions and effect of training on employees performance with 7 questions. Accordingly, the respondents were guided the following Likert scale approach listed from the table below:- Strongly Disagree (SDA)=1, Disagree(DA)=2, Neutral(N)=3, Agree(A) = 4 and Strongly Agree (SA) =5.

4.2.2 Assessment of training and development need assessment

Table 4.2 the Frequency distribution of training need assessment

No.	Item	N=150	Frequency	Percent %	Mean	SD.
1	Training need assessments are conducted properly	SDA	14	9.3%	3.2	1.24
		DA	41	27.3%		
		N	16	10.7%		
		A	59	39.3%		
		SA	20	13.3%		
2 2	The selection for training is based on proper need assessment	SDA	19	12.7%	2.83	1.16
		DA	50	33.3%		
		N	26	17.3%		
		A	47	31.3%		
		SA	8	5.3%		
3	The organization assesses the trainees’ knowledge before selecting the training program.	SDA	27	18.0%	2.69	1.22
		DA	50	33.3%		
		N	26	17.3%		
		A	37	24.7%		
		SA	10	6.7%		
4	Employees attend the trainings that fit the departments' needs with the alignment of the organization objective	SDA	17	11.3%	3.04	1.18
		DA	37	24.7%		
		N	32	21.3%		
		A	51	34.0%		
		SA	13	8.7%		
	Overall TNA score				2.94	1.01

Source :-(Survey data, 2017)

Training need assessments (TNAs) are a popular and valuable tool for the human resource development professional in determining an organization's employee's skill, knowledge and talent base. At the same time it provides information on areas where training programs can be effectively implemented with greatest impact (Dahiya& Jha, 2011). Before designing training program in the MOPSHRD need assessment should be important. From the above Table training need assessment was illustrated as follows.

From the above table (4.2) number 1 for the statement 'training need assessments are conducted properly' the respondents reacted differently 14(9.3%) of the respondents chose strongly disagree, 41(27.3%) of the respondents chose disagree, 16(10.7%) of the respondents chose neutral, 59(39.3%) of the respondents answered agree and 20 (13.3%) of the respondents believed strongly agree. The majority 79(52.6%) of the respondents believe that training need assessments are conducted properly to identified employees' training need. The interview result also shows that mostly the need assessments are conducted once a year from each department only the training need of the department generally.

In table (4.2) number 2 indicates that, the statement of, 'the selection for training is based on proper need assessment', 19(12.7%) of the respondents responded strongly disagree, 50(33.3%) of the respondents chose disagree, 26(17.3%) respondents chose neutral, 47(31.3%) of the respondents and said agree and 8(5.3%) of the respondents strongly agree. Therefore, from the above statement the researcher understands that 69(46%) of the respondents disagree. so, the selection of trainings in the organization is not based on the training need assessment. The interview result also confirmed that there is need assessment in the organization by human resource experts once a year from each department but the selection of training as of need assessment is not good. This leads to assert the given training program is not productive.

In table (4.2) number 3 for the statement 'organization assesses the trainees' skill and knowledge before selecting the training program', 27(18%) of respondents confirmed strongly disagree, 50(33.3%) respondents asserted disagree, 26(17.3%) of the respondents said neutral, 37(24.7%) of the respondents chose agree and lastly 10 (6.7%) of the respondents said strongly agree. Therefore, from the above responses the researcher believed that the majority of the respondents that is 77(51.3%) of the respondents had the position to chose disagree. Regarding to

this, the organization did not assess the skill gap of the employees during the assessment of the training need .Additionally, the interview result also shows, during the need assessment the human resource department experts only assess the need of the training from each department but did not identify their skill gap of the individual employee in each department.

In table (4.2) number 4, for the statement ‘employees attend the trainings that fit the departments’ needs with the alignment of the organization objective,’ 17(11.3%) of the respondents answered strongly disagree, 37(24.7%) of the respondents chose disagree, 32(21.3%) of the respondents chose neutral, 51(34%) of the respondents answered agree. and 13(8.7%) of the respondents chose strongly agree. Therefore, the response rate shows that the majority of the respondents 54 (36%) of the respondents believe that the employees attended the trainings did not fit with the need of the departments and did not have the alignment of the organization objectives and the remaining 51(34%) of the respondents said neutral.

Additionally in table (4.2) illustrated that the overall training need assessment practice’, the mean and standard deviation of 2.94 and 1.01 respectively. When we look in each item, the highest score of ‘need assessment is conducted properly’ with Mean= 3.2 and SD. =1.24, followed by the employees attend the trainings that fit the departments need with the alignment of organizations objective ‘with the (mean=3.04 and SD= 1.18), ‘The selection for training based on proper need assessment’ with mean= 2.83 and SD = 1.16. Finally ‘the organization assesses the trainee’s knowledge before selecting training program’ with the mean = 2.69 and SD =1.22 respectively.

Based on the result it is observed training need assessments are not fully implemented in the Ministry because the mean of the overall training need assessment is 2.94 and SD=1.01. As the result of researcher interview to the HRM director, most of the trainings given by the organization were massive and the training was not aligned with need of the departments with the objective of the organization.

4.2.3 Training and development Design

Table 4.3 the assessment of the training and development program design

No	Items	N= 150	Frequency	Percent %	Mean	SD
5	Training programs are designed based on need assessments	SDA	15	10.0%	2.91	1.14
		DA	53	35.3%		
		N	20	13.3%		
		A	55	36.7%		
		SA	7	4.7%		
6	The objectives of trainings were coherent with the employees trainings need.	SDA	13	8.7%	2.79	1.05
		DA	54	36.0%		
		N	41	27.3%		
		A	35	23.3%		
		SA	7	4.7%		
7	Training programs are designed at the level of abilities and educational back ground of employees.	SDA	22	14.7%	2.70	1.12
		DA	50	33.3%		
		N	35	23.3%		
		A	37	24.7%		
		SA	6	4.0%		
8	There is an opportunity for training and development	SDA	27	18.0%	2.55	1.13
		DA	57	38.0%		
		N	29	19.3%		
		A	31	20.7%		
		SA	6	4.0%		
	Overall Training and development design score				2.74	.89

Source:- (Survey data,2017)

According to Kulkarni (2013) Employees Training and Development Programs are designed to meet specific objectives, which contribute both employees and organizational effectiveness. These include reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on the participants' quality of work life. Training must be designed to address the assessed needs. Effective training design considers learning concepts, legal issues, and different approaches to training (Dahiya&Jha, 2011).

In table (4.3) number 5 for the statement, 'training programs are designed based on need assessments,' the response of the respondents indicates that, 15(10%) of the respondents chose strongly disagree, 53(35.3%) of the respondents answered disagree, 20(13.3%) of the

respondents asserted neutral, 55(36.7%) of the respondents answered agree, and 7(4.7%) of the respondents strongly said agree. As the respondents response rate majority of 68(45.3%) of the respondents chose disagree. Furthermore, the responses obtained from interview also supported by the opinion of human resource director. (MOPSHRD) provides short-term orientation training to create awareness on general issues and the trainings may not be based on specific need assessments.

In table (4.3) number 6 for the statement ‘the objectives of trainings were coherent with the employees trainings need’, 13(8.7%) of the respondents chose strongly disagree, 54(36%) the respondents answered disagree, 41(27.3%) of the respondents chose neutral, 35(23.3%) of the respondents believed agree and 7(4.7%) of the respondents chose strongly agree. According to the response rate that shows 67(44.7%) of the respondents disagree and 41(27.3%) of the respondents neutral about the objective of trainings coherent with the employees training needs. This implied that the objective of the training set by the organization is not coherent with the need of the employees.

In table (4.3), number 7 for the statement ‘Training programs are designed at the level of abilities and educational background of employees’, 22(14.7%) of the respondents chose strongly disagree, 50(33.3%) of the respondents chose disagree, 35(23.3%) of the respondents chose neutral, 37(24.7%) of the respondents chose agree, and 6(4%) of the respondents answered strongly agree. According to the response rate that shows from the response the majority 72 (48%) of the respondents chose disagree. This implied that the design of training programs was not based on the ability and educational level of the employees.

In table (4.3) number 8 for the statement ‘There is an opportunity for training and development,’ 27(18%) of the respondents chose strongly disagree, 57(38%) of the respondents chose disagree, 29(19.3%) of the respondent chose neutral, 31(20.7%) of the respondents chose agree, and 6(4%) of the respondents chose strongly agree. Therefore, the majority of 84(56%) of the respondents chose in the position of disagree. Hence, MOPSHRD does not have adequate training opportunities for employees, In addition to the information gathered through questionnaire from employees; interview was conducted with HRM Director and training coordinator. They also agree with employees’ view there was limited training opportunity for staff in the Ministry.

Additionally, in table (4.3) illustrated that Overall Training and development design score the mean and standard deviation of 2.74 and 0.89 respectively. When we look in each item, the highest score of ‘Training programs are designed based on need assessments’ with Mean= 2.91 and SD. =1.14, followed by ‘The objectives of trainings were coherent with the employees trainings need’ with the (mean=2.79 and SD= 1.05), ‘Training programs are designed at the level of abilities and educational back ground of employees’ with mean= 2.70 and SD = 1.12. Finally ‘There is an opportunity for training and development with the mean = 2.55 and SD =1.13 respectively. Based on the result it is observed training and development design are not fully implemented in the Ministry. Hence, MOPSHRD does not have adequate training opportunities for employees, In addition to the information gathered through questionnaire from employees; interview was conducted with HRM Director and training coordinator. They also agree with employees’ view there was limited training opportunity for staff in the Ministry. In general training and development design is not fully implemented.

4.2.4 Effectiveness of training and development program implementation

Table 4.4 Effectiveness of training and development program implementation

	Item	N= 150	Frequency	Percent %	Mean	SD
9	The training I have taken is relevant to my job.	SDA	9	6.0%	3.17	1.08
		DA	40	26.7%		
		N	27	18.0%		
		A	65	43.3%		
		SA	9	6.0%		
10	The method of training used by the organization is relevant to the training objectives.	SDA	12	8.0%	3.05	1.05
		DA	38	25.3%		
		N	35	23.3%		
		A	61	40.7%		
		SA	4	2.7%		
11	There are defined criteria for training and development at the organization.	SDA	16	10.7%	2.78	1.02
		DA	45	30.0%		
		N	50	33.3%		
		A	34	22.7%		
		SA	5	3.3%		
12	Trainings organized by the Ministry are improving employees' performance.	SDA	13	8.7%	3.11	1.10
		DA	35	23.3%		
		N	34	22.7%		
		A	59	39.3%		
		SA	9	6.0%		
	Overall effectiveness of Training and development score				3.03	.87

Source :-(survey data, 2017)

According to Elnaga and Imran (2013) concluded that training program is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of organizations specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that training has a positive impact on employee performance.

From the above table (4.4) number 9 for the statement ‘The training I have taken is relevant to my job’, 9(6%) of the respondents chose strongly disagree, 40(26.7%) of the respondents answered disagree, 27(18%) of the respondents chose neutral, 65(43.3%) of the respondents chose agree and 9(6%) of the respondents chose strongly disagree. According to the respondents response 74(49.3%) respondents chose agree. Therefore, most of the respondents were agreed and as the interview result shows that some training offered based on the relevancy of the job but not enough. Therefore, there are skill gabs to be considered to compare their relevancy.

In the table (4.4) number 10 for the statement ‘ The method of training used by the organization is relevant to the training objectives,’ 12(8%) of the respondents chose strongly disagree,38(25.3%) of the respondent chose disagree, 35(23.3%) of the respondents chose neutral, 61(40.7%) of the respondents chose agree and 4(2.7%) of the respondents chose strongly agree. According to the rate of the response 65(43.3%) of the respondents confirmed agree. This implied that there are also a skill gaps to consider the relevancy of the method of training with the objective of training.

In the table (4.4) number 11 for the statement ‘there are defined criteria for training and development at the organization’,16(10.7%) of the respondents confirmed strongly disagree ,45(30%) of the respondents answered disagree,50(33.3) of the respondents chose neutral, 34(22.7%) of the respondents chose agree, and 5(3,3%) of the respondents said strongly agree. According to the respondents response rate, 61(40.7%) of the respondents chose disagree and 50(33.3%) of the respondents chose neutral. Therefore, this indicates that there were not defined criteria for training and development in the organization and as the interview result support to the above response rate, the researcher asked about the policy of training and development as the

human resource director there is not any clear training and development policy to govern how to administer during and after training.

In the table (4.4) number 12 for the statement 'trainings organized by the Ministry are improving employees' performance,' 13(8.7%) respondents said strongly disagree, 35(23.3%) of the respondents chose disagree, 34(22.7%) of the respondents confirmed neutral, 59(39.3%) of the respondents chose agree and 9(6%) of the respondents chose strongly agree. According to the respondents response rate 68(45.3%) of the respondents chose agree and 34(22.7%) of the respondents confirmed neutral.

Additionally, in table (4.4) illustrated that Overall effectiveness of Training and development design score the mean and standard deviation of 3.03 and 0.87 respectively. When we look in each item, the highest score of 'The training I have taken is relevant to my job' with Mean= 3.17 and SD. =1.08, followed by 'Trainings organized by the Ministry are improving employees' performance' with the (mean=3.11 and SD= 1.10), 'The method of training used by the organization is relevant to the training objectives.' with mean= 3.05 and SD = 1.05. There are defined criteria for training and development at the organization with the mean = 2.78 and SD =1.02.

Therefore, this indicates that there were not defined criteria for training and development in the organization and as the interview result support to the above response rate, the researcher asked about the policy of training and development as the human resource director there is not any clear training and development policy to govern how to administer during and after training specifically

As the interview result shows that the training organized by the Ministry was not improved the employees' performance, according to the response of the respondents and the interview results from human resource director there is gab.

4.2.5 The factors that affect the implementation of training and development program

Table 4.5 the factors that affect the implementation of training and development program

NO	Question items	N= 150	Frequency	Percent %	Mean	SD
13	There are clear directions provided during training.	SDA	21	14.0%	2.86	1.11
		DA	36	24.0%		
		N	41	27.3%		
		A	47	31.3%		
		SA	5	3.3%		
14	The training and development provided aligns with organization objectives.	SDA	10	6.7%	3.31	1.06
		DA	27	18.0%		
		N	30	20.0%		
		A	73	48.7%		
		SA	10	6.7%		
15	There is opportunity for career development after receiving trainings.	SDA	24	16.0%	2.61	1.06
		DA	48	32.0%		
		N	45	30.0%		
		A	29	19.3%		
		SA	4	2.7%		
	OverallFactors of Training and development implementation score				2.92	.90

Source:- (Survey data,2017)

From the above table illustrated ‘the factors that affect the implementation of training and development program’. In table (4.5) number 13 for the statement, ‘There are clear directions provided during training’ indicates for the idea, 21(14%) of the respondents chose strongly disagree, 36(24%) of the respondents chose disagree, 41(27.3%) of the respondents chose neutral, 47(31.3%) of the respondents answered agree and 5(3.3%) of the respondents chose strongly disagree. According to the respondents response rate that showed the majority of the respondents 57(38%) chose disagree and 41(27.3%) of the respondents chose neutral.

In table (4.5) number,14 for the statement ‘The training and development provided aligns with organization objectives’ 10(6.7%) of the respondents said strongly disagree ,27(18%) of the respondents chose disagree, 30(20%) of the respondents chose neutral ,73(48.7%) of the respondents confirmed agree and 10 (6.7%) of the respondents confirmed strongly agree, Therefore according to the response rate of the respondents 83(55.3%) of the respondents from the sample confirmed agree about the alignments of training with the organization objective.

In table (4.5) number 15 for the statement ‘There is opportunity for career development after receiving trainings,’ 24(16%) of the respondents chose strongly disagree, 48(32%) of the respondents chose disagree, 45(30%) of the respondents chose neutral, 29(19.3%) of the respondents chose agree and 4(2.7%) of the respondents said strongly agree. Therefore, according to the response rate 72(48%) of the respondents from the sample chose disagree about the opportunity for career development after receiving trainings.

Additionally, in table (4.5) illustrated that Overall Factors of Training and development implementation score, the mean and standard deviation of 2.92 and 0.90 respectively. When we look in each item, the highest score of ‘the training and development provided aligned with organization objectives with Mean= 3.31 and SD. =1.06, followed by ‘There are clear directions provided during training’ with the (mean=2.86 and SD= 1.11), finally ‘There is opportunity for career development after receiving trainings’ with mean= 2.61 and SD = 1.06 respectively. As the interview result from human resource director and from the training expert they confirmed that there were no clear rules and regulations about the opportunity of career development for the employees after training.

4.2.6 Challenges associated the implementation of training and development program

Table 4.6 Challenges associated the implementation of training and development program

No	Items	N= 150	Frequency	Percent %	Mean	SD
16	Top management is committed to facilitate trainings for the employees' at the organization.	SDA	27	18.0%	2.60	1.07
		DA	45	30.0%		
		N	41	27.3%		
		A	35	23.3%		
		SA	2	1.3%		
17	The organization assigns enough budgets the training and development.	SDA	14	9.3%	3.03	1.05
		DA	31	20.7%		
		N	48	32.0%		
		A	50	33.3%		
		SA	7	4.7%		
18	The organization has available resources for training and development.	SDA	20	13.3%	2.74	1.07
		DA	46	30.7%		
		N	40	26.7%		
		A	41	27.3%		
		SA	3	2.0%		
19	Availability of trainers.	SDA	25	16.7%	2.65	1.12
		DA	49	32.7%		
		N	33	22.0%		
		A	39	26.0%		
		SA	4	2.7%		
20	Availability of time.	SDA	26	17.3%	2.52	1.05
		DA	56	37.3%		
		N	34	22.7%		
		A	32	21.3%		
		SA	2	1.3%		
21	Availability of materials.	SDA	22	14.7%	2.69	1.07
		DA	47	31.3%		
		N	38	25.3%		
		A	41	27.3%		
		SA	2	1.3%		
	Challenges of Training and development implementation				2.71	.88

Source: - (Survey data, 2017)

Management capacity and attitude:

The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program's one of the major factors that influences the process and expected results

of the program. The knowledge and attitude of managements are crucial for the success and effectiveness of training and development program (Gumez, 1995).

Availability of resources:

The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (Monday, 1990). Therefore, organizations that consider shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial problem:-

Financial problem is the major constraints that hamper the implementation of the effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. In addition, the implementation of effective and proper training and development programs are influenced by various factors. Such as in adequate planning, lack of coordination various efforts, in adequate need analysis and lack of training among those who lead the training and development activities are some of the common constraints that affect the effectiveness of training and development programs (Mathis& Jackson, 1997).

Depending on the literature which stated the following illustration was presented from the above table 'Challenges associated the implementation of training and development program'.

In table (4.6) number 16 for the statement 'The top management is committed to facilitate trainings for the employees' at the organization', 27(18%) of the respondents preferred strongly disagree, 45(30%) of the respondents said disagree, 41(27.3%) of the respondents answered neutral, 35(23.3%) of the respondents answered agree and 2(1.3%) of the respondents chose strongly disagree. According to the respondents response rate the majority, 72(48%) of the respondents chose disagree. Therefore, from the above response rate the researcher understand that the top management did not focus about the employees training and development.

In table (4.6) number 17 for the statement 'The organization assign enough budgets for the training and development' 14(9.3%) of the respondents chose strongly disagree, 31(20.7%) of the respondents chose disagree, 48(32%) of the respondents said neutral, 50(33.3%) of the

respondents confirmed agree and 7(4.7%) of the respondents confirmed strongly agree. According to the response rate 57(38%) of the respondents confirmed agree, 48(32%) of the respondents chose neutral. This implied that the organization has enough budgets for the training of employees. As the interview result the human resource director confirmed the organization has adequate budget but the organization was not used the budget for the training purpose.

In table (4.6) number 18 for the statement ‘ The organization has available resources for training and development’ ,20(13.3%) of the respondents chose strongly disagree ,46(30.7%) of the respondents chose disagree,40(26.7%) of the respondents chose neutral ,41(27.3%) of the respondents agree, and 3(2%) of the respondents strongly agree. As shown the respondents response rate, 66(44%) of the respondents chose disagree and 40(26.7%) of the respondents chose neutral. Therefore, the majority of the respondents confirmed that there was shortage of resource for the employees training.

In table (4.6) number 19 for the statement ‘The organization has available trainers for training of employees’ 25(16.7%) of the respondents chose strongly disagree,49(32.7%) of the respondents chose disagree,33(22%) of the respondents said neutral ,39(26%) of the respondents chose agree, and 4(2.7%) of the respondents chose strongly agree. According to the respondents response rate 74(49.3%) of the respondents chose disagree and 33(22%) of the respondents said neutral.

In the above table (4.6) number 20,for the statement ‘The organization has available time for training and development’ 26(17.3%) of the respondents chose strongly disagree,56(37.3%) of the respondents chose disagree,34(22.7%) of the respondents said neutral ,32(22.3%) of the respondents chose agree, and 2(1.3%) of the respondents chose strongly agree. As the response rate showed 82(54.7%) of the respondents in the position of disagree. Therefore, the organization management has not schedule for training program.

In table (4.6) number 21 for the statement ‘The organization has available materials for training’, 22(14.7%) of the respondents chose strongly disagree,47(31.3%) of the respondents chose disagree,38(25.3%) of the respondents chose neutral ,41(27.3%) of the respondents chose agree, and 2(1.3%) of the respondents chose strongly agree. According to the response rate as showed 69(46%) of the respondents disagree and 38(25.3%) of the respondents neutral..

Additionally, in table (4.6) illustrated that 'overall Challenges of Training and development implementation', the mean and standard deviation of 2.71 and 0.8 respectively. When we look in each item, the highest score of 'The organization assigns enough budgets the training and development' Mean= 3.03 and SD. =1.05, followed by 'The organization has available resources for training and development with the (mean=2.74 and SD= 1.07), Availability of materials with mean =2.69 and STD=1.07, Availability of trainers with mean=2.65 and SD=1.12, Top management is committed to facilitate trainings for the employees' at the organization with the mean =2.6 and Sd=1.07. Finally 'Availability of time' with mean= 2.52 and SD = 1.05 respectively.

The human resource director confirmed during the interview the organization did not concentrated to facilitate materials during training, this leads to the training is not to be effective. Therefore, the organization lacks facilities for training purposes. The total mean score of the above table (4.6) is mean=2.74 and Sd=1.07, this shows that the mean score is below average, it indicate the majority of the respondents were in the position of disagree. The lowest mean score of the data is the availability of time mean score 2.52 and SD 1.05.the availability of time is the major challenge for the implementation of training and development.

4.2.7 Evaluation of training program effectiveness

Table 4.7 Evaluation of training program

No	Question items	N=150	Frequency	Percent %	Mean	SD
22	Trainings offered employees Skill, knowledge, attitude and creativity,	SDA	16	10.7%	2.97	1.20
		DA	48	32.0%		
		N	24	16.0%		
		A	48	32.0%		
		SA	14	9.3%		
23	Trainings given to the employees to be satisfied to their job.	SDA	14	9.3%	2.85	1.07
		DA	50	33.3%		
		N	37	24.7%		
		A	43	28.7%		
		SA	6	4.0%		
24	Training programs are evaluated during or at the end of the program.	SDA	19	12.7%	2.70	1.09
		DA	54	36.0%		
		N	37	24.7%		
		A	33	22.0%		
		SA	7	4.7%		
25	I am satisfied with the overall aspect the training programs at organization.	SDA	18	12.0%	2.56	.97
		DA	61	40.7%		
		N	42	28.0%		
		A	27	18.0%		
		SA	2	1.3%		
26	Employee training is considered as a crucial factor for improving individuals and organizational performance.	SDA	20	13.3%	2.79	1.15
		DA	48	32.0%		
		N	34	22.7%		
		A	39	26.0%		
		SA	9	6.0%		
27	The effectiveness of training program is properly evaluated interns of improvements in employees' performance.	SDA	24	16.0%	2.50	1.02
		DA	61	40.7%		
		N	32	21.3%		
		A	32	21.3%		
		SA	1	0.7%		
	Evaluation of Training and development score				2.73	.93

Source: - (Survey data, 2017)

According to Mahapatro (2010) the evaluation and validation of any training process is very important key element not to be overlooked or treated lightly in the development of any training and development process. It is the act of increasing the knowledge and skill of employees for doing a particular job. Evaluating training and development program is not a one-time process.

It is an ongoing throughout the entire stages of training program. Evaluation is a process of obtaining information and using it to make judgment and decisions. Evaluation of the training program is performed during the assessment, design and implementation. It includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back to the job. The information gathered from the training evaluation is then included the next cycle of training needs assessment. Silberman (1990) also states that one can design his/her active training program to provide for obtaining feedback and evaluation data on an ongoing basis so that he/she can make adjustments earlier one time.

In table (4.7) number 22 for the statement ‘Training offered employees skill, knowledge, attitude and creativity’, 16(10.7%) respondents chose strongly disagree, 48(32%) of the respondents confirmed disagree, 24(16%) of the respondents chose neutral, 48(32%) of the respondents chose agree and 14(9.3%) of the respondents chose strongly agree. According to the response rate the majority 64(42.7%) of the respondents confirmed disagree and 62(41.3%) of the respondents agree. Therefore, from the above response there is little difference between disagree and agree the remaining respondents neutral. In this case one can deduce that there is insignificant difference between the opinions disagrees and agree respectively.

In table (4.7) number 23 for the statement ‘The trainings given to the employees to be satisfied to their job’, 14(9.3%) respondents chose strongly disagree, 50(33.3%) of the respondents chose disagree, 37(24.7%) of the respondents neutral, 43(28.7%) of the respondents confirmed agree and 6(4%) of the respondents confirmed strongly agree. Accordingly the response rate result showed that 74(49.3%) of the respondents chose in the position of disagree. Therefore, the majority of the respondents did not believe the increments job satisfaction via training can improve the status of training quality that can be compel to enhance the betterment of job satisfaction.

In above table (4.7) number 24 for the statement ‘Training programs are evaluated during or at the end of the program’, 19(12.7%) respondents chose strongly disagree, 54(36%) of the respondents chose disagree, 37(24.7%) of the respondents chose neutral, 33(22%) of the respondents confirmed agree and 7(4.7%) of the respondents confirmed strongly agree. The result shown the majority, 73(48.7%) of the respondents chose in the position of disagree.

Hence, the respondents reveal that training programs did not evaluate during or after the program.

In relation to table (4.7) number 25 for the statement, 'I am satisfied with the overall aspect the training programs at organization,' 18(12%) of the respondents asserted strongly disagree, where as 61(40.7%) of the respondents confirmed disagree, 42(28%) of the respondents said neutral, 27(18%) of the respondents chose agree and 2(1.3%) of the respondents chose strongly agree. The response rate shown that, 79(52.7%) of the respondents chose in the position of disagree. Hence, respondents reveal that the majority of the respondents dissatisfied by the over all aspects of training programs in the organization.

In table (4.7) number 26 for the statement 'Employees training is considered as a crucial factor for improving individuals and organizational performance', 20(13.3%) of the respondents confirmed strongly disagree, 48(32%) of the respondents said disagree, 34(22.7%) of the respondents chose neutral, 39(26%) of the respondents chose agree and 9(6%) of the respondents chose strongly agree. The response rate shown that majority 68(45.3%) of the respondents chose disagree. Hence, as some on conclude that, employees did not believe the idea of employee training is considered as a crucial factor for improving individual and organizational performance in the organization.

In table (4.7) number 27 for the statement 'The effectiveness of training program is properly evaluated interns of improvements in employees' performance', 24(16%) respondents chose strongly disagree, 61(40.7%) of the respondents chose disagree, 32(21.3%) of the respondents chose neutral, 32(21.3%) of the respondents confirmed agree and 1(0.7%) of the respondents confirmed strongly agree. The data shown that majority, 85(56.7%) of the respondents chose in the position of disagree, with the idea that the effectiveness of training program is properly evaluated interns of improvements in employees' performance because the effectiveness of training is not properly evaluated.

Additionally, in table (4.7) illustrated that 'Evaluation of Training and development score', the mean and standard deviation of 2.73 and 0.93 respectively. When we look in each item, the highest score of 'Trainings offered employees Skill, knowledge, attitude and creativity Mean= 2.97 and SD. =1.20, followed by 'Trainings given to the employees to be satisfied to their job with the (mean=2.85 and SD= 1.07), 'Employee training is considered as a crucial

factor for improving individuals and organizational performance 'with mean =2.79 and SD=1.15, Training programs are evaluated during or at the end of the program with mean=2.70 and STD=1.09, I am satisfied with the overall aspect the training programs at organization with the mean =2.56 and SD=0.97. Finally 'The effectiveness of training program is properly evaluated interns of improvements in employees' performance with mean= 2.50 and SD = 1.02 respectively. Hence, respondents reveal that the majority of the respondents dissatisfied by the over all aspects of training programs in the organization. With the idea that the effectiveness of training program is properly evaluated interns of improvements in employees' performance because the effectiveness of training is not properly evaluated. And the total mean average of the evaluation of training is below average, this shows that the majority of the respondents in the position of disagree.

4.2.8 Employees performance

Table 4.8 Employees' performance

No	items	N= 150	Frequency	Percent %	Mean	SD
28	Trainings are important in improving the employees’ performance to give quality service	SDA	9	6.0%	3.81	1.14
		DA	18	12.0%		
		N	6	4.0%		
		A	77	51.3%		
		SA	40	26.7%		
29	I am more committed toward my jobs after receiving trainings	SDA	9	6.0%	3.32	1.11
		DA	30	20.0%		
		N	33	22.0%		
		A	60	40.0%		
		SA	18	12.0%		
30	I belief that employees' job satisfaction is increased Through trainings.	SDA	12	8.0%	3.01	1.06
		DA	39	26.0%		
		N	42	28.0%		
		A	49	32.7%		
		SA	8	5.3%		
31	Job performance helps to enhancing the employees’ efficiency and effectiveness	SDA	11	7.3%	3.17	1.08
		DA	34	22.7%		
		N	33	22.0%		
		A	63	42.0%		
		SA	9	6.0%		
32	Trainings increase employees’ confidence when performing work related tasks after receiving trainings	SDA	12	8.0%	3.17	1.11
		DA	33	22.0%		
		N	34	22.7%		
		A	59	39.3%		
		SA	12	8.0%		
33	In my understanding trainings motivate employees to enhance their job performance.	SDA	5	3.3%	3.19	1.03
		DA	39	26.0%		
		N	41	27.3%		
		A	52	34.7%		
		SA	13	8.7%		
34	I understand employees become more responsible after receiving trainings.	SDA	6	4.0%	3.81	1.06
		DA	17	11.3%		
		N	13	8.7%		
		A	77	51.3%		
		SA	37	24.7%		
	Overall Employees’ performance score				3.36	.86

Source (Survey data, 2017)

Buckley & Caple (2009) stated, training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who work in

organizations to become more effective and efficient in their work. Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of Employees in the organization. There is a positive relationship between training and development and employee performance. Training creates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Sri divya & Gomathi, 2015).

In table (4.8) number 28 for the statement ‘Trainings are important in improving the employees’ performance to give quality service’ 9(6%) of the respondents confirmed strongly disagree, 18 (12%) of the respondents chose disagree, 6(4%) of the respondents chose neutral, 77(51.3%), of the respondents chose agreed ,40(26.7%) of the respondents chose strongly agree. This shows that the Majority, 117(78%) of the respondents chose agree. Hence, the majority of the respondents believe that training has positive effect on employees’ performance to deliver quality service.

In table(4.8), number 29 for the statement ‘I am more committed toward my jobs after receiving trainings ’6(4%) of the respondents chose strongly disagree, 39(26%) of the respondents chose disagree, 42(28%) of the respondents chose neutral, 49(32.7%) of the respondents confirmed agree and 8(5.3%) of the respondents confirmed strongly agree. Therefore, according to the response rate 57(36%) of the respondents chose agree. This shows that most of the employees were committed after getting training.

In table (4.8) number 30 ‘ I believe that employees’ job satisfaction is increased through trainings’, 12(8%) of the respondents chose strongly disagree, 39(26%) of the respondents chose disagree , 42(28%) of the respondents confirmed neutral, 49(32.7%) of the respondents answered agree and 8(5.3%) of the respondents answered strongly agree . As shown in the response rate the majority 57(38%) of the respondents agree. and 52(34%) of the respondents disagree. Therefore, this indicate that the majority of the respondents believe that job satisfaction increase through training but from the data the proportion of agree and disagree is almost similar. Hence, from this case someone deduce that there is similar rate between agree and disagree.

In table (4.8) number 31,’ for the statement, ‘Job performance helps to enhance the employees’ efficiency and effectiveness’ 11(7.3%) of the respondents chose strongly disagree,

34(22.7%) of the respondents chose disagree, 33(22%) of the respondents chose neutral, 63(42%) of the respondents chose agree and 9(6%) of the respondents chose strongly agree. According to the response rate the majority, 72(48%) of the respondents chose agree. Therefore, according to the response rate someone believe that employees job performance create efficiency and effectiveness of the employees.

In table (4.8) number 32 for the statement ‘Trainings increase employees confidence when performing work related tasks’, 12(8%) of the respondents chose strongly disagree, 33(22%) of the respondents chose disagree, 34(22.7%) of the respondents chose neutral, 59(39.3%) of the respondents preferred agree and 12(8%) of the respondents preferred strongly agree. As the response rate shown the majority 71(47.3%) of the respondents preferred agree.

In table (4.8) number 33 for the statement , ‘In my understanding trainings motivate employees to enhance their job performance’, 5(3.3%) of the respondents chose strongly disagree , 39(26%) of the respondents chose disagree , 41(27.3%) of the respondents chose neutral, 52(34.7%) of the respondents chose agree and 13(8.7%) of the respondents chose strongly agree. As the response rate showed the majority 65(43.3%) of the respondents chose agree and 41(27.3%) of the respondents neutral. From the data the majority of the respondents believe that training motivates employees to enhance employees’ job performance.

In relation to table (4.8) number 34, for the statement ‘I understand employees become more responsible after receiving trainings’, 9(6%) of the respondents chose strongly disagree, 17(11.3%) of the respondents chose disagree, 13(8.7%) of the respondents said neutral, 77(51.5%) of the respondents chose agree and 37(24.7%) of the respondents chose strongly agree. As the response rate shown 114(76%) of the respondents agree. Therefore most of the respondents agreed training increase the responsibility of the employees.

Additionally, in table (4.8) illustrated that ‘Overall Employees’ performance score’, the mean and standard deviation of 3.36 and 0.86 respectively. When we look in each item, Trainings are important in improving the employees’ performance to give quality service, Mean= 3. 81 and SD. =1.14 and , I understand employees become more responsible after receiving trainings ‘with the same mean =3.81and SD=1.06 followed by ‘I am more committed toward my jobs after receiving trainings with the (mean=3.32 and SD= 1.06), ‘, In my understanding trainings motivate employees to enhance their job performance with mean=3.19 and SD=1.03 .

‘Trainings increase employees’ confidence when performing work related tasks after receiving trainings ‘with the mean =3.17 and SD=1.11, similarly, ‘Job performance helps to enhancing the employees’ efficiency and effectiveness’ with the mean =3.17and SD=1.08 and , Finally I belief that employees' job satisfaction is increased through trainings’ ‘with the mean =3.01 and SD=1.06. The overall mean average of the employees performance shows that Mean=3.36 and the SD =0.86, that indicates the majority of the respondents were in the position of agree.

4.3 Results of Inferential Statistics

4.3.1 Correlation analysis

The study is set to determine the relationship of employees training and employees’ performance at the Ministry of Public Service and Human Resource Development. Pearson correlation was used to associate the independent variables (training design and training delivery) and dependent variable (employees’ performance). A correlation coefficient expresses quantitatively the magnitude and direction of the linear relationship between variables ,Pearson correlation coefficient reveal magnitude and direction of (either positive or negative) and the intensity of the relationship (-1 to +1) . In this section a correlation analysis were done to establish whether relationship do exist between variables conceptualized in the framework .The result would enable the researcher used to determine the regression on the dependent variable .The researcher used one of the most commonly used types of correlation coefficient which is Pearson correlation coefficient methods because of the statistical accuracy that usually results from this methods. The strength of correlation would interpret through suggestion by Evans (1996) as shown in the following pattern.

0.00 - 0.19 very weak

0.2 - 0.39 weak

0.4 - 0.59 Moderate

0.6 - 0.79 strong

0.8 - 1.0 very strong

4.3.2 The relationship between Training and development, and Employees performance

Table 4.9 the correlation analysis of overall training and development and over all employees' performance

Correlations			
		Overall Employee Performance	Overall Training and Development
Overall Employee Performance	Pearson Correlation	1	.679**
	Sig. (2-tailed)		.000
	N		150
Overall Training and Development	Pearson Correlation		1
	Sig. (2-tailed)		
	N	150	150
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: -(Survey data, 2017)

Over all training and developments was positively and highly correlated with over all employee performance ($r = 0.679$, $p < 0.001$). Accordingly, the result revealed that the relationship of training and development and employees' performance is significant and strong since p value is < 0.001 . This finding is in line with the study result of Hameed & Waheed, (2011) and Athar & Shah (2015), who found significant and strong association between training and development with employees' performance. In addition to this, the result is supported by literatures discussed in the literature review section and human resource theories.

4.3.3 Regression analysis

Regression is a measure of association between two quantitative variables. The following table below shows the regression analysis of the effect of training on employees' performance.

The beta value is a measure of how strongly predictor variable influences the criterion variable. So that the beta value of this study as indicated in table 15 below is 0.679 which indicates that a change of one standard deviation in the predictor variable that is training resulted in a change of 67.9% standard deviations in the criterion variable that employees' performance. Thus, there is a higher effect of training on employee performance. Since the higher the beta value the greater the impact of the predictor variable on the criterion variable. Moreover, when you have only one predictor variable in your model, then beta is equivalent to the correlation coefficient between the predictor and the criterion variable.

Table 4.10 Analysis model summary of R and R²

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679 ^a	.461	.458	.63228

a. Pre Predictors: (Constant), Overall Training and Development

Source:- (Survey data, 2017)

From the above model summary table (4.10) it can be seen that R is 0,679 and R square is 0.458. this indicates about 45.8% of the variance is employees performance(dependent variable) can be explained by over all training and developments (independent variable), the remaining 54.2% of the variance is explained by other variables that are not included in the study.

Table 4.11 (ANOVA) Tand D to as predictor to EP

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.658	1	50.658	126.714	.000 ^b
	Residual	59.168	148	.400		
	Total	109.826	149			

a. Dependent Variable: Overall Employee Performance

predictors: (Constant), Overall Training and Development

Source: -(Survey data, 2017)

The F- test result in the ANOVA table (4.11) and the P Value, tests whether the overall regression model is good predictor and the probability of this result is occurred by chance or not.

In this regard, The F- test result is 126.714 with a significance of less than 0.05, this means, the probability of those results occurs by chance is < 0.001 . Therefore, significant amount of employees performance is influenced by the Ministry's, training and development practice, which means independent variable (T and D) significantly predict the dependent variable (Employees performance) and it can be concluded as the overall regression model is significant, $F(1,148)=126.714, P<0.05, R^2 = 46.1\%$ (that is the regression model is a good fit to the data). Furthermore, the lower the standard error of the estimate and the higher F-value evidenced that the interdependence of the variables, that is training and developments and employees performances strong and significant. Therefore, influence, it may be concluded as T and D is influence over EP is significant, where, $P<0.001$. This implies that, the Ministry's effort to develop its manpower and intervention of training and development practices, affect employees performance significantly. This result is also in line with the study finding of Kum, Cowden & Karodia (2014) and Elnaga and Imran (2013), who found that employees' performance is predicted by training and development, rendered by organizations.

Table 4.12 (Coefficient) training and development as predictor to EP

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sign
	B	Std. Error	Beta		
1 (Constant)	1.371	.184		7.467	.000
Overall Tand D	.700	.062	.679	11.257	.000
a. Dependent Variable: Overall Employee Performance					

Source:- (Survey data, 2017)

Based on the above coefficient table (4.12) Beta value 0.679 indicated that there is a positive relationship exists between overall training and development and over all employees' performance. Employees performance which is statically significant at 99% confidence level .Moreover ,the B- value 0,700 in the un standardized coefficient column represent that, for every

one unit increase Tand D practice ,we expect 0.700 unit increase in employees' performance.

The regression equation, in this condition, will be;-

Simple regression equation

$$EP = \beta_0 + \beta_1 TD + e, EP = 1.371 + 0.7TD + 0.062$$

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

The general objective of this research was to determine the effect of training and development on employees' performance at the Ministry of Public Service and Human Resource Development (MOPSHRD). From the study, the following particular findings were observed.

The respondents' perception towards the practice of training and development, training need assessments were affirmative most of them decided agree. They support that training need assessment was conducted once a year, on the other hand, the selection of training program based on need assessment is not timely rendered and not based on need assessment, The organization did not assess the trainees' skill and knowledge during the need assessment, Lastly the trainings given by the organization was aligned with the need of the department and the objective of the organization. In this regard it is found that TNA, as a component of T & D, score slightly below the midpoint, with mean and SD score of 2.94 and 1.01 respectively.

As this realized the concept of training program design the majority as the overall mean score shows that Mean = 2.74 and SD=0.89 of the respondents chose in the position of disagree. This indicated that the training design was not systematic and the employees were not satisfied by the practice of training and development in the organization.

In general the mean score of the overall effectiveness of training and development design shows that Mean =3.03 and SD=0.87 that indicates the majority of the respondents in the position of agree. This indicated that the majority of the employees believe that training organized by the organization to improve employees' performance was positive .Where as for the statement there are defined criteria for training and development at the organization the mean score is 2.78 and SD is 1.02. Therefore, this indicates that there were not defined criteria for training and development in the organization and as the interview result support to the above response rate, the researcher asked about the policy of training and development as the human

resource director there is not any clear training and development policy to govern how to administer during and after training.

Factors that affect the implementation of training and development program, for the statement there is clear direction provided during training , the majority 57(38%) of the respondents chose disagree, similarly the 'training and development provided by the organization aligned with the organization objective' the majority 83(55.5%) of the respondents confirmed agree . Finally, the respondents were asked if there had been career development opportunity after trainings, most of the respondents 72(48%) of the respondents, asserted the choice of disagree. This revealed that there had no career development after training and development. The interview result also shows that there is no policy after training about career development for the employees.

According to the respondents response rate the majority, 72(48%) of the respondents chose disagree. Therefore, from the above response rate the researcher understand that the top management did not focus about the employees training and development. Similarly the overall mean score mean=2.92 and SD=0.90 shows that the majority of the respondents in the position disagree.

Therefore, the organization lacks facilities for training purposes. The total mean score of the above table (4.6) is mean=2.74 and SD=1.07, this shows that the mean score is below average, it indicate the majority of the respondents were in the position of disagree.

The total mean average of the evaluation of training is below average, this shows that the majority of the respondents in the position of disagree. Mean while the overall mean score of the evaluation training design mean=2.73 and SD=0.93 this shows that the mean score indicated that the majority of the respondents in position disagree. And the lowest mean score.

Finally 'The effectiveness of training program is properly evaluated interns of improvements in employees' performance with mean= 2.50 and SD = 1.02 respectively. Hence, respondents reveal that the majority of the respondents dissatisfied by the overall aspects of training programs in the organization. With the idea that the effectiveness of training program is properly evaluated interns of improvements in employees' performance because the effectiveness of training is not properly evaluated.

Overall Employees' performance score', the mean and standard deviation of 3.36 and 0.86 respectively, the majority of the respondents indicate that training has positive impact on employees' performance. Trainings are important in improving the employees' performance to give quality service and 'I understand employees become more responsible after receiving trainings' the highest mean score mean= 3.81 and SD = 1.14, and 1.06, in these statement the majority of the respondents in the position agree.

- Over all training and developments was positively and highly correlated with over all employee performance ($r = 0.679$, $p < 0.001$). More significantly correlated and strong relationship of all the variables of overall employees' performance is ($r = 0.679$, $p < 0.001$) with over all training and development. Therefore, training and development has a positive effect on employees' performance.
- From the above model summary table (4.10) it can be seen that R is 0,679 and R square is 0.458. this indicates about 45.8% of the variance is employees performance(dependent variable) can be explained by over all training and developments (independent variable) , the remaining 54.2% of the variance is explained by other variables that are not included in the study .
- Therefore , significant amount of employees performance is influenced by the Ministry's, training and development practice , which means independent variable(T and D) significantly predict the dependent variable (Employees performance and it can be concluded as the overall regression model is significant , $F(1,148)=126.714$, $P<0.001$, $R^2 = 46.1\%$ (that is the regression model is a good to fit the data). Furthermore, the lower the standard error of the estimate and the higher F-value evidenced that the interdependence of the variables, that is training and developments and employees performances strong and significant. Therefore, influence, it may be concluded as training and development is influence over EP is significant, where, $P<0.001$.

5.2 Conclusions

The overall objective of the study is to determine the effect of training and development on employees' performance at the Ministry of Public Service and Human Resource Development of Ethiopia. In the mean time, the study raised basic research problems and addressed the specific

objectives. Accordingly, based on descriptive and inferential statistics results and summary of major findings, the following conclusions were drawn.

The study used explanatory research design by explaining, understanding and predicting the relationship between variables. The study also adopted mixed approach and used both primary and secondary data sources. This study utilized cross-sectional survey in which all relevant data were collected at a single in time. The primary data collected from MOPSHRD through self administered questionnaire for 156 selected experts and middle level managers through stratified simple random sampling technique and semi- structured interview question employed for human resource director and training coordinator through interview.

The findings of this study found supporting the large number of reviewed research papers and the respondents' response show that systematic and proper need identification of training and skill deficit of the employees were not implemented and practiced fully. Thus, the TNA were not fully Implemented at the Ministry.

It is also noted that training and development design are not fully implemented in the Ministry. Hence, MOPSHRD does not have adequate training opportunities for employees, based on the information gathered through questionnaire from employees; interview with HRM Director and training coordinator. They also agreed with employees' view there was limited training opportunity for staff in the Ministry. In general, it can be concluded as training and development design is not fully implemented and it implies that training and development practice is not at intended level.

Effective training is considered to be a key factor for improved performance; as it can enhance the level of employee and organization competency. It supports to fill the gap between what performance if required and what performance is happening, i.e. gap between desired performance and actual employee performance. To this end, it is found that the implementation of training and development programs were not supported with defined criteria, and there are no well established rules, regulations and guidelines to measure effectiveness of programs; thus, there is almost no experience in measuring the effectiveness of training and development programs in the ministry. This result is supported with the information obtained from interview.

Training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase. Therefore, training should be designed on the basis of organization specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance.

The study finding conclude that there are factors that affect the implementation of training and development implementation is low practically , and as the interview result from human resource director and from the training expert they confirmed that there were no clear rules and regulations about the opportunity of career development for the employees after training.

This is also noted that the top management was not concentrated to facilitate for the employees training and development of the employees, and the human resource director confirmed during the interview the organization did not concentrated to facilitate materials during training, this leads to the training is not to be effective .

The study concludes that the evaluation practice of employees training is poor. Hence, respondents reveal that the majority of the respondents dissatisfied by the over all aspects of training programs in the organization. With the idea that the effectiveness of training program is properly evaluated interns of improvements in employees' performance because the effectiveness of training is not properly evaluated. And the total mean average of the evaluation of training is below average, this shows that the majority of the respondents in the position of disagree

Findings of this study and supporting from the number of reviewed research papers revealed that training and development has positive relationship and strong positive effect on employees' performance, respondents across studied in the organization effective training and development are essential for the improvement of employees' performance. Furthermore effective training and development have significant effect on employees' performance. The interview result also indicated that proper need assessment is the base of the training and development effectiveness. In general, training is very important in order to achieve excellence and competencies in skill, knowledge, ability, creativity attitude and potential to meet the organization competitive advantage.

The findings show that, over all training and developments was positively and highly correlated with over all employee performance and training and development have stronger relationship with employees' performance. The research affirmed the proposition that training and development has a positive impact on employees' performance.

5.3 Recommendations

Based on the conclusion drawn from the study and the established research problems and research objectives, the research required to forward realistic and applicable recommendations. Accordingly, the following recommendations were suggested by the researcher.

- As indicated the powers and duties of the Ministry recognized important of properly managing training and development practice. This is very important for the establishment competent and skillful employees. The training and development practice in MOPSHRD should be kept under constant review with appropriate assessment of the organization's need and identify the skill, knowledge, and educational back ground of the individuals, on the other hand, the organization creates appropriate training method for the employees based on the abilities and educational back ground of the employees.
- The training and development provided should be designed based on the need of the individuals, with the alignments of the goal of the organization and the selection for training should be based on the proper need assessment, this helps the organization to identify whether the employees are comfortable with their job and their work place and to check how the employees deliver quality service.
- Organizations should allocate sufficient amount of budget to train the employees of the organization. Since investment on employees, both in developing and maintaining the appropriate skills, knowledge creativity and ability of the employees is essential and meaning full.
- It should be learnt that training and development programs needed being evaluated before, after and during planning, acting and accomplishing the training and

development programs, this can contribute to alternative obstacles if there are or could be, and improve certainties effectively and efficiently.

- The top management should pay attention to the employees training and developments and evaluate the results periodically and evaluate training program based on the objectives of the training.
- The organization Top level officials and decision makers should endeavor enabling training environment, favorable training and development policy that will give every employees opportunity to attend training, furthermore organizations are supposed to administered training and development package so as to enhance employees' job performance.
- Formulating clear and vivid training and development policy and documentation criteria is crucial .This helps to measure results obtained from the training and development program in delivering, employees reaction ,learning , behavioral change and the result obtained via impact assessments

5.4 Further Research Directions

The study concluded noticeable relationship between employees training and development and employees performance. However, still numerous other variables that might be the role in particular so , it is going to very beneficial for the other researchers should they conduct research in this particular field in the future by including additional variables like employees' capacity , employees' involvement ,employees inspiration, working condition ,to training and development to create more convincing results that may increase the incredible importance of training and development . Further coming researchers are intensively stimulated to empirically assess more advanced models in diverse situations/frameworks.

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APPENDIX I
ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE

This questionnaire is prepared to gather information on the effect of training and development on employees' performance at the Ministry of Public Service and Human Resource Development. The purpose of this study is to collect data for the evidence which would support to write a research paper for academic purpose .Your input is very important to the researcher. Hence, you are kindly requested to fill this questionnaire to achieve the grand objective of the study. Your response will be kept highly confidential and used only for this research.

I thank you very much in advance for participating in this survey and providing your thoughtful feedback. If you have any questions or comments please contact by the following address (Tel- 0922990418), Email- mitikuemiru1@gmail.com.

Part I

Personal information

Please read each question carefully and tick in the box ☐ corresponding to the response that most accurately represents your view.

1. **Sex:** - Male ☐ Female ☐
2. **Age group:** - 18-25 ☐ 26-33 ☐ 34-41 ☐ 42-49 ☐ above 50 ☐
3. **Academic qualification:** - Grade 4-12 ☐ Level 3-5 ☐ College diploma ☐
BA Degree ☐ Master Degree and above ☐
4. **Work Experience at the organization:** - 1 - 5 years ☐ 6- 10 years ☐
11 –15years ☐ above 16 years ☐
5. **Position:**-Managerial ☐ Non managerial (expert) ☐

Part II

Keys: Strongly Agree (SA=5), Agree (A=4), Neutral (N= 3), Disagree (DA=2), Strongly Disagree (SDA=1).

Please insert a tick mark where you think is appropriate in the space provided in front of the statement.

No	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
1	Training Need assessment	1	2	3	4	5
1.1	Training need assessments are conducted properly.					
1.2	The selection for training is based on proper need assessment.					
1.3	The organization assesses the trainee's knowledge before selecting the training program.					
1.4	Employees attend the trainings that fit departments' needs with the alignment of the organization objective.					
2	Training and development program design	SDA=1	DA=2	N=3	A=4	SA=5
2.1	Training programs are designed based on need assessments.					
2.2	The objectives of trainings were coherent with employees trainings need.					
2.3	Training programs are designed at level of abilities and educational background of employees.					
2.4	There is an opportunity for training and development.					
3	Effectiveness of the training and development program	SDA=1	DA=2	N=3	A=4	SA=5
3.1	The training I have taken is relevant to my job.					
3.2	The method of training used by the organization is relevant to the training objectives.					
3.3	There are defined criteria for training and development at the organization.					
3.4	Trainings organized by the Ministry are improving employees' performance.					
4	The factors that affect the implementation of training and development program	SDA=1	DA=2	N=3	A=4	SA=5
4.1	There are clear directions provided during training.					
4.2	The training and development provided aligns with organization objectives.					
4.3	There is opportunity for career development after					

	receiving trainings.					
5	Challenges associated the implementation of training and development program	SDA=1	DA=2	N=3	A=4	SA=5
5.1	Top management is committed to facilitate trainings for the employees' at the organization.					
5.2	The organization put enough budgets for the training and development.					
5.3	The organization has available resources for training and development.					
	A. Availability of trainers					
	B. Availability of time.					
	C. Availability of materials.					
6	Evaluation of training program	SDA=1	DA=2	N=3	A=4	SA=5
6.1	Trainings offered employees skill, knowledge, attitude and creativity.					
6.2	Trainings given to the employees to be satisfied to their job.					
6.3	Training programs are evaluated during or at the end of the program.					
6.4	Employees are satisfied with the overall aspect of the training programs at the organization.					
6.5	Employee training is considered as a crucial factor for improving individuals and organizational performance at the organization.					
6.6	The effectiveness of training programs is properly evaluated in terms of improvements in employees' performance.					
7	Employees performance	SDA=1	DA=2	N=3	A=4	SA=5
7.1	Trainings are important in improving the employees' performance to give quality service.					
7.2	Employees become more committed toward their jobs after receiving trainings.					
7.3	Employees' job satisfaction is increased through trainings.					
7.4	Job performance helps to in enhancing the employees' efficiency and effectiveness.					
7.5	Trainings increase employee confidence when performing work related task after receiving trainings.					
7.6	Trainings motivate employees to enhance their job performance.					
7.7	Employees become more responsible after receiving trainings.					

APPENDIX II

INTERVIEW QUESITIONNAIRE

Your input is very important to the research hence you are kindly requested to respond this interview to achieve the grand objective of the study. Your response will be kept highly confidential and used only for this research on academic purpose.

I thank you very much in advance for participating in this survey and providing your thought full feedback

1. Did you believe training and development practice implemented properly?
2. What are the benefits of employees training to both the employee and the organization?
3. Has the Ministry training and development policy?
4. What are the challenges associated with employees training and development at the Ministry?
5. After training did the employees get career development opportunity?

Thank you