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The Effect of Training on Employees Performance: The Mediating Effect of Job Satisfaction

A Research Thesis Submitted to College of Business and Economics at Addis Ababa University in Partial Fulfillment of Masters of Business Administration in Management

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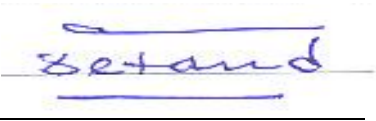
ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

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This is to certify that this thesis entitled “the impact of training on employee performance: job satisfaction as mediator variable” submitted in partial fulfillment of the requirements for the award of masters of business administration in management to the College of Business and Economics, Addis Ababa University by Derese Abiti an authentic work carried out by him under my guidance.

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List of Acronyms and Abbreviations

SPSS	Statistical Package for Social Science
ANOVA	Analysis of Variance
AMOS	Analysis of Moment Structure
HRD	Human Resource Development
HRM	Human Resource Management
MV	Mediator Variable
DV	Dependent Variable
IV	Independent Variable
EP	Employee Performance
EJS	Employee Job Satisfaction
TD	Training Design
TM	Training method
TT	Types of Training
TR	Training

Abstract

Training provides individuals with specific, recognizable information and abilities to apply to their current job, as the learning process is linked to a range of organizational aims. The objective of this study was to assess the mediating effect of job satisfaction in the relationship between training and employee performance of Akaki-Kaliti sub-city. To achieve the objective, the researcher distributed a total of 177 questionnaires to employees of the sub-city. From the distributed questioners 172(97.2%) were collected and used in the data analysis. The study used a cross sectional survey with descriptive and explanatory research design that uses a quantitative research approach. The study indicates that, employee's performance in Akaki-Kaliti sub-city was practiced at great extent. Furthermore training and job satisfaction result were lies neutral level in the organization. The result in the Pearson correlation coefficient revealed that there is a significant correlation between training, job satisfaction and employee performance. Statistical Package Social Science (SPSS) version 26 and PROCESS macro v4.0 that developed by DR. Andrew Hayes was employed to analysis the data. Indeed, all independent variables have positively correlated with mediators and dependent variables. The finding of the study indicates that the independent variable training and the mediator variable Employee job satisfaction have a positive and significant effect and the mediator variable job satisfaction has positive and significant effect on employee performance. To recomende the study,the mediating effect of job satisfaction has highest predicting effect than other training variable, so any governmental or non organization should be give attaintion for job bsatisfaction as intervention activities to maximaize employees performance

Key words: Training, Employee job satisfaction and employee performance

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Our world is currently in the midst of heated competition. It will reveal the institution's sustainability unless it is continually expanding knowledge, skills, and attitudes, as well as innovations and new technologies. Therefore, successful human resources are required to stay in the race and win. Institutions that are currently sustaining their worldwide competency and sustainability with a focus on human resources use on-going training programs. Training, according to Byars & Rue, (2006), is a learning process by which people gain the knowledge, skills, and abilities (KSA) required executing a job successfully. Training provides individuals with specific, recognizable information and abilities to apply to their current job, as the learning process is linked to a range of organizational aims. Employee weaknesses can be addressed through training. Effective training can often result in productivity benefits that outweigh the training costs. Training is extremely critical in businesses with fast-evolving technologies.

Employees are a company's most valuable asset since they may create or break its reputation and have a negative impact on profitability. Employees are frequently the ones who take the most risks when it comes to the majority of important tasks, as well as customer satisfaction and product and service quality. Without effective training, employees, both new and old, do not accept information or develop the skill sets required to do their tasks to their full capacity. Specifically, the goal of training is to provide your organization's personnel with the skills, information, and attitude they need to perform their current duties. However, in the long run, training programs include benefits such as retaining skilled personnel, employee motivation, job satisfaction, individual and organizational performance improvement, and a lump sum to meet an organization's objectives and goals. Training is an important tool for equipping employees with the necessary skills, information, and personality traits to perform effectively and efficiently in the present and future Asad khan et al., (2019).

Employee performance and organizational effectiveness are influenced by training, thus it's important to make an effort to guarantee that employees' skills and knowledge are properly

exploited through appropriate and timely training design and implementation Falola, (2014). According to Cornel, (2012), training can range from teaching employees basic reading skills to performing advanced executive leadership courses, and it discusses five broad skill categories: basic literacy, technical abilities, interpersonal skills, problem-solving skills, and ethics training Cornel, (2012). According to Daniel,(2018), the majority of governmental, private, and international organizations do not recognize the importance of training to increase employee productivity, and when the economy slows or profits fall, many organizations cut their training budgets first. (Daniel, 2018)

Any organization's long-term success is heavily reliant on the caliber of its human resources. This is especially true in service-oriented industries such as banking, where service improvements must be made on a regular basis to meet customers' increasing expectations. The competitive pressures that organizations face today necessitate that staff members' knowledge and ideas be current, as well as that they have the skills and abilities to deliver results (Rajendran. K,2005).

In order to satisfy the demands of the changing and competitive contexts in which it trades, a company must also be flexible. As a result, the HRM function must ensure that the workforce can effectively adjust to these changes. Investing in ongoing training and development programs allows employees to readily adjust to changes. For the last few years, human resources (HR) have been regarded as a very essential and critical aspect of management, including HR practice in the Western world. Training and development is an HR practice aspect that enables employees to enhance their knowledge, abilities, and attitudes, hence validating their performance.

Training is essential from time to time in this century since technology is rapidly evolving, resulting in the generation of new information and the obsolescence of previous knowledge. Changes in technology, particularly in information technology, result in rapid knowledge distribution as well as rapid obsolescence. "Between 1900 and 1950, the amount of human knowledge doubled, and it has increased every 5 to 8 years since then." Knowledge is becoming obsolete at such a rapid rate that we all desire to double our knowledge every two to three years in order to keep up with the changes Vemic, (2007).Modern business requires an increasing amount of knowledge and abilities that are currently lacking in conventional school education,

i.e. the gap between business requirements and the knowledge required at school is widening. Knowledge is the only reliable source of competitive advantage in an increasingly global, complex, and volatile world. It allows both the individual and organizational performance of employees to be maximized Okechukwu, (2017).

It is critical for every organization to not only adapt to employees' abilities, attitudes, and behaviors, but also to supply them with new technology that improves individual and organizational efficiency (Asad khan et al. 2019). Traditional manufacturing inputs such as land, labor, and capital have not vanished, but their importance has shifted. Knowledge is regarded as essential to achieving a competitive advantage. As a result, staff education and training are becoming the best solutions to complicated company problems, and human resource management is becoming increasingly important in today's management (Vemic,2007).

Well-trained and experienced employees are essential to the organization's success in achieving its purposes and objectives. It is impossible to overestimate their contribution to a company's success. As a result, in order to maximize job performance, it becomes critical to equip these unique talents through appropriate training. Human resources must be efficiently acquired and utilized by businesses. Human resource management should be designed in such a way that it fits into the structure of the business, since this will help the organization achieve its goals and objectives. Furthermore, it is critical for businesses to assist their employees in attaining the essential skills and increasing their dedication. As a result, it is every organization's responsibility to improve employee work performance, and training should undoubtedly be the primary focus. Beach, Dale S. Beach, (1970).When employees have the necessary knowledge and abilities, they operate more wisely and make fewer mistakes. Employees must have the necessary skills, knowledge, values, attitudes, and competencies, as well as an understanding of their organization's culture, in order to perform their duties effectively and efficiently. So, while money researchers are studying the relationship between training and employee performance, there appears to be a gap, with job satisfaction acting as a mediating factor. This study, on the other hand, aims to close this gap by thoroughly investigating this phenomenon using relevant software analysis.

Thus, the goal of this study is to investigate the role of job satisfaction in mediating the relationship between training and employee performance and to offer suggestions for mediating analysis.

1.2. Statement of the Problem

Employee training is now widely regarded as a viable strategy for achieving global competitiveness (Hameed et al.,2011). Employee perceptions about training, together with an acceptable and effective training program, have a significant impact on the success of any training conducted in a company. Employee productivity will be boosted if they receive enough and effective training. Employee performance can be improved through effective training programs. The term "training" refers to the process of bridging the gap between existing and intended performance standards. According to Robert K.W, (2015) the impact of skill development gained through training and employee roles and responsibilities allowed them to be effective and contributed to their dedication. Employees that have been trained will use their skills, knowledge, and abilities to increase productivity, efficiency, and commitment, and so provide quality services to the businesses' consumers (Daniel, 2018).

Several studies on the impact of training on employee performance, training and job satisfaction and their relationship in depth and types have been conducted by researchers. For the record, Hafeez & Akbar, (2015) found that training had a significant impact on employee performance. According to Legesse & Berhanu, (2017), employee training has a positive relationship with employee work effectiveness, efficiency, and commitment and has a significant impact on employee performance. Nonetheless, according to Hafeez and Akbar, (2015), training improves employee performance by influencing job satisfaction. According to the findings, training has a favorable impact on job satisfaction by improving the working relationships between employees, supervisors, and customers.

But According to Sumaiya Shafiq, (2017) hence, the study concluded that, training which has insignificant impact on the Employee Performance, or training are found to be insignificant drivers in influencing the employee performance.

One of the most commonly used metrics for assessing organizational skills is the relationship between work satisfaction and performance. Employees who were happy at work performed better, according to Ferris et al., (1999) who conducted a study. In mediation analysis, researchers identify mediator variables a priori and design an intervention to manipulate those variables with the ultimate goal of affecting an outcome. If the mediator is related to the outcome as hypothesized, successful manipulation of that variable should result in a change in the target behavior, according to Fairchild & McDaniel, (2017).

The mediator function of a third variable, which represents the generative mechanism through which the focal independent variable is able to influence the dependent variable of interest, and the presence of correlation between the independent and mediator results in multi-collinearity when the effects of the independent variable and mediator on the dependent variable are estimated, Baron & Kenny, (1986)

The majority of empirical studies show that training improves employee performance; however, no study in any government agency has looked at job satisfaction as a mediator in the relationship between training and performance. Furthermore, there is a literature gap because no contemporaneous examination has been conducted on the relationship between these three variables. As a result, our study filled a gap in the literature by employing mediator analysis to provide valuable empirical evidence on the mediation effect of job satisfaction on employee performance.

1.3.Research Questions

In view of such gaps, the researcher was addressing the following specific research questions:

1. Does Training have an effect on employee performance?
2. Is Job Satisfaction effect on employee performance?
3. Does Training have an effect on job satisfaction?
4. Does job satisfaction mediate between training and employee performance?

1.4. Objectives of the study

1.4.1. General Objective

The main objective of this study is to analyze the impact of training on employees' performance when it is mediated by job satisfaction.

1.4.2. Specific Objectives

The specific objectives in line with the general objective

1. To identify the effect of training on employee performance.
2. To identify the effect of job satisfaction on employee performance.
3. To identify the effect of training on job satisfaction.
4. To investigate the mediating effect of job satisfaction between training and employee performance.

1.5. Hypothesis of the Study

Based on the above specific objectives, the researcher formulates the following five

Hypotheses:

1. H1. There is significant effect of training on employee performance.
2. H2. There is significant effect of job satisfaction on employee performance.
3. H3. There is significant effect of training on job satisfaction.
4. H4. Job satisfaction significantly mediates between training and employee performance.

1.6. Scope of the Study

The scope of this study focuses on research papers and articles developed over the past 10 years on training. To be more specific and manageable, the study was concentrate on a few Akaki-kaliti sub-city administrations, with a special focus on training (Training design, Types of Training, Training Methods,) to determine its impact on employee performance via the mediating effect of job satisfaction.

1.7. Significance of the study

This study helped the researchers obtain knowledge and skills of how scientific research is conducted through performing all the processes up and down the page to finalize the paper, especially on mediation analysis.

The result of this study provides insight and information for top management of Akaki-kaliti sub-city regarding the employees' level of perception on training and its impact on employee performance. In addition, the mediating role of job satisfaction in signifying the relationship between perceived training and employee performance. Once the result is shared, top management can develop and implement change strategies that would actually improve perceived training and employee performance levels.

The final significance was putting investigation as a reference for different scholars that need to study on a related topic especially on mediator analysis concerning in management area especially on human resource practice.

1.8. Limitations of the Study

The researcher was constrained to focus on Akaki Kaliti Sub City Administration due to resource constraints and an unmanageable population number. As a result, the respondents from whom the data would be obtained are likewise limited to employees working in the administration's six offices. On the other side, the research was only conducted using a quantitative research strategy, but it would have been better if it included a qualitative method that used interviews as a tool to explain more about the mediation effects of job satisfaction on employee performance.

1.9 Definition of terms

Mediator analysis: it is a model used to explain the relationship between the independent variable (dimension of training and development) and the dependent variable (organizational performance).

Training:

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively(Lappan, 1995).

Performance:

Performance refers to the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed.

Employee Performance:

Employee performance, according to (Pradhan & Jena, 2017), is defined as "an individual's work achievement after expending required effort on the job, which is related with meaningful work, engaged profile, and compassionate colleagues/ employers surrounding."

Job Satisfaction:

Job satisfaction refers to a person's internal feelings that arise as a result of favorable feedback from their employer. Job satisfaction is defined as the degree to which one's job fulfills important job values Locke et al., (2002)

1.10 Structure of the study

This study is organized into five chapters. The first chapter is the introduction, which includes the study's background, problem statement, and objective, basic research questions and significance of the study, scope of the study, limitations of the study, ethical considerations, and organizational structure. Chapter two presents a review of related literature, while chapter three deals with research design and methodology. The fourth chapter presents the study's results or findings, as well as discussions of those findings. The last chapter, chapter five, presents the conclusion and recommendations part of the study.

CHAPTER TWO

2. Literature Review

2.1. Theoretical and Empirical Review

2.1.1 Theories on Training

Businesses in today's market must contend with fierce competition. As a result, the organization is constantly working to improve its ability to serve the general population. Knowledge, advanced skills, system understanding, creativity, and drive are all examples of human capital that may be used to create high-quality products and services. Employees in an organization have varying levels of experience, expertise, and capabilities. As a result, these distinguishing features (referred to as human capital) contribute to a company's success. As a result, through training programs, a business can improve human capital capabilities. Several theories stress the necessity of training in the workplace and offer various training options. The following mentioned below are major training theories and their implications:

2.1.2 Social Learning Theory

People learn by observing and accepting other people as role models, according to Davis & Luthans,(1990). Employees can learn new skills or behaviors by directly experiencing the consequences of their actions or by monitoring others' actions and seeing the results. Social learning theory states that new behaviors can be learned by watching and imitating others. Because trainees learn from their mentors, the social learning theory generates strong responses from them. They pay attention to how others behave and endeavor to do their jobs well. It gives the employee a lot of motivation. It's also advantageous because the learner learns most of the time when he enjoys himself. As a result, they pay close attention to what they are being taught. It's also similar to hands-on training that makes the trainee's job easier. According to social learning theory, a person's self-efficiency, or ability to assess ones own learning abilities and knowledge, has an impact on learning. A person with a high level of self-efficiency is ready to learn. As a result, the trainee will be able to successfully complete the training and implement it on the job.

2.1.3 Adult Learning

The theory of adult learning explains how adults learn (as professionals). It gives the trainer instructions on how to create learning programs that are tailored to the needs of professionals at various stages of their careers. Adult learning theory aims to demonstrate how adult learning differs from other types of learning and to determine which learning styles are best for them. For instance, suppose you're creating a training program on basic marketing strategy for people with 3 – 4 years of experience in a mid-level marketing position. So, what's the story here? The students will be dissatisfied with the training program and will refuse to enroll. As a result, as a trainer, you must be aware of the professional training content. Creating a training program that includes real-life problem solving, case studies, and the sharing of experiences is usually beneficial.

2.1.4 Human Capital Theory

This study was inspired by Boud & Garrick, (1999) human capital theory, which claims that people are worth investing in as a form of capital. It's a theory that can explain how people learn at work. People's performance and the outcomes obtained can therefore be categorized as a return on investment and quantified in terms of cost and benefit. According to Sen, (1997), human capital focuses on the agency of human beings in expanding output through ability, knowledge, and effort, as well as getting people up to, but not beyond, the desired standard of competence.

Training is designed to determine employee work performance, which necessitates a financial expenditure. Employees who improve their skills and knowledge maintain mastery of their field, which is likely to pay off. Employees are valued based on their ability to offer arguments or take a better- informed approach, as well as the respect they receive from others for their ideas, which allows their organization to acquire a competitive advantage over competitors. Human capital can be a source of competitive advantage if it is developed through training.

2.1.5 Theories of Job Satisfaction

As noted in Campbell, J.P., (1970), distinguish process theories from content theories as follows: I. Theoretical Content theories presume that everyone has the same set of wants and specify the qualities that should be seen in work. These ideas pinpoint the factors that influence job

satisfaction and discontent Staples & Higgins, (1998). Some of the content theories that will be examined here are Maslow's hierarchy of requirements, Herzberg's two-factor theory, Alderfer's ERG theory, and McClelland's needs theory.

- a. Maslow's Hierarchy of Needs is a theory that describes how people's needs are prioritized. Individuals are satisfied when specific requirements are met, according to Maslow, (1943). These requirements are categorized into lower-and higher-order requirements in a hierarchical order. He believes that lower-order demands must be met before higher-order needs may be met. Lower-order requirements are the first three, but higher-order needs are the fourth and fifth Gruneberg, (1979)
- b. ERG Theory by Alderfer's Individual wants can be grouped into three types according to Alderfer's theory: existence, relatedness, and growth Fincham & Rhodes, (2015). Individuals can move in either direction along a continuum that represents these demands. In contrast to Maslow's theory, this one claims that even if lower-order needs have been met, they are still significant and will continue to satisfy individuals, and that they are not supplanted by higher-order needs Fincham & Rhodes, (2015).
- c. The theory of need proposed by McClelland According to this theory, everyone develops needs over time, which are learned and shaped by personal experiences McClelland, (1962). He believes that all people have these needs, but that one of them will be more prominent than the others. Unlike Maslow's theory, this one doesn't specify how much you need to transition. The needs for achievement, power, and affiliation are the three needs associated with this theory Robbins & Sharp, (2003). Employees who prefer one of the above needs will be happy in jobs that meet those needs. Someone with a strong affiliation need, for example, will be happy in a job that requires frequent interaction with coworkers.
- d. The Two-factor Theory of Herzberg Satisfaction and unhappiness, according to this view, are two distinct concepts that arise from distinct causes and are unrelated Campbell, (1970). According to Herzberg, (1968), job satisfaction is influenced by two sets of elements. The first type, intrinsic motivators, relates to variables like work itself, achievement, promotion, recognition, and responsibility, all of which are intrinsic to the job Gruneberg, (1979). When these factors are present in the workplace, they produce job satisfaction when they are present and have no effect on job discontent Campbell, (1970). The second group, referred to as hygiene factors, does not lead to job happiness, but they can lead to job dissatisfaction if

they are insufficient Herzberg, (1968). Pay, security, and working conditions are examples of variables. These elements are important for employee satisfaction, but they do not cause job satisfaction.

2.1.6 Goal-Setting Theory

The goal-setting theory of Locke et al., (2002) investigates the relationship between the goals that an employee sets and the performance that he or she delivers. According to this hypothesis, setting a tough goal requires a person to exert more effort in order to achieve it, implying that the most difficult aims will provide the best results. When an objective is achieved, satisfaction is felt.

2.2. Empirical review

2.2.1. Training

Training is the process of bridging the gap between present performance and the desired standard. Effective training focuses on increasing the performance of employees. Training can be delivered in a variety of ways, including coaching and mentoring, peer cooperation, and subordinate engagement. This collaborative effort allows employees to actively participate on the job, resulting in improved performance and, as a result, improved organizational performance. Training programs enable organizations to not only develop personnel, but also make the most use of their human resources in order to obtain a competitive advantage. As a result, it appears that the company must arrange for such training programs for its personnel in order to improve their talents and competencies in the workplace (Jie and Roger, 2005).

A planned intervention aimed at improving the elements of individual job performance is referred to as training. It's all about honing the skills that appear to be required for achieving organizational objectives. Workplace training programs may also assist employees in reducing tension or dissatisfaction caused by their jobs (Chenet al.,2004).

Workers who believe they are unable to accomplish a task to the desired level of performance frequently leave the firm Chenet al., (2004) otherwise, their stay at the firm will not be productive Chenet al., (2004). Kanelopoulos and Akrivos, (2006), the bigger the gap between required abilities and those possessed by the workforce, the greater the workers' job discontent.

According to Rowden, (2002) training can be an effective strategy for increasing job satisfaction because better performance by employees leads to higher levels of acknowledgment from upper management, making employees feel more satisfied.

Iyayi, (2007) defines training as "the assessment of new skills, knowledge, and the ability to employ abilities perfectly in the workplace." High discussion effort and practical actions performed by organizations to obtain their workers with the basic important attitude, information, and attitude with the end goal of covering their mandates and duties similarly and effectively Raymond &,Dabari,(2016).

Training is the process of securing technology that allows employees to perform to the appropriate standards. It is an event, a discipline, or a planned activity that helps people acquire new abilities, learn new things, and behave in a certain way Aina, (1992).

Training is a series of activities aimed at improving an employee's performance and shaping their personality Naris & Ukpere, (2010). Few surveys have identified training as a metric for improving workplace performance Barzegar, (2011). Training is justifiable as a quick indicator of efficiency and employee performance (Tahir et al., 2014). Furthermore, according to studies, training is a sort of practical learning that can assist employees in maximizing their ability and knowledge in order to improve their performance (Dermol & Čater, 2013). Putting yourself in the appropriate position is the foundation for an employee who can execute moral and labor work with minimal supervision and training. Furthermore, training improves worker performance and develops a true logic that increases worker commitment (Bhatt et Al. 2014). A recent study found that training can identify disgruntled employees and determine what they require, thereby maximizing their capacity to contribute to the company's vision.

2.2.2 Training Design

Setting objectives, selecting a trainer or vendor, generating a lesson plan, selecting program methodologies and approaches, preparing materials, and scheduling the program are the primary actions involved in designing a training program. An organization may choose to buy or make the HRD program owner throughout this procedure. In any event, reasonable steps should be taken to optimize the program's utilization of human resources inside the business. Trainers should be chosen internally or externally, train-the-trainer programs should be held, training

methodologies for each training module should be chosen, and training materials should be provided. A design that is focused on the participants should be developed. Training opportunities should be made available to everybody who has a performance gap and needs them the most.

The most crucial thing to remember throughout the design process is that training should have a clear goal in mind before they are provided (Evans & Davis, 2011). Following the completion of the design stage, the implementation stage will begin.

2.2.3. Training Methods

The importance of training is enhanced by rapid technological change and the fact that we live in the information age. Employee training can aid in the dissemination of this knowledge. There are many laborers with a lot of experience who may retire without passing on their tacit knowledge to those of a younger generation, and it goes without saying that training and development support ensure that organization memberships have the essential knowledge, skills, and attitudes (Mani 2010). Employee training is a hot topic right now since it benefits the company in a variety of ways. Certain workers or employees are responsible for the day-to-day operations and maintenance of the firm. This can only be accomplished if the workers are given sufficient training. Employee performance will undoubtedly improve as a result of training. It's like a root that leads to a better result or achievement.

However, the most important point is that training and growth are required in every organization in order to eliminate any future confusion. Training methods are classified according to whether they take place on the job or away from the employee's regular work environment. According to (Armstrong, 2006), on-the-job and off-the-job procedures are the two types of training offered. Which strategy to choose is determined by individual circumstances as well as the "who," "what," and "why" of your training program. On-the-job training focuses on the learning of specialized, local information in a real-world setting. Unlike on-the-job training, off-the-job training focuses on establishing an understanding of overall principles, gaining background information, and becoming aware of comparative ideas and methods. Learning by doing, mentoring and shadowing, and job rotation are three of the most frequent strategies used in on-the-job training. Vestibule training, behavior modeling, understudies training, case studies, and

groups training are some of the others. Following a thorough requirements analysis, the next stage is to create a training program.

2.2.4 Types of Training

Different organizations are motivated to use different training methods for a variety of reasons, including: (1) the organization's strategy, goals, and resources available; (2) the needs identified at the time; and (3) the target group to be trained, which may include individuals, groups, teams, departments, or the entire organization.

Businesses can choose between two types of training: on-the-job and off-the-job. Which strategy to choose depends on your own circumstances as well as the "who," "what," and "why" of your training program (Armstrong, 2006)

2.2.4.1 On-the-job training

Employees receive on-the-job training while performing their usual duties. As a result, they do not waste time when learning. Employees should be notified of the information after a plan for what should be taught has been devised. To keep personnel informed about their development, a timetable should be developed with quarterly evaluations. Orientations, job rotations and transfers, coaching and/or mentoring, job instruction training, apprenticeships, internships, and assistantships are all examples of on-the-job practices. Managers, according to Michael (Armstrong, 2010) play a critical role in assisting their employees in learning and developing. The majority of learning occurs on the job, but it will be more effective if managers provide the necessary coaching, direction, and support.

2.2.4.2 Job rotation and transfers

Job rotation and transfers McCourt and Eldridge (2003) are a method of improving employee abilities inside an organization by moving individuals from one formal obligation to another, such as taking on a higher-ranking job within the business or moving from one branch to another. Employees could be transferred from one country to another as part of a transfer, for example. Through these rotations and transfers, employees can learn about the various operations inside the company as well as the distinctions that exist in the many locations where the company operates. The knowledge gained by the selected individuals for this strategy is valuable to the company because it may improve the company's competitive advantage.

2.2.4.3 Coaching and/or mentoring

This entails having more senior personnel mentor less senior ones McCourt and Eldridge (2003). According to Torrington et al. (2005), mentoring provides a wide range of benefits in terms of responsibility development and relationship building. The method is frequently used to match recently hired graduates with a mentor, who could be one of their immediate supervisors or another senior manager in the firm. This does not mean that older employees are excluded from this training and development program; rather, it is targeted primarily at new employees.

2.2.4.4 off-the-Job Training

Off-the-job training, on the other hand, entails removing people from their regular work situations, allowing the training to take center stage. Lectures (formal training courses and development programs), conferences or roundtable talks, case studies, role acting, simulation, group exercise, and laboratory training are all examples of off-the-job training strategies. Small firms can employ most of these approaches, but some may be prohibitively expensive. On-the-job training has also been considered to be the most effective, but also the most misunderstood and ineffective kind of training (Tobin, 1998).

2.2.4.5 Lecture

A lecture is a presentation in which there is little or no audience interaction, with the exception of a question-and-answer session at the end. It is used to deliver information to a target audience in a controlled manner. If there isn't enough time to break the audience up into discussion groups, a direct lecture may be the only option (Armstrong, 2010)

The rapid growth of technology creates a slew of new training strategies practically every year. The sort of training desired, the trainees chosen, the training program's objectives, and the training method are all factors to consider while selecting a method. Because training is a situational process, no single method is appropriate for every situation. While certain objectives may be easily attained using a single approach; others may require the use of multiple approaches. Many training programs have more than one learning objective. When they do, they'll need to employ a variety of training techniques.

The speaker's ability to communicate material with judicious use of visual aids determines how effective a presentation will be. However, an inert audience can only take in so much

information. It's customary to use a graphic or a system model to depict the interconnectedness of points in a lecture to create a framework for concepts. The speaker's scaffolding of ideas is held together by facts that have a strong impact. They help to clarify and contextualize what is being said. The concern is that if you employ too many, the audience will become overloaded with data and figures that may perplex them. Facts can be beneficially included in a handout if the presentation will be followed by one, so that they can be referred to later without the audience having to recall them Taylor and colleagues(Taylor et Al., 2008).

The other factors affecting employee performance are

2.2.5 Management – subordinate relationship

Planning with the people, not for the people, provides a favorable relationship to performance improvement as businesses seek for flexibility, speed, and continuous innovation. Employees who are given the ability to participate in corporate decision-making, for example, have a higher likelihood of developing mutual trust with their bosses. Mutual trust and cooperation assist in bridging the gap between the two parties. Strikes and work stoppages will not be used by employees unless all other options for resolving the disagreement have been exhausted. Employees will be motivated because management sees them as partners in the organization's success rather than simply subordinates, and thus will refrain from engaging in counterproductive activities, resulting in increased performance through timely fulfillment of organizational goals and objectives (Carrel, Kuzmits & Elbert 1989). Furthermore, (Garengo et al., 2021) contends that creative human resource management approaches, such as the use of systems to promote worker productivity, improve performance.

2.2.6 Working Conditions

Although working circumstances do not have a direct impact on production or output, they do have an indirect effect, such as if the manual is not in good condition. Although working conditions do not have a direct impact on production or output, they do have an indirect impact. For example, if the manual or mental labor involved in certain factory jobs is exhausting, it will endanger not only company property but also cause accidents, which may result in incidents such as death. This could affect the entire workforce's morale negatively. As a result, businesses should create working environments that are not harmful to employees, such as noise-free

workplaces, enough lighting, and comfortable temperatures(Hogber 2005). Organizations can avoid accidents and keep strong safety records by fostering a positive safety culture.

2.2.7 Reward System

The overall goal of incentive programs is to attract and retain high-quality employees. When employees believe their compensation conditions are fair and in line with their progress. To improve performance, organizations might utilize non-monetary incentives such as transportation fees and incentive systems (Armstrong, 2006). Organizations should also implement incentive systems that are similar to the industry in which they operate, or build performance-based pay systems to compensate employees based on set performance standards and profitability targets. Organizations must therefore build and sustain a sense of fairness, equity, and consistency in their pay systems if they want to improve their performance. Employees expect their employers to pay a specific price for their labor.

2.2.8 Team Work

When two or more individuals work together to achieve a given aim or objective, this is referred to as collaboration. Coordination of organizational aims and objectives becomes easier when individuals of the organization work in groups. As a result, the teams will share performance targets, enhancing employee morale and, in turn, productivity. Teamwork facilitates free communication among employees, as well as complementary abilities that enable them to accomplish more in a given period of time than when working alone, resulting in synergy. Furthermore, Martin & Stoner, (1996) claims that employees in teams often unleash great energy and creativity, which minimizes boredom by creating a sense of belonging and connection, resulting in an increase in employee dignity and self-work. Teams, on the other hand, have the potential to be productive, but their level of success is determined by the management-worker interaction.

2.2.9 Job Satisfaction

Because job satisfaction has many various definitions, prioritizing it at work talks is one of the most significant components of the job. Employment satisfaction, on the other hand, is a personal perception of one's job, both positively and negatively. Job satisfaction, according to Stajkovic & Luthans, (1998), is defined as a happy or pleasant emotional state that results from an assessment of one's job or work experience. Job satisfaction is also determined by employees'

opinions of their jobs, which are influenced by factors such as supervisor, workgroup, application policies and procedures, working conditions, and allowances, according to (Fadli et al., 2015) define job satisfaction as a pleasant feeling state of appraising one's work experience, which is consistent with these notions. When these expectations are not satisfied, job discontent occurs. Job satisfaction can be measured in a variety of ways. In general, satisfaction with the job itself, salary, recognition, the relationship between supervisor and manpower, and the possibility to advance are the stages noticed.

2.2.10 Employ Performance

Planning according to established goals or objectives is used to evaluate performance. Financial and non-financial performance can be measured in two different ways. The financial phrases explain return on asset, investment, market size, and profitability index, whereas the non-financial terms discuss customer satisfaction, motivation to work, regular attendance, and increasing productivity per hour or day (Karatepe, 2013).

Employee performance: can be defined as a record of the results obtained for each job activity over a given period of time. It can be shown in the progress of production, which can be demonstrated simply by employing modern technology and highly motivated employees. Employee performance, on the other hand, can be simply considered as expected task activities and the most fundamental idea in their job description.

Individual behaviors that intensify in order to achieve organizational aims or objectives are referred to as employee work performance. Employee performance, according to Saeed & Asghar, (2017) is heavily influenced by a variety of elements such as employee motivation, satisfaction, performance reviews, salary, job security, organizational structure, and others.

Employee performance is one of the most important aspects of worker management that determines an organization's success (Saeed & Asghar, 2017). Employee performance ensures the companies' continued survival and advancement (Emami et al., 2013). Some scholars argue that HRM practices should be the most important factor in a company's success when it comes to improving employee performance (Shaheen, Fais Bin & Joarder (2016)) According to studies, job satisfaction has a strong link to employee performance. When an expert is happy and invested in his or her profession, his or her performance rises naturally (Velampy, 2008).

2.2.11. The relationship between Training and Employee Performance

The majority of prior studies show that human resource management methods and organizational performance are strongly linked. According to Guest, (1997), one of the most important human resource management practices is training and development, which has a beneficial impact on the quality of workers' knowledge, skills, and capability, resulting in higher employee performance on the job. In the end, this relationship contributes to the highest level of organizational performance. The findings of Farooq et al.,(2011) study show a positive link between training and employee performance. As a result of this conclusion, we may deduce that a corporation cannot achieve higher returns without maximizing the use of its human resources, which can only occur if a company is able to meet its employees' job-related needs in a timely manner.

The only approach to uncover employees' unmet needs and then raise their required competence level so that they can perform well in order to meet organizational objectives is through training.

Learning through training, as described by Farooq et al.,(2011) has a positive impact on organizational performance by increasing employee performance, and is considered a vital aspect in achieving corporate objectives. Implementing training programs as a solution to performance difficulties such as closing the gap between expected and actual performance, on the other hand, is an effective strategy to improve employee performance. Bridging the performance gap, according to Kinnie et al., (2005) entails putting in place a relevant training intervention in order to develop specific skills and abilities among employees and improve employee performance.

Bridging the performance gap, according to (Kinnie et al., 2005) entails putting in place a relevant training intervention in order to develop specific skills and abilities among employees and improve employee performance. He goes on to say that training helps organizations understand when their employees aren't performing well, and that their knowledge, abilities, and attitudes need to be reshaped to fit the needs of the company.

Employees' poor performance could be due to a variety of factors, including a lack of motivation to use their skills, a lack of confidence in their talents, or a work-life balance issue. All of the above factors must be taken into account by the company when choosing the best training intervention to assist it address all of its problems and increase employee motivation to

participate and satisfy firm expectations by demonstrating desired performance. Employee exceptional performance is only possible because of a high-quality training program that motivates employees and meets their needs, according to (Kinnie et al., 2005). Employee competencies were altered by effective training programs, according to (Wright & Geroy, 2001). It not only enhances employees' total performance in order for them to properly do their current job, but it also improves workers' knowledge, skills, and attitude, all of which contribute to greater organizational performance. Employee skills are established through training, allowing them to efficiently carry out job-related tasks and fulfill business goals in a competitive manner.

However, various contextual elements such as corporate culture, organizational structure, job design, performance rating methods, power and politics in the firm, and group dynamics have an impact on employee performance. Employee performance declines when the above-described issues exist in the company, not because of a lack of relevant information, skills, or attitude, but because of the obstacles listed. These components should be considered in order to make training effective and ensure that it has a good impact on employee performance, according to (Wright & Geroy, 2001). Furthermore, according to Eisenberger et al., (1986) workers feel more engaged to the firm when they see organizational commitment to them, and hence perform better. The following hypothesis was made based on these observations.

1. H1. There is significant association training and employee performance

2.2.12 The relationship between Training and Job Satisfaction

According to research, training has a significant impact on job satisfaction. Employee job satisfaction is significantly improved through training and development (Garcia., 2013). There have been numerous studies on training and job satisfaction. This study confirms the findings of a previous study that yielded several findings and had an impact on the relationship between training and job satisfaction (Schmidt, 2012). Taormina, (1999) indicates that there is a significant link between training and job satisfaction in another study. A more recent study discovered a link between training and job happiness. Furthermore, their findings show that faculty members who are considering taking a training course believe they have the possibility to advance their active parts and talents (Chaudhary & Bhaskar, 2016). Based on the evidence from prior studies, this valid hypothesis suggests a favorable association between training and job satisfaction.

H2. There is significant association training and job satisfaction

2.2.13. The relationship between Job Satisfaction and Employee Performance

Job satisfaction refers to a person's internal feelings that arise as a result of favorable feedback from their employer, furthermore, Job satisfaction is defined as the degree to which one's job fulfills important job values ((Locke & Latham, 1990) .Employment satisfaction refers to how an individual feels and thinks about his or her job (Spector, 1997). Job satisfaction refers to the extent to which psychological and social expectations are realized, as well as satisfaction or discontent with the job (Testa, 1999). Some people describe work satisfaction as liking their job (Ellickson & Logsdon, 2002). When management policies conflict with employee expectations, employee happiness suffers (Wu et al., 2011).

Employees have certain expectations of the company and its administration that when they make policies, they will include their input and create policies that will benefit them; however, when the policies made by the company do not include employees and are in their best interests, employee satisfaction drops. Employee dissatisfaction will result if there is a conflict between the employee and the supervisor. Job satisfaction is influenced by the relationship between employees and supervisors, salary, and working conditions, according to Mudor and Tooksoon (2011), whereas discontent is caused by working hours and the perception that employees are undervalued (Shaikh et al., 2012).

Job satisfaction and employee performance are inextricably linked, meaning that if job satisfaction is high, so will performance, and vice versa (Pushpakumari, M. (2008). According to a recent study, job satisfaction and performance have a favorable association. It also claims that a high degree of realistic advancement, fair pay, a suitable job, and a nice working environment leads to a large increase in worker performance (Almutairi, Moradi, Idrus, Emami, & Alanazi, 2013). The created hypothesis two for this study is based on prior studies that have proven a link between employee performance and work happiness. Base on the evidence also shown by previous studies on the relationship between employee performance and job satisfaction, the developed hypothesis for this study.

H3. There is significant association job satisfaction and employee performance

2.2.14. Mediating role of Job Satisfaction

Employees' personal assessments of their jobs are combined with their happiness with their jobs in relation to the issues that are most important to them. Job satisfaction is defined as a favorable, thoughtful response to a job or a specific component of a job evaluation (E. Locke 1976.) Job satisfaction is a crucial component in a work environment, according to James and Hanan (2013), and it leads to improved performance and strengthened commitment to the organization. (Orute, Mutua, Musiega, & Masinde, 2012) and happy organizations have prioritized work satisfaction in order to stay ahead of the competition, create a one-of-a-kind opportunity, and grow the business. For academics and intellectuals, worker satisfaction has been a major issue. Various agencies have been harmed by high unmanageable absenteeism and personnel turnover (gap)

This study claims that if an organization's training is effective, fair, unbiased, sufficient, and ample, employees will be satisfied, and their performance will improve. Job satisfaction, on the other hand, will be employed as a mediator in this study to see if it has any mediating influence. The researcher will combine both subjects into a single edge in this investigation to see how much it mediates the link in the target population experimentally. Staff performance is frequently used to describe training and development. Identifying staff gaps and delivering appropriate training development on a consistent basis, as well as reviewing and correcting progress, improves employee competency and performance.

According to McDowall et al., (2010), the importance of training has increased as a result of greater competitiveness in the workplace, as training employees boosted the company's competitive advantage by optimizing the workers' abilities and knowledge. As a result, businesses waste a large amount of time on employee training. Employee performance is influenced by skills, effort, and working conditions, according to Kazmi et al. (2008). In addition, the ability to learn, conscientiousness, interpersonal skills, adaptability, and honesty are all essential attributes for efficient job performance (Lawrence, 2019). According to Herzberg's two-factor hypothesis, satisfied employees perform at their best, whereas dissatisfied employees do the reverse. Employees are content because they are recognized and rewarded, have

possibilities for advancement, and are paid fairly. If you don't have these, you're more likely to have poor performance (Amarasinghe, 2015).

Researchers previously discovered a link between training and job satisfaction or training and employee performance (Mohammed et Al, 2017). Members of an organization will be satisfied and their performance will be improved if training is correctly implemented honestly, unbiased, sufficient, and ample, according to the findings of many studies. Job satisfaction, on the other hand, will be employed as a mediator in this study to see if it has any mediating effects.

2.2.15 Conceptual Framework

The conceptual framework for this study is represented diagrammatically based on the relationships of constructs of study and their order of influence or Impact (Figure 1). The first flow of influence in this framework is initiated from direct relationship of Training i.e., with employee job performance. The second flow in the conceptual framework is initiated relating of Training with job satisfaction. While, the third flow of influence in the framework is of Training and on employee job performance through a mediator of job satisfaction. This broad framework of the study proposes hypotheses for testing based on the relationship of constructs included in the study.

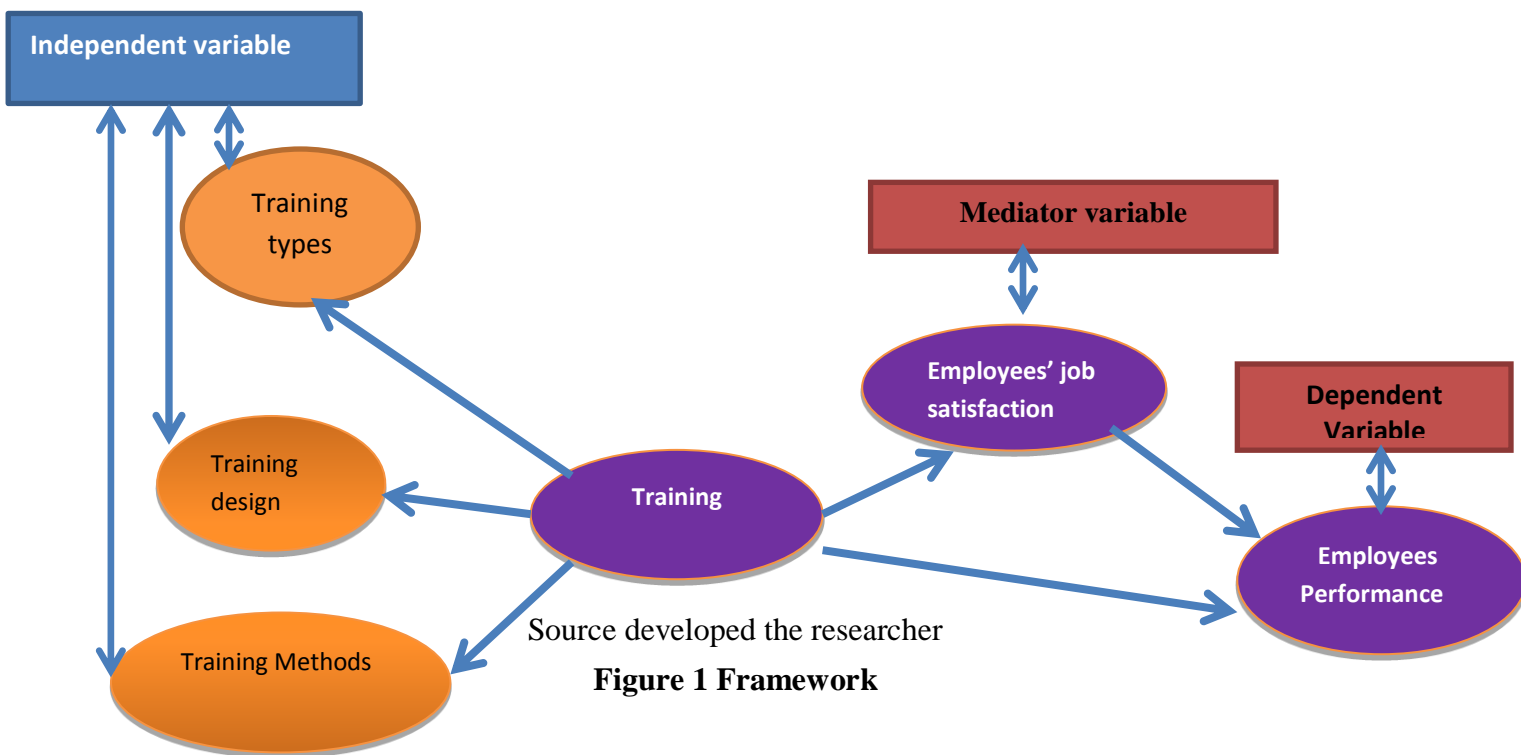


Figure 1 Framework

CHAPTER THREE

3. Methodology of the Study

3.1. Introduction

This chapter focuses on the research methodology, which would be used with numerous strategies to meet the study's goals. Research methodology, according to Kothari, (2004), is a method for solving a research topic in a methodical manner. It is a science that studies how scientific research is carried out. It considers factors like the research topic, research design, research approach, target population, sampling technique, sample size, data source, data collection method, data analysis method, and ethical considerations.

3.2. Research Design

A framework of procedures and techniques adopted by a researcher to combine diverse components of study in a relatively logical manner so that the research topic is efficiently handled is known as research design. It gives advice on "how" to do research using a specific technique. Every researcher has a list of research questions that must be evaluated, which can be accomplished through study design. The main research design for this study is an explanatory form of research design in order to achieve the targeted goal.

It is better to connect ideas to comprehend the cause and effect of something or to explain what is going on, which is why explanatory research design is used. The explanatory method of research, according to Cresswell et al., (2003), is a methodology for acquiring knowledge on the cause of the current existent condition and its effect. The main goal of a descriptive study, according to Saunders, Lewis, and Thornhill, (2009) is to characterize and provide information on what is accessible about the perspective group of people, community, and circumstance. As a result, the researcher would be utilize a descriptive design to characterize the current state of training (impact) and their impact on employee performance, as well as the mediating effect of job satisfaction.

However, the study employs both descriptive and explanatory research designs, which are deemed appropriate.

3.3 Research Approach

This study was employed a quantitative research design. Quantitative research, according to Creswell, (2005), is a type of research in which the researcher decides what to study, asks specific narrow questions, collects numeric (numbered) data from participants and analyses these numbers using statistics, and conducts the investigation in an unbiased, objective manner.

3.4. Target Population

Employees of the Akaki- Kaliti sub-city administration make up the target population for this study's enthusiasm. The target population has 318 employees of Akaki Kaliti sub-city administration office. The researcher was applied in the six offices of Akaki Kaliti Sub-City Administration, namely Public Service and HRM office, Finance and Economy office, Trade and Industry office, Education office, health office, Labour and Social office, to get the right respondents with the right knowledge, exposure, and experience about the research area.

Employees who have worked in the Akaki- Kaliti city management or similar departments for less than one year would be excluded from the research in order to obtain complete evidence concerning training. Furthermore, any personnel working in departments unrelated to training practices and departments, as well as those who reject to be constituted as respondents, was prohibited from participating in the proposed research projects.

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Technique

The representative sample for this study was determined using stratified random sampling. Because there are eighteen sector offices working under the sub-city, the researcher regards each sector as a single stratum based on its homogenous nature, and the head office as a single stratum. The study's strata were taken from eighteen offices in three homogeneous groups, as stated below: social service providers (education, health), revenue providers (trade, finance), and public service offices (Labor and Social office, Public Service and HRM Office). After stratification, a simple random sampling procedure was employed to select each responder from each stratum's sample frame. According to Yin, (2017) simple random sampling should be give equal and fair chance for each member of selected population to form part of sample size.

3.5.2 Sample Size

Sample is a form of small group derived from the target population for the interest of researcher Yin,(2017)From the two types of sampling design, this study was adopted a simple random sampling technique to obtain respondents from the work teams and workgroups which were listed in the sampling frame. Since we have slovin’s formula for Kwon population

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

Where n is the sample size,

e is the margin of error and

N is the total population size.

Based on the numbers selected above, the sample size n and margin of error e and the population size N the sample size would be

$$n = 318 / 1 + 318 * (0.05)^2 \quad n = 318 / 3.25; n = 177$$

From the formula, the sample size for this study is 177 employees.

Table 3.5.2.1: Sampling Frame and Tabular View of Sampling Plan

Strata by working unit		Target Population (N)	Sampling Fraction I=M(Ni/P)	Sample size I
Social service provider	Education office	20	177(20/318)	11
	Health office	42	177(42/318)	23
Revenue provider	Trade and Industry office	60	177(60/318)	33
	Finance and Economy office	37	177(37/318)	21
Public servant provider	Labor and Social office	62	177(62/318)	35
	Public Service and HRM Office	97	177(97/318)	54
Total		318	177(318/318)	177

3.6. Data Source

In order to investigate the effects of training on employee performance, as well as the mediating effect of job satisfaction, both primary and secondary data sources of employee concern were used. Primary data was gathered using surveys that were filled out by the organizations' current employees. Secondary data was gathered from books, papers, literature, journals, previous studies, and websites about human resource management (internet).

3.7. Method of Data Collection

The main instrument of data collection for this research is structured questionnaire distributed to each and every of the respondents. This research would be followed the survey questioning method by preparing a closed-ended questionnaire as a tool via English versions. As Kothari, (2004)., explained questionnaire method of data collection is quite popular, particularly in the case of big inquiries and it is being adopted by private individuals, research workers, private and public organizations, and even by governments. According to, Frankfort-Nachmias & Nachmias, (1997) a questionnaire consists of a list of questions that must be formulated, constructed and sequenced to produce the most constructive data in the most effective manner. According to Burger.,(2006.),the use of questionnaires is advantageous because questionnaires are economical, speedy, there is no bias, and the possibility of anonymity and privacy encourages candidates to be willing to respond on sensitive issues, and do so honestly. The questionnaire is preferred because it translates the research objectives into specific questions that would be asked to the respondents.

3.8. Data Analysis Method

According to Durrah (2018), researchers like to use AMOS images since they are easy to figure out the correlations between variables using all of the tools available. AMOS graphics is a great approach to create and manage route designs. In this study, the results were analyzed using SPSS V-26 with process macro version 4.0, and the structural graphic was drawn using AMOS because process macro could not construct the structure. Dr. Hayes explains the basics of mediation and how to use PROCESS, a free and useful tool that he created to bring new techniques to mediation analysis within easy reach (Hayes & Rockwood, 2020)

To assess the importance of the indirect impact of independent variables via the mediator to a dependent variable, first examine the importance of the direct impact of the independent variables on the dependent variable, and then assess the importance of the indirect impact of independent variables via the mediator to a dependent variable using process macro version 3.5 developed by Dr. Andrew Hayes.

3.9 Multiple Regression Analysis

Francis Galton coined the term regression (Gujarati, 2004). Regression analysis is the study of the dependence of one variable, the dependent variable, on one or more other factors, the explanatory variables.

The mediating influence of job satisfaction on the impact of training and employee performance was investigated using a series of Single and Multiple Regression analyses (path analysis). For this, the researcher derived the following regression models: Where:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where; Y = Employee performance

X1 = Training Design - independent variable

X2 = Types of Training – independent variable

X3 = Training Method – independent variable

X4 = Employee job satisfaction – Mediator variable

In the model ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$), 0 = Constant, β_1 to β_4 = The mean change in the dependent variable for one unit of change in the independent and mediator variable while holding the other independent and mediator variables constant is represented by regression coefficients, and the error term model.

3.10. Validity and Reliability

3.10.1. Validity

Validity is the degree to which a test measures what it purports to measure (Creswell, 2009). Validity defined as the accuracy and meaningfulness of the inferences which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Who contends that the validity of the questionnaire data

depends on a crucial way the ability and willingness of the respondents to provide the information requested? A pilot study was conducted in the study area to refine the methodology and test instrument such as a questionnaire before administering the final phase. Questionnaires was tested on potential respondents to make the data collecting instruments objective, relevant, suitable to the problem and reliable as recommended by (Adams , J , Khan , HT , Raeside , R , & White , D 2007)

3.10.2. Reliability

The term reliability relates to the consistency of a measuring instrument and is concerned with the study outcomes (questionnaire). Internal consistency is a term used to describe the consistency between distinct components of the same construct. Lee Cronbach's alpha is a reliability measure developed in 1951 by Lee Cronbach's. It's a standard statistic for determining the internal consistency or reliability of a psychometric test score for a group of people.

Cronbach's alpha is a reliability coefficient that is widely used to determine the internal consistency or reliability of a psychometric test score for a group of people.

The reliability of measuring scales was examined in this study using SPSS version 26. Cronbach's alpha coefficient was used to assess the scales' reliability, as shown in the chapter four tables 4.2.1 below. Cronbach's alpha coefficient for all constructs ranges lies between 0.798 and 0.903, and it is regarded satisfactory, indicating that all items are internally consistent (Watkins, 2018).

The instrument's reliability was tested using a pilot group of 20 employees of Akaki-Kaliti sub-city administration staff, and the Cronbach's alpha coefficient was determined to be above 0.7, indicating that it is trustworthy. The reliability test was also performed on the entire final data, and the instrument's Cronbach's alpha coefficient was determined to be above 0.7, indicating that it is reliable. The scale was considered a credible metric for examining the current sample if the alpha value was more than 0.7 (Khidzir et al., 2018) . The results of the pilot test showed that the suggested questionnaires were reliable for determining the extent to which they were free of bias (error), and the researcher ensured that the instrument was measured consistently. Furthermore, the instrument's stability and consistency were examined.

3.11 Ethical Considerations

The researcher has followed the expected ethical consideration in using proper citation, access and use of data, analysis and reporting of the findings in a moral and responsible way. Before conducting data collection, the researcher ensured that all participants were fully informed of what the study is all about and got full consent to take part in the research. The respondents were also assured the collected data would remain confidential and their anonymity will be maintained.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

The main objective of this research is to investigate the impact of training on employee performance the mediating effect of job satisfaction. This section and chapter incorporates the data those where collected, analyzed and interpreted .It consists of respondent’s demographic characteristics and the basic variables of employee job satisfaction, employee performance and Training (training design, training methods and types of training). The study result like statically analysis, descriptive statistic, coloration, regression, mediating effect and other important issues are briefly generalize.

The type of questions those stated and administered in the questionnaire were prepared in the form of likert scale by incorporating the five alternative that stand 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 agree and 5 for strongly agree.

This chapter presents the results and findings of the research questions answered by 172 respondents out of 177 employees those registered and become target of the population. The questionnaires were disseminated for 97.17% of the targeted group. The remaining questionnaire arise were not returned and hence the research work viable to make analysis based on the expected filled data. The result of data, the statistical test conducted on the gathered primary data would be descriptive analysis, inferential analysis using mediation modeling to get the mediating variable result.

4.1 Demographic characteristics of respondents

Gender, age, work experience, educational level, and job categories are among the demographic variables of the study respondents selected in this section. The demographic features of the respondents were analyzed using descriptive statistics with frequencies, and the results of the analysis are detailed below.

Table 4.1.1 *Descriptive Statistic Analysis Result*

		Frequency	Percent
Valid	Male	97	56.4
	Female	75	43.6
	Total	172	100.0

As it was indicated in the above table out of the total respondents filled the questionnaire 56.4% were male and the rest 43.6% were females. The finding result shows that majority of the respondents in the study were males and they were greater 12.8%.

Table 4.1.2 the Age Group of Respondents

		Frequency	Percent
Valid	18-24	17	9.9
	25-31	38	22.1
	32-38	74	43.0
	39-45	29	16.9
	46 and above	14	8.1
	Total	172	100.0

As it was illustrated on the above table out of the total respondents those who filled the questionnaire 9.9% were in the age level in between 18-24, 22.1% were in the age level in between 25 to 31, and 43% of the respondents were in the age level in between 32 to 38. On the other hand 16.9% were in the age group level of 39 to 45years old. The rest 8.1% were above 46 years old. The above finding shows that nearly 45% of the respondents were the highest percentage level and the least one is 8%.

Table 4.1.3 the Length and Duration of the Employee's Stay at Organization

		Frequency	Percent
Valid	2-6	39	22.7
	7-11	46	26.7
	12-16	50	29.1
	17-21	29	16.9
	22 and above	8	4.7
	Total	172	100.0

As it was demonstrated on the above table out of the total respondents those responded, 22.7% of the respondents were recorded having on experience of working in between two to six years. 26.7% of the respondents were in year span in between seven to eleven years. 29.1% of the respondents were in years span in between twelve to sixteen years. 16.9% of the respondents were in the years span in between seventeen to twenty one. The last 4.7% were above twenty two years. The above finding lies in consecutive similarly percentage.

Table 4.1.4 educational Background of Respondents.

		Frequency	Percent
Valid	college diploma	3	1.7
	Bachelor degree	134	77.9
	Master's degree	33	19.2
	Phd	2	1.2
	Total	172	100.0

As it was depicted on the above table out of the total respondents 1.7% of the respondents had college diploma. 77.9% of the respondents had bachelor degree. Meanwhile 19.2% of the respondents had master’s degree and the rest 1.2% had PhD in their educational background. The above finding shows that nearly 78%, that means above three fourth of the response shown that the respondents had first degree.

Table 4.1.5 the Current Position of Respondents in Their/his/her Organization (Office)

		Frequency	Percent
Valid	Officer	42	24.4
	senior officer	85	49.4
	Process owner	20	11.6
	Team leader	21	12.2
	Other	4	2.3
	Total	172	100.0

As it was expressed on the above table 4.1.5, 22.4% of the total respondents were officers, 49.4% were senior officers, 11.6% were process owners, 12.2% were team leads and the rest 2.3% were not specified. The above findings show and indicate that nearly 50% of the respondents were senior officers at the specified and stated organizations.

4.2 Validity and Reliability

The process of collecting data was done through using questionnaires. According to Singh,(2014) both validity and reliability increases and even sometimes decreases opportunities to insert researcher bias in qualitative research. Similarly both Kimberlin and Winterstein (2008) indicated that the evidence of validity and reliability are seen as prerequisites to assure the integrity and quality of a measurement instrument. Thus the item to be valid were

- a. Types of training
- b. Employee job satisfaction,
- c. Employee performance,
- d. Training design,
- e. Training method are achieved the designed result

In this study, reliability of measurement scales was assessed by using SPSS version 26. The reliability of the scales were evaluated by using Cronbach's alpha coefficient as it was indicated and found out from the Cronbach's alpha coefficient for all construct ranges were 0.798 and 0.903 and it is considered to acceptable because it indicates and shows that the instrument was reliable and valid to measure the research work.

Table 4.2.1: Cronbach's Alpha reliability

	Item	Factor loading of item	Number of items	Cronbach's Alpha
Training Design	TD1	.789	4	.798
	TD2	.725		
	TD3	.801		
	TD4	.732		
Types of Training	TT1	.807	5	.840
	TT2	.886		
	TT3	.816		
	TT4	.851		
	TT5	.887		
Training Methods	TM1	.826	4	.814
	TM2	.813		
	TM3	.821		
	TM4	.814		
Job satisfaction	JS1	.862	8	.851
	JS2	.831		
	JS3	.828		
	JS4	.834		
	JS5	.824		
	JS6	.823		
	JS7	.808		
	JS8	.804		
Employee performance	EP1	.902	10	.903
	EP2	.872		
	EP3	.863		
	EP4	.849		
	EP5	.842		
	EP6	.861		
	EP7	.872		
	EP8	.845		
	EP9	.875		
	EP10	.904		

Source: SPSS Reliability result 2021

4.3 Descriptive Statistics

This part of the research report represents the respondents' perception towards the independent, mediator and dependent variables. The respondents were asked to show and indicate to what extent they agreed by rating the five-point Likert scale labeling, (5=strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree).

The mean 3.0 as it was tried to show on the above paragraph is to be seen as measuring neutrality on the variables those needed to be tested. The standard deviation was used to indicate and show the variation from the mean. The lower the standard deviation the level of the employee made on agreement. The higher the standard deviation indicates the employee made a disagreement on the issue raised. This formula was adopted from Vichea, (2005) with 5-point scales, the interval for breaking the range is measuring each variable is calculated by $5 - 1/5 = 0.8$. It means items with scores fall in between ranges of 4.20-5.00 are considered as strongly agree, 3.40-4.09 as agreed, 2.60-3.39 as neutral, 1.08-2.59 as disagree, 1.000-1.79 strongly disagree.

Table 4.3.1 Descriptive Statistics of Training Design

	N	Minimum	Maximum	Mean	Std. Deviation
There is a clear view of training objectives in conducting training program in your company	172	1	5	3.01	1.073
Training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees	172	1	5	3.09	1.120
Validity of training objectives is able to link the training needs and training which is to be delivered	172	1	5	2.99	1.101
There is expectation to be achieved at the end of the training	172	1	5	3.00	1.185
Valid N (listwise)	172				
Average				3.023	1.120

As it was shown in the above table four of the category training design result lies in the position of becoming neutral. The item states there is a clear view of the training objective in conducting a training program in the company or institution (mean=3.01 and Standard Deviation=1.073). The respondent's response becomes in the position of becoming neutral. In the same way, the item that stated the training objective is the basis for measuring the effectiveness of the training knowledge, skills, and attitudes expected from trainees also (mean=3.09 and standard deviation=1.120). The rest of the validity of training objectives can link the needs and the issue addressed (mean=2.99 and standard deviation=1.101). Under this category, the expectation to be achieved at the end of the training become also (mean=3.00 and standard deviation=1.185). The summative result shows that a clear understanding of the objective of the training helps trainees to be more motivated to become and willingly join to participate in the training. It also creates a capacity development, knowledge, skills, and attitudes that were expected from the trainees of the institution. The overall result of the mean and standard deviation (m=3.023 and standard deviation=1.120) lies in the neutral position. This shows that respondents did.t agrees and in the same way disagreed on having a clear view of and understanding the objective of the training in general.

Table 4.3.2 Descriptive Statistics of Issue Related to Types of Training

	N	Minimum	Maximum	Mean	Std. Deviation
Employees job rotation within the organization helps in increasing my overall performance	172	1	5	3.13	1.097
Job rotation boosts my morale and self-confidence	172	1	5	3.39	1.083
The lecture training programs are designed at the level of abilities and education of employees	172	1	5	3.02	1.057
The type of training I have taken is applicable for the job after the training	172	1	5	3.24	.995
Supervisors support the use of techniques learned in training that employees bring back to their jobs	172	1	5	3.39	1.049
Valid N (listwise)	172				
Total average				3.154	1.056

As it was indicated in the above table 4.3.2 employee job rotation within the organization helps in increasing the overall performance of the employee (mean=3.13 and standard deviation=1.097) lies in the position of becoming neutral. In the same way, both job rotation and supervision that was given by the supervisor supported the employees to come again back to their jobs. The result for these items was the same; (mean=3.39 and standard deviation=1.083 and 1.049 respectively). The finding again shows that employees agreed on the issue of job rotation and the supervision offered for them encourages dealing with their professional satisfaction in terms of training.

The last indicator under this table was the type of training offered by the institution and that was taken by employees was applicable and helpful after the training has been given; (mean=3.24 and standard deviation=0.995). This result shows that trainees and employees of the organization approach to agreed on the issues of applicability for continuing and benefiting jobs.

Table 4.3.3 Descriptive Statistics of Training Method

	N	Minimum	Maximum	Mean	Std. Deviation
The methods of training employees are in line with organizational culture	172	1	5	3.05	1.025
Well experienced employees allocate work to junior staff	172	1	5	3.13	.985
Experienced staff are responsible for the work delegated to their juniors	172	1	5	3.28	1.028
Employees are allowed to transfer to other departments from time to time to develop their skills	172	1	5	3.09	1.139
Valid N (listwise)	172				
Total average				3.134	1.044

As it was shown in the above table 4.3.3 , four of the category lies in the position of becoming neutral. The item that states the methods of training employees are in line with organizational culture (mean=3.05 and Standard Deviation=1.025). The respondents' responses become in the position of becoming neutral. In the same way, an item that stated well-experienced employees allocate work to junior staff also (mean=3.1.3 and standard deviation=0.985). The experienced

staff is responsible for the work delegated to their juniors (mean=3.28 and standard deviation=1.028). And Employees are allowed to transfer to other departments from time to time to develop their skills become also (mean=3.09 and standard deviation=1.139).

The overall result of the mean and standard deviation (3.134 and 1.044) lies in the neutral position. This shows that respondents did not agree and in the same way disagreed on having the clear view of and understanding the methods of the training in general.

Table 4.3.4 Descriptive Statistics of Job Satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
I am satisfied with the amount of pay and financial compensation I receive.	172	1	5	2.57	1.229
I perceive that the pay I receive is fair & equitable.	172	1	5	2.50	1.111
I am satisfied with the opportunities of being promoted to a better position and advancement.	172	1	5	2.75	1.098
I have the opportunity to work independently on my job	172	1	5	3.07	1.095
I have a good feeling about my job accomplishment	172	1	5	3.34	1.039
I have a good relationship with my supervisor	172	1	5	3.37	1.124
I have a sense of Job security	172	1	5	3.23	1.060
The mission of my organization makes me feel my job is important.	172	1	5	3.31	1.120
Valid N (listwise) overall	172				
Average				3.02	1.095

Job satisfaction is an attitude, so it should contain both psychological aspects, and literature states that job satisfaction is an attitude, so it should contain both cognitive and affective components; Eagly and Chaiken (1993). Job satisfaction, on the other hand, is defined as "a happy or positive emotional state coming from an appraisal of one's job or job experiences," according to Locke (1976)..

As it can be indicated and shown in the above table 4.3.4, the first three rows illustrated whether trainees were satisfied with the amount of payment and financial compensation that trainee was received (mean= 2.57 and standard deviation=1.229), whether employees payment after they got training the amount of money paid as a received is fair or equitable (mean=2.50 and standard deviation 1.111) and the third idea whether the employee was satisfied with knowledge and skills trainees got for promoting in their future job advancement (mean=2.75 and standard deviation = 1.098). The above three ideas issues and findings lie in the level of disagreement by the respondents. Respondents were not satisfied and their level of the agreement was below the standard and which indicates financial compensation, fairness of equitable payment, and having got better position and advancement on promotion lack the overall response from the findings.

On the other hand, the issue of having got an opportunity to work independently on their job (mean= 3.07 and standard deviation=1.095), whether employees have a good feeling towards their job accomplishment indicated that (mean=3.34 and standard deviation=1.039). Here the finding shows that the result indicated the level of agreement. Similarly, the idea of employees having a good relationship with their supervisor (mean=3.37 and standard deviation=1.124), whether employees have a good sense of job security (mean=3.23 and standard deviation= 1.060), whether the mission of the employees' organization made employees feel and develop the sense of importance (mean=3.31 and standard deviation=1.120) states that the above four issues result in lies in the level of agreement by the response given and expressed. Hence the organization should launch a better plan to address and could work more on the issue and idea of security, supervision, better job accomplishment, and developing the sense of job importance in the mind of the employees.

Table 4.3.5 Descriptive Statistics of employee performance

	N	Minimum	Maximum	Mean	Std. Deviation
The training provided by the administration helped me to perform my work quickly and efficiently.	172	1	5	3.30	1.093
I have the motivation to exert more effort into the job I am doing.	172	1	5	3.44	.974
The training provided by the administration helped me to improve my skills and knowledge	172	1	5	3.42	1.003
The training I received has helped me to improve my performance and my motivation to work	172	1	5	3.52	.952
I complete my work within the time allocated.	172	1	5	3.54	1.011
I work overtime to complete my tasks.	172	1	5	3.51	1.017
I usually take time to follow up with clients to ensure that they are	172	1	5	3.51	.952
I combine the available resources very well to provide quality services.	172	1	5	3.53	.907
My job is in line with my interests, skills, and attitudes.	172	1	5	3.54	1.051
I attend to my work with speed and accuracy.	172	1	5	3.69	1.012
Valid N (listwise)	172				
Average				3.5	1.0035

As it was illustrated in the above table 4.3.5, the training that was provided by the administration helped the trainee to perform his/her work quickly and efficiently (mean=3.30 and standard deviation 1.093), whereas having the motivation to exert and provide an effort to help to do the job (mean =3.44 and standard deviation =0.974). Similarly, the training that was offered by the institution helped trainees to improve their skills and knowledge (mean=3.42 and standard deviation=1.003). These response results were lies in the level of agreement. This indicates that the organization did on the corresponding activity. This is good for the organization and should be to continue the trained activities. The assumption were supported by different aothors, Training is a series of activities aimed at improving an employee's performance and shaping their personality Naris & Ukpere, (2010). Few surveys have identified training as a metric for improving workplace performance Barzegar, (2011). Training is justifiable as a quick indicator of efficiency and employee performance (Tahir et al., 2014).

On the other hand, the training that was given to trainees motivated and helped workers to do more (effectively) (mean =3.25 and standard deviation =0.952) whereas, work complaint ion with time allocated,(mean=3.54 and standard deviation =1.011) and working and engaging on overtime to accomplish tasks on time (mean=3.51 and standard deviation=1.017). These three respondents' findings show that result lies in approaches to the level of agreement. In general, employees are fitted in those activities.

Issue like satisfaction client (mean=3.51 and standard deviation=0.952). The combination of availability of resources for providing quality services (mean =3.53 and standard deviation =0.907). Meanwhile the agreement of the job with its employee's interest and need (mean =3.54 and standard deviation=1.051) and attending the work with speed and accuracy (mean=3.69 and standard deviation=1.012). The result lies in the level of agreement. Based on this employees and the administration accomplish their activities with good coordination.

Generally, the overall above descriptive statistics employee performance result mean and standard deviation (3.5 and 1.0035) respectively this shows that employee performance helped both the employee and the organization to accomplish their works effectively, in a good manner.

4.4 Correlation

Correlation may be expressed as the degree of relationship present between two or more variables (Koutsoyiannis, 1977). The linear correlation coefficient (r) is a measure of the degree of co-variability of the variables. The strength and the direction of a linear relationship between the two variables (dependent and independent) are measured by the linear correlation coefficient (r). The values that the correlation coefficient may assume vary from -1 to +1. There is a positive correlation between the variables when r is positive. $r = +1$ implies that there is a perfect positive correlation between variables. When r is negative, there exists a negative correlation between the variables. $r = -1$ implies that there is a perfect negative correlation between variables. The variables are not correlated when r is zero.

The strength of correlation can be described using . “Evans (1996) suggests that the absolute value of linear correlation coefficient (r)”, as cited in (Beldjazia and Alatou, 2016). “If

$r = 0.00-0.19$ it will be very weak

r= 0.20-0.39 it will be weak

r = 0.40-0.59 it will be moderate

r = 0.60-0.79 it will be strong and

r = 0.80-1.0 –it will be very strong”.

Table 4.4.1 Coefficient of correlation

		Correlations				
		TD	TT	TM	EJS	EP
TD	Pearson Correlation	1				
	Sig. (2-tailed)					
TT	Pearson Correlation	.473**	1			
	Sig. (2-tailed)	.000				
TM	Pearson Correlation	.409**	.601**	1		
	Sig. (2-tailed)	.000	.000			
EJS	Pearson Correlation	.443**	.569**	.564**	1	
	Sig. (2-tailed)	.000	.000	.000		
EP	Pearson Correlation	.419**	.511**	.492**	.634**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).						

Depending on the above table 4.4.1 we can see different correlations and relationships, namely the independent variable and dependent variable, the independent variable and the mediator variable, and finally the mediator variable and dependent variable.

From the above table 4.4.1, the independent variable training (Training design, Types of Training, and Training method) and the dependent variable Employee performance have positive and a very significant correlation with (r = 0.419, p=0.01),(r=0.511,p=0.01),(r=0.492,p=0.01) respectively. The result indicates a moderate relationship between the variables.

The independent variable training (Training design, Types of Training, and Training method) and the mediator variable Employee job satisfaction have a positive and a very significant correlation in between with (r=0.443,p=0.01),(r= 0.569,p=0.01),(r=0.564,p=0.01) respectively and they have a moderate relationship.

The relationship between the mediator variable employee job satisfaction and the dependent variable employee performance are strong relationships and they have a positive and strong significant correlation with ($r= 0.634, p=0.01$).

Generally, the above correlation table 4.4.1 result indicates that the dependent, mediator and independent variables have positive and significant correlations to each other.

4.5 Regression of Assumption test

In order to know the dependent and independent variables cause and effect of one to each other and to determine the strength and weakness of their relationship of the variable testing assumption test carried out should be important. In this study the basic assumption test were used namely, *Multi-collinearity assumption*, Normality test, Linearity test, and Homoscedasticity test, which would be checked and the result to be met and acceptable.

Table 4.5 Collinearity Diagnostics

Mode	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	TR	EJS
1	1	2.950	1.000	.00	.00	.00
	2	.032	9.632	.80	.02	.45
	3	.018	12.771	.19	.98	.55

a. Dependent Variable: EP

4.5.1 Multi-collinearity assumption

The existence of a very high correlation between the study's independent variables, referred to as Multi-co linearity, is a major assumption that applies to multiple regression analysis (Burns and Burns, 2008). The tolerance and VIF statistics were used to check multi-co linearity in this study. According to Andy (2006), a tolerance value of less than 0.1 nearly always implies a major co-linearity problem. A VIF number greater than 10 is likewise a cause for concern, according to Burns & Burns (2008). All of the independent variables in this investigation had a tolerance of more than 0.1 and a VIF value of less than 10, indicating that the Multi-co linearity assumption was not violated.

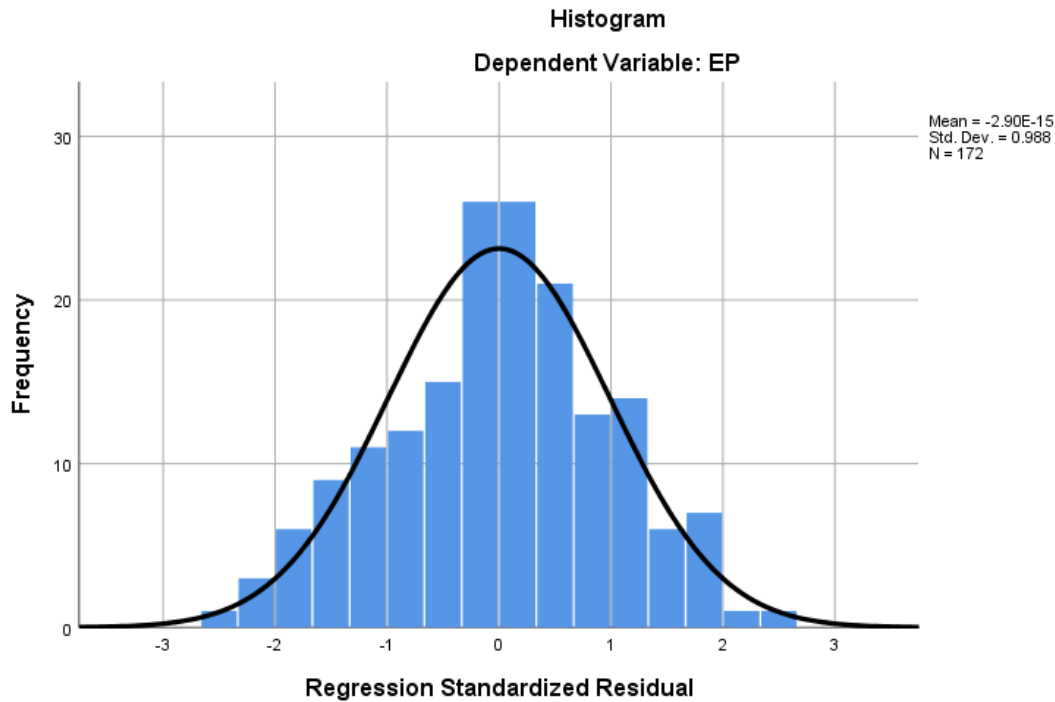
Table 4.5.1 Multi-collinearity

Model	Independent and Mediator Variables	Collinearity Statistics	
		Tolerance	Variance Inflation Factor (VIF)
1	(Constant)		
	TD	.723	1.383
	TT	.530	1.888
	TM	.560	1.787
	EJS	.576	1.735

a Dependent Variable: EP

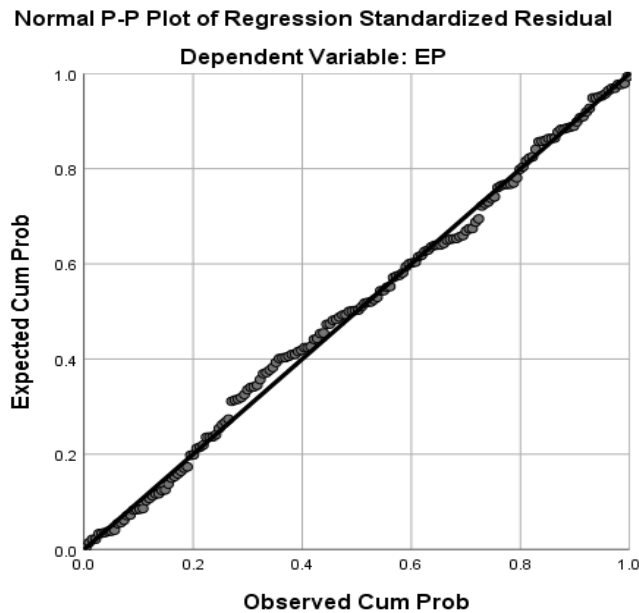
Source: Researcher, 2021 (SPSS output)

Graph 4.5.2. Normality test



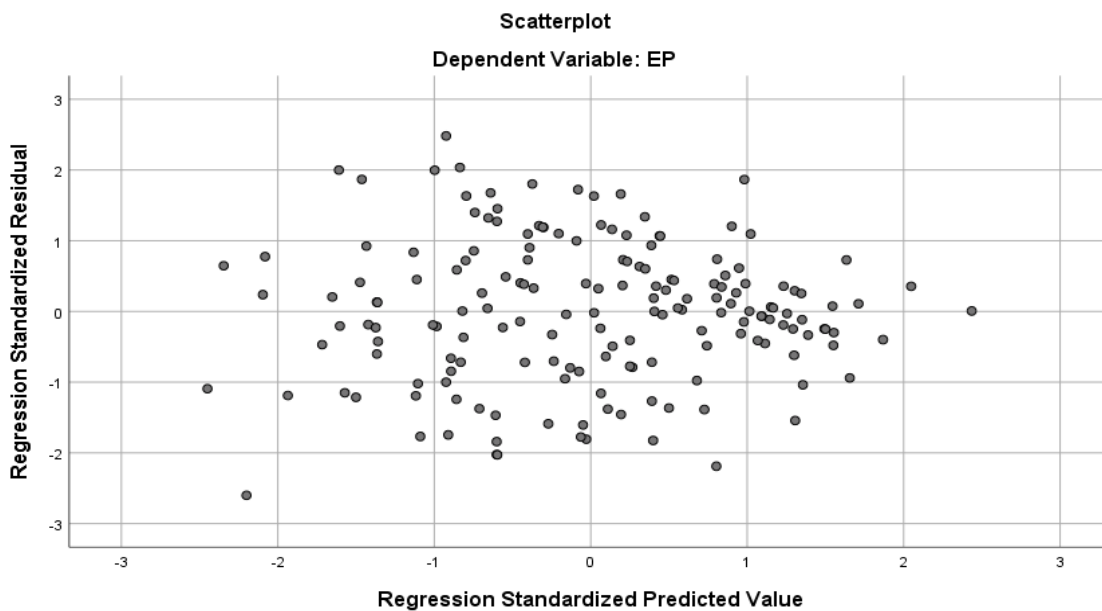
Multiple regressions necessitate a regularly distributed independent variable. This suggests that the errors were normally distributed, and the plot of the recorded value will be roughly on a normal curve (Osborne and waters, 2003). The discovery indicates the existence of a normal distribution, which was characterized by a curve or a bell-shaped curve. It demonstrates that the majority of the scores were towards the center, indicating that the assumption of normality was met.

Graph 4.5.3 Linearity Test



The linearity of associations between the dependent and independent variables can be tested by Statistical Package for Social Science (SPSS) looking at the P-P plot for the model. The closer the dots lie to the diagonal line. As it was depicted in the above graph, the visual inspections of the P-P plot revealed that there was a strong and to some extent a linear relationship between the dependent and independent variables.

Graph 4.5.4 of Homoscedasticity Test



The assumption of Homoscedasticity refers to the equal variance of errors across all levels of the independent variables (Osborne and Waters, 2003) this shows and indicates the distribution of residual terms or homogeneity of error terms throughout the expected data. Homoscedasticity can be checked by visual examination of a plot of the standardized residuals the regression standardized predicted value (Osborne and Waters, 2003) the problem is detrimental for analysis. The scatterplot in the above graph shows there is a violation of homoscedasticity to some extent in the variables thimbles through the research work findings.

4.6. Regression analysis

Table 4.6.1 Model Summary

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	41.271	4	10.318	34.648	.000 ^b
	Residual	49.729	167	.298		
	Total	91.000	171			
a. Dependent Variable: EP						
b. Predictors: (Constant), EJS, TD, TM, TT						

The idea that a researcher can get from linear regression was the capacity of predating whether the change of results is based on the outcome of the research finding in general. The above ANOVA table 4.6.1, expresses how well the data of respondents were responded and presumed model. The value under the column of sig. indicates and fits the value expected. The finding shows that the model is fit for analysis and interpretation. The **f** value is significant that could be considered and seen as anticipated and actual data is not different in the overall research work. In general The Anova result $F(4, 167) = 34.648, p < 0.05$. therefore, the regression model is statistically significant

Model Summary										
Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Change Statistics					Durbin - Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.673 ^a	.454	.440	.54569	.454	34.648	4	167	.000	2.298
a. Predictors: (Constant), EJS, TD, TM, TT										
b. Dependent Variable: EP										

Table 4.6.2 Model Summary

From the model summary Table 4.6.2, the autocorrelation test result indicates the Durbin-Watson SPSS calculated it as 2.298. The value of the research lies between $0 < 2.298 < 4$, it close to 2. Therefore there is no violation of autocorrelation.

In the model summary Table 4.6.2 above, the value ‘R’, column indicates multiple correlation coefficients. R-value 0.673 shows a strong correlation between the three independent variables training, the one mediator variable employee job satisfaction, and the dependent variable employee performance. The above model summary indicates how much variation in the predicted variables has been explained by the independent variables. In the regression result, as it was described above, the adjusted R-Square is 0.454 that suggests nearly 45.4.% of the value of the outcome variable predicting is explained by the variation of the independent variable training, mediator variable employee job satisfaction, and dependent variable employee performance. The remaining 54.6.% change in the employee performance of the organization other factors are not included.

Table 4.6.3 *Regression Coefficient of Bata Training with job satisfaction on employee performance*

Model	Variables	Unstandardized Coefficients		Statistics	t	Sig.
		B	Std. Error	Standardized Coefficients Beta		
1	(Constant)	1.273	.200		6.380	.000
	TD	.091	.056	.110	1.640	.010
	TT	.123	.070	.139	1.764	.080
	TM	.100	.067	.115	1.500	.013
	EJS	.415	.071	.442	5.861	.000

a. Dependent Variable: EP

The standardized coefficient

The standardized coefficient is used to distinguish which of the independent, mediator, and dependent variables is very important trait effect by comparing to each other. Based on the above regression standard coefficient table 4.6.3, employee **job satisfaction** has the highest standardized coefficient (0.442), **next the types of training** are followed with a standardized coefficient (1.39). The result shows that employee job satisfaction has the highest trait and mediating effect on employee performance relative to others. The least trait effect indicated from the others is training design with a standardized coefficient of β (0.110).

As it from the above regression coefficient table 4.6.3, the independent variable training (training design and training method) has statically positive significance in predicting employee performance with P-value(0.010 and 0.013) respectively. In addition, the mediator variable job satisfaction also has a statically significant positive predictor in mediating employee performance because of their sig. value (p-value=0.000) less than the alpha level of 0.05. Generally, training design, training method, and employee job satisfaction have a statically positive significant effect on employee performance with a p-value ($p < 0.05$). But Types of training has an statically insignificant effect on employee performance because of their p-value ($P > 0.05$). Githnji Angela, (2014) supported these assumptions by demonstrating that training improves employee performance. One of the most widely used ways for increasing individual productivity and boosting job performance in the workplace is training (Goldstein and Ford 2002; Gupta and Bostrom 2006). Training efficiency must result in the behavioral change (i.e., skill transfer for job performance), which leads to organizational performance (Goldstein and Ford 2002).

Unstandardized Coefficients

Unstandardized coefficients are used to represent the coefficients of the independent and mediator variables in the regression coefficient outputs. The unstandardized coefficients illustrate that when the dependent variable changes by a unit, the independent and mediator variables change as well (β).

The study employed the following multiple regression model to determine the statistical significance of the independent factors on the dependent variable, as mentioned in chapter three.

$$Y_0 + = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where; Y = Employee performance

X1 = Training Design - independent variable

X2 = Types of Training – independent variable

X3 = Training Method – independent variable

X4 = Employee job satisfaction – Mediator variable

In the model ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$), β_0 = Constant, β_1 to β_4 = Regression coefficients represent the mean change in the dependent variable for one unit of change in the independent and mediator variable while holding other independent and mediator variables constant, and ε is error term model.

The independent and mediator variables' unstandardized coefficients were substituted in the model ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$). The model might be written as follows:

$$Y = 1.273 + 0.091X_1 + 0.123X_2 + 0.100X_3 + 0.416X_4 + \varepsilon$$

The constant value ($\beta_0 = 1.273$) in the following model formula suggests that if all other model variables were zero, employee performance would be 1.273. An unstandardized beta coefficient (β) of 0.091 indicates that a unit change in training design results in a 9.1% difference in employee performance, while a beta coefficient of 0.123 indicates that a unit change in types training results in a 12.3% change in employee performance. Furthermore, an unstandardized beta coefficient of 0.100 means that a 10% difference in employee performance results from a unit change in the training method. According to the above regression model calculation, an unstandardized beta coefficient of 0.416 indicates that a unit change in job satisfaction causes a 41.5% difference in employee performance. Furthermore, the error term (ε) estimate in the preceding regression model formula was considered to be zero.

According to the regression coefficients, two independent and one mediator variables are statistically significant in predicting employee performance. The two training variables, as well as a mediator, are statistically significant, as indicated by their P-values ($P < 0.05$). This suggests that by increasing these variables there is a change that improves employee performance.

The result found that training and job satisfaction positively influence, on employee performance and there is a significant relationship between training, employee performance, and job satisfaction. It also established that training, and employee performance is an efficient and supportive strategy to organization and employee success Worlu Okechukwu, (2017).

Table 4.6.4 Residual Statistics

Residuals Statistics					
Minimum		Maximum	Mean	Std. Deviation	N
Predicted Value	2.2964	4.6963	3.5000	.49127	172
Residual	-1.41904	1.35423	.00000	.53927	172
Std. Predicted Value	-2.450	2.435	.000	1.000	172
Std. Residual	-2.600	2.482	.000	.988	172

a. Dependent Variable: EP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.651 ^a	.424	.413	.59481	.424	41.157	3	168	.000

a. Predictors: (Constant), TM, TD, TT

b. Dependent variable EJS

As it was shown in the above table 4.6.4 the predicted value that expresses the residuals of statistics is below the expected standard of results. The predicted values were greater than the minimum and maximum results of the residual results. On the other hand, the standard predicted value is less than that of its maximum result when compared with the standardized residual results.

Table 4.6.5 regression analysis of Training on job satisfaction

Model	Coefficients ^a							
	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	95.0% Confidence Interval for B		
	B	Std. Error				Lower Bound	Upper Bound	
1	(Constant)	.758	.210		3.617	.000	.344	1.172
	TD	.152	.059	.174	2.569	.011	.035	.270
	TT	.281	.073	.298	3.864	.000	.137	.424
	TM	.291	.069	.314	4.219	.000	.155	.427

a. Dependent Variable: EJS

Table 4.6.5 regression analysis of Training on job satisfaction

The standard coefficient

As it shown from the above regression coefficient table 4.6.5, training method has the highest triat effect with beta 0.314 and followed types of training with beta 0.298.

From the Table above 4.6.5 regression, **Unstandardized** coefficient analysis result indicates the independent variable training (Training design, types of training, and Training method) have a positive and significant effect on the mediator variable Employee job satisfaction with (β) coefficient (0.152,0.281 and 0.291) and p-value (0.011, 0.00and 0.000) respectively. From the result, training and job satisfaction have appositve significant effect with total sum of training bêta coefficient 0.724 and p-value (P<0.005. Furthermore aunstandardized a beta coefficient (β) of (0.152,0.281,and 0.291) indicates that a unit change in training design,types of training and training methode results in a 15.2%, 28.1% and 29.1% a unit difference in employee performance.

Table 4.6.7 regression analysis of job satisfaction on employee performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.634 ^a	.402	.399	.56575	.402	114.309	1	170	.000

a. Predictors: (Constant), EJS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.703	.174		9.815	.000	1.361	2.046
	EJS	.596	.056	.634	10.692	.000	.486	.706

a. Dependent Variable: EP

From the above regression table 4.6.7, the mediator variable job satisfaction is an entered variable the standardized coefficient beta result has 0.634. The unstandardized coefficient beta 0.596 and p-value 0.000. Based on this, job satisfaction has highest predict effect on employee performance and also when job satisfaction increases a unit, employee performance also increase with 59.6%. Furthermore employee job satisfaction has positive significant effect on employee performance with p-value <0.05.

Table 4.6.8 regression analysis of training on employee performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.588	.210		7.544	.000	1.172	2.003
	TD	.154	.060	.187	2.589	.010	.037	.272
	TT	.239	.073	.270	3.277	.001	.095	.383
	TM	.221	.069	.253	3.184	.002	.084	.357

a. Dependent Variable: EP

The standard coefficient

From the above table 4.5.8 the independent variable Training (Training design, types of training and training method) the standardize coefficient output result indices (0.187,0.270,0.253). based on the result types of training has highest predict effect than the others and followed training method.

Unstandardize coefficient

As it shown from the above table 4.5.8, unstandardized coefficient of training (training design, types of training and training method) beta (0.154,0.239 and 0.221) the total sum of (0.614) and p-value (0.010,0.001 and 0.002) which are less than the alpha level of 0.05. The result indicates al the independent variables of training have positive significant effect on employee performance. Furthermore aunstandardized a beta coefficient (β) of (0.154,0.239,and 0.221) indicates that a unit change in training design,types of training and training method results in a 15.4%, 23.9% and 22.1% a unit difference in employee performance.

4.7 Mediating Effect

According to Baron & Kenny, (1986) indirect effect of the independent variable (X) training passes through the mediator variable (M) arrives at the dependent variable (Y). The core characteristic of a mediating effect (i.e., indirect effect or mediation) is that it involves a third variable that plays an intermediate role in the relationship between the independent and dependent variables.

Table 4.6.9 the unstabdardized Regression coefficient relationship of dependent, mediator and independent variable

Independent variable	Mediatore variable			dependent variable		
	job satisfaction			Employee performance		
	B	SE	ΔR^2	B	SE	ΔR^2
Traininge with				0.313	0.697	0.453
job satisfaction				0.416	0.071	0.4532
Training	0.724	0.0660	0.4145	0.6141	0.3544	0.3379
job satisfaction				0.596	0.056	0.402

p-value 0.001 p< 0.05 sorce from The regression unstabdardized coefficient beta

Generally from the above table 4.6.9 unstandardized coefficient regression result conclude that, when training and job satisfaction consider as independent variable, training (training method and training design) has positive significant effect on employee performance with beta coefficient 0.313 and P-value 0.001, but types of training has positive insignificant effect on employee, correspondingly job satisfaction positive and significant effect on employee performance with beta coefficient 0.416 and p-value 0.001. which is $P < 0.05$. Furthermore training has significant positive effect on job satisfaction and employee performance with beta coefficient (0.724 and 0.6141) respectively and p-value at 0.001 which is $P < 0.05$. while job satisfaction considered as an independent variable and employee performance as a dependent variable. job satisfaction has positive significant effect on employee performance with unstandardized beta coefficient 0.596 and P-value 0.001 which is $P < 0.05$.

Job satisfaction can be mediated by a combination of training and employee performance.

A process developed by Dr. Andrew F. Hayes was utilized to investigate the mediating role of employee commitment. In SPSS version 26, model number 4 was chosen based on our theoretical framework, and BootStrap Samples were increased to 5000. Furthermore, the Confidence Interval was 95%. The Confidence Interval was pre-selected, and we chose "Effect Size" and "Total Effect Model." The results of this analysis showed that mediation occurred. The combined effect of the independent variable (training) and mediator (job satisfaction) on the dependent variable (employee performance) was 0.6144 with a standard error of 0.0659, indicating that job satisfaction had a positive effect on employee performance. While LLCI and ULCI were 0.4839 and 0.7442, respectively, this meant that LLCI and ULCI had a non-zero value between the upper and lower boot bounds, indicating that the mediating variable mediates the independent and dependent variable interaction.

When the value of LLCI and ULCI non-zero value between the upper and lower boot limit demonstrates that the mediating variable mediates the independent and dependent variable relationship, the direct effect between training and employee performance was 0.3122 in sizes with a standard error of 0.0785, with an LLCI of 0.1572 and ULCI of 0.4672, respectively.

Finally, the presence of a Mediator (job satisfaction) between the Independent variable (training) and the Dependent Variable (employee performance) is referred to as the indirect effect. The

indirect path traveling through the mediator has an effect size of 0.3019 with a standard error of 0.0580, LLCI of 0.1925, and ULCI of 0.4230. We can observe that the bootstrap confidence interval contains zero or not, and this CI offers us a rough estimate of the indirect effect's population magnitude. Our findings indicate that the population value is not zero. The indirect effect is the most crucial in this section of the mediation study since it indicates whether or not mediation took place. The results in this example demonstrated the importance of the indirect approach or mediation path. This demonstrates that job satisfaction mediates the link between training and employee performance. When the LICI and ULCI values are non-zero between the upper and lower boot limits, it means that the mediating variable mediates the link between the independent and dependent variables.

Table 4.7 The PROCESS macro mediating effect result

Effect	Effect size	S. E	LLCI	ULCI
Total effect	0.6141	0.0659	0.4839	0.7442
Direct effect	0.3122	0.0785	0.1572	0.4672
Indirect effect	0.3019	0.0580	0.1925	0.4230

Sources: process macro procedure for SPSS version 4.0

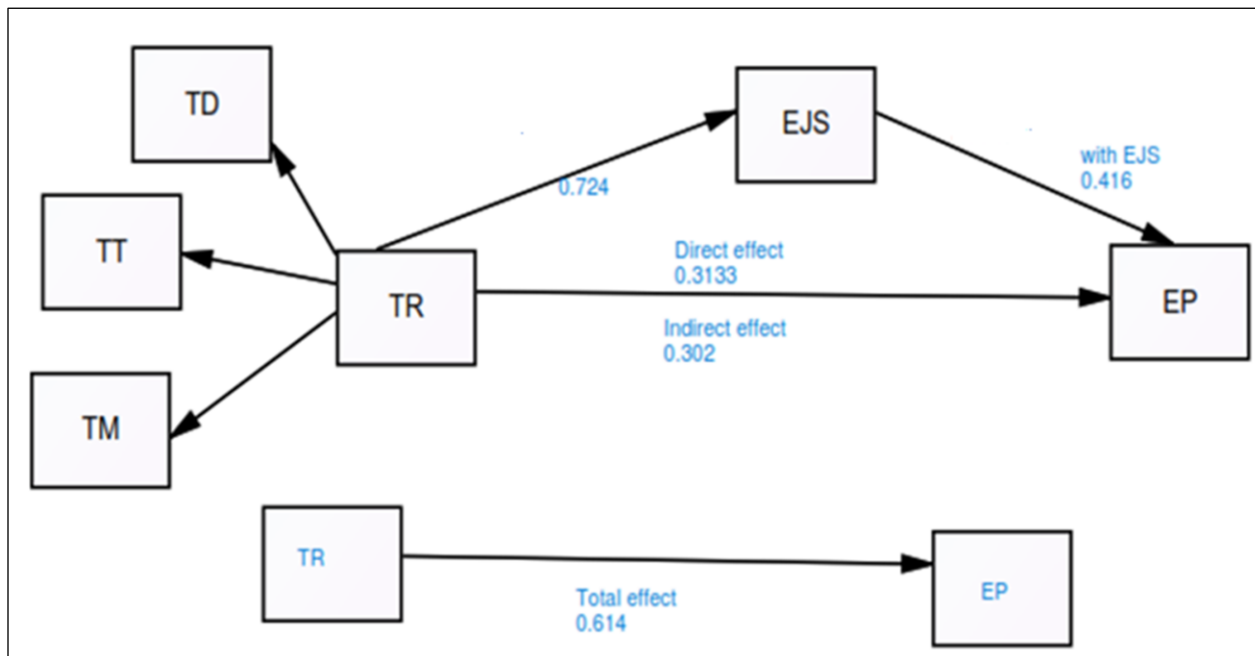


Figure 7.4.1 Mediating Effect

4.8 Hypothesis Testing

In this study hypothesis testing was based on the regression unstandardized coefficient table which is to determine the association of the variables among them, and also using the PROCESS macro v 4.0 of Hayes (2019) in SPSS to investigate the mediating effect of job satisfaction between the dependent and independent variable.

H1. 1. H1. There is significant effect of training on employee performance.

From the above regression coefficient table, 4.6.3 Training and the mediator variable job satisfaction considered as an entered variable and independent variable employee performance. results indicate that the independent variable training (training design, types of training, and training method) have unstandardized coefficient (β) (0.110,0.139,0.115) with p-value (0.0103, 0.08, and 0.0135) respectively, the association of training (**training design and training method**) was found to be a positive and statistically significant effect on the employee performance with their P-value ($P < 0.05$), but **types** of training has an insignificant effect on employee performance with their P-value 0.08, which is $P > 0.05$. Therefore types of training are rejected. According to Guest, (1997), one of the most important human resource management practices is training, which has a beneficial impact on the quality of workers' knowledge, skills, and capability, resulting in higher employee performance on the job. In the end, this relationship contributes to the highest level of organizational performance. The findings of Farooq et al., (2011) study show a positive and significant link between training and employee performance.

2.H2. There is significant effect of job satisfaction on employee performance.

From the Table above 4.6.5 regression, **Unstandardized** coefficient analysis result indicates the independent variable training (Training design, types of training, and Training method) have a positive and significant effect on the mediator variable Employee job satisfaction with (β) coefficient (0.152,0.281 and 0.291) and p-value (0.011, 0.00and 0.000) respectively. Based on this, hypothesis 2 is confirmed. Training and job satisfaction have a significant association.

3.H3. There is significant effect of training on job satisfaction.

.From the above regression table 4.6.7, the mediator variable job satisfaction is an entered variable the standardized coefficient beta (β) result has 0.634 . The unstandardized coefficient beta (β) 0.596 and p- value 0.000. Based on these, job satisfaction has highest predicted effect on employee performance and also when job satisfaction increases a unit, employee performance also increases with 59.6% . Furthermore employee job satisfaction has positive significant effect on employee performance with p-value <0.05 means the alternative hypothesis H3, is accepted and the null is rejected.

Mediating Effect of Job Satisfaction

H4. Job satisfaction significantly mediates between training and employee performance.

As it from the PROCESS macro version 4.0 result from the table.4.7 the total effect simply shows the sum of the direct and indirect effects of the variable. The direct effect of the independent variable training has a value of 0.3122 and the dependent variable employee performance through the mediator variable job satisfaction has a value of 0.3019 and the total effect result 0.6141. The direct effect considers the effect of the relationship of the independent variable training and the dependent variable employee performance. This may not be important for this study.

The indirect effect has indicated to determine, what seems like the effect of the independent variable and the dependent variable through the mediator variable. As shown above, on the PROCESS macro version 4.0 result, the indirect effect bootstrap indicates both the upper and the lower limit of coefficient interval does not zero, which is BootLLCI,0.1925 and BootULCI,0.4230 so it has a significant positive effect for the independent variable training on the mediation. Based on this hypothesis H4, job satisfaction significantly mediates between training and employee performance, it is acceptable and the null is rejected.

Table 4.8 Hypothesis testing summary Result

Hypothesis	Result	reason
H1. There is a significant association between training (training design, Types of Training, Training method) and employee performance.	Accepted/hypothesis supported Types of training is rejected	TD($\beta= 0.110, P < 0.05$) TM($\beta =0.115,P<0.05$) TT($\beta=0.139 ,P>0.05$)
H2. There is a significant association between training and job satisfaction.	Accepted/hypothesis supported	$p < 0.05$)
H3. There is a significant association between job satisfaction and employee performance.	Accepted/hypothesis supported	$p < 0.05$)
H4. Job satisfaction significantly mediates between training and employee performance.	Accepted/hypothesis supported	BootLLCI,0.1925 and BootULCI,0.4230 it is $\neq 0$

Source: Researcher, 2021

Discussion

This research was aimed at the impact of training on employee performance through the mediating effects of job satisfaction. The finding confirms both the direct and indirect effects are significant and this describes that employee job satisfaction arises from training which also causes good employee performance.

According to Sumaiya Shafiq, (2017) hence, the study concluded that, types of training is the independent variable which has insignificant impact on the dependent variable (Employee Performance) while the independent variables are found to be insignificant drivers in influencing the employee performance. Thus assumption was contradicted the researcher findings which means, the researcher result indicates all the independent variables of training (training design, types of training and training method) have positive significant effect on employee performance without mediator variable. But independent variables training (Training Design, Training method

and Types of Training) with including the mediator variable job satisfaction considered as an entered variable to the dependent variable (employee performance), the result found to be a positive and statistically significant effect on the employee performance except types of training. This also contradicts Sumaiya Shafiq, (2017) because of Sumaiya Shafiq, cannot use mediator variable.

According to Ananthalakshmi Mahadevan, (2019) studied the impact of training on employee performance. The finding result concludes, training method has a positive significant effect on employee performance. These assumptions support researcher findings which mean, the researcher concludes that training method has a significant positive effect on employee performance. In addition Job Tukunimulongo, (2016) the study recommends that organizations should come up with on-the-job-training programs that enhance employee efficiency and performance, that will make the employee to love the job he/she is undertaking hence providing employee satisfaction services which intend to increase profitability in the organization.

According to research, training has a significant impact on job satisfaction. Employee job satisfaction is significantly improved through training and development (Garcia., 2013). There have been numerous studies on training and job satisfaction. This study confirms the findings of a previous study that yielded several findings and had an impact on the relationship between training and job satisfaction (Schmidt, 2012). Taormina, (1999) indicates that there is a significant link between training and job satisfaction in another study.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

The study was intended to the impact of training on employee performance the mediating effect of job satisfaction of the public organization. This chapter presents the summary of key data findings concerning the objectives of the study with conclusions drawn from the findings and makes appropriate recommendations. Accordingly, the conclusions and recommendations drawn focused on addressing the four objectives of the study: which were to investigate the impact of training on employees' performance when it is mediated by job satisfaction, which was to explore the association between training and employee performance, To explore the association between training and job satisfaction and to explore the association between job satisfaction and employee performance. Furthermore, this chapter provides limitations and suggestions for future research.

5.2 Summary

In this study, efforts were made to cover the impact of training on the employees' performance and the mediating effect of job satisfaction. The study was also an attempt to determine the variable of the training on employee performance. Furthermore, efforts were made to determine the relationship between training, employees' performance, and job satisfaction. The study tried to explore important concepts concerning the research objectives in consideration. That included a review of related literature regarding theories of Training (Training design, Training method, and types of training), Employee Performance, job satisfaction, and factors affecting job satisfaction, and empirical literature reviews manifesting actual practices.

Data for the study was obtained through the distribution of questionnaires to a pre-determined sample of employees in Addis Ababa city of Akiki-Kality Sub-city. A total of 177 questionnaires were distributed to respondents and 172 were returned with a response rate of 97.18%. An overall value of Cronbach's alpha (α) constructs ranges between 0.798 and 0.903 (were obtained and the overall internal consistency test of research instruments was found in the "good" and reliability range. Regarding the general information of respondents, 56.4% of them were male and 43.6% were female. Thus, the finding of the study did not suffer from gender bias. The

majority (98.3%) of the respondents had a first degree, second degree, and above, this implies that respondents had a sufficient level of education to understand and respond to the items included in the study. Similarly, the majority (77.5%) of the respondents had work experience of 2-sixteen years.

- ❖ The descriptive statistical analysis, an overall mean score was computed for an independent variable of training (Training Design, Training method, and Types of Training). The study revealed an overall mean and standard deviation of (M= 3.023, SD= 1.120), (M= 3.154, SD= 1.056) and (M= 3.134, SD= 1.044) and was respectively recorded indicating that respondents were agreed to a neutral extent on a training practice. Furthermore, the study showed that an overall mean and standard deviation of (M=3.02, SD= 1.095) was recorded indicating that job satisfaction was rated at a neutral extent practiced followed by employee performance with an overall mean and standard deviation of (M=3.500, SD= 0.997) was recorded and rated at a great extent which indicates that was very often practiced. The study also brought out that employee performance was rated to a great extent or very often practiced beyond the other. The least rated trait was types of training with mean and standard deviation scores show (M = 3.134, SD = 1.044) demonstrated that of types of training was rated at a neutrally least extent of all other.
- ❖ Through the objective of the study was to establish, the association between Training and employee's performance, Training and job satisfaction, and the association between employee performance and job satisfaction finally the mediating effect of Employee job satisfaction between training and employee performance are discussed.

The Pearson's Product Moment Correlation Coefficients were computed and able to obtain results about the relationships between the dependent variable (employee performance) and independent variables Training (Training Design, Training method and Types of Training) and the mediating variable job satisfaction. The study showed that there is a positive and statistically significant relationship between each independent, dependent, and mediating variable.

Based on the Pearson correlation analysis result, there is a positive and significant correlation between Training and employee performance and job satisfaction. Thus, the study discovered from Pearson correlation analysis that the relationship between each independent and mediating

variable and the dependent variable is strong according to Evan's (1996) magnitude of correlation.

In addition from the Pearson correlation the independent variable training (Training design, Types of Training, and Training method) and the dependent variable Employee performance have positive and very significant correlation with ($r=0.419$, $p<0.01$), ($r=0.511$, $p<0.01$), ($r=0.492$, $p<0.01$) respectively. The result indicates a moderate relationship between the variables. This result is supported by another researcher. According to Ananthalakshmi MA hade, (2019) studied the impact of training on employee performance, the researchers conclude that training and employee performance has a positive and significant relationship.

The Pearson correlation analysis result indicates the independent variable training (Training design, Types of Training, and Training method) and the mediator variable Employee job satisfaction have a positive and very significant correlation in between with ($r=0.443$, $p<0.01$), ($r=0.569$, $p<0.01$), ($r=0.564$, $p<0.01$) respectively. The Pearson correlation, the relationship between the mediator variable employee job satisfaction, and the dependent variable employee performance are strong relationships and they have positive and very significant correlation with ($r= 0.634$, $p<0.01$). The above correlation result between the dependent, mediator and the independent variables were positively correlated with a significance level of 0.01

❖ Based on the association of independent variables training (Training Design, Training method and Types of Training) with including the mediator variable job satisfaction to the dependent variable (employee performance), the association of training (training design and training method) was found to be a positive and statistically significant effect on the employee performance with their P-value ($P < 0.05$), but **types of training** has an insignificant effect on employee performance with their P-value 0.08, which is $P > 0.05$, at this moment mediator variable job satisfaction has a positive and significant effect on employee performance with an unstandardized coefficient (β) =0.442 and p-value at 0.000. P-value <0.05 . Furthermore, only we consider the effect of training and employee job satisfaction without a dependent variable (employee performance), the analysis result indicates the independent variable training (Training design, types of training, and Training method) have a positive and significant effect on the mediator variable Employee job

satisfaction with (β) coefficient (0.152, 0.281 and 0.291) and p-value (0.011, 0.00 and 0.000) respectively. Macro version 4.0 result, the indirect (mediator) variable effect bootstrap indicate both the upper and the lower limit of coefficient interval, which is BootLLCI, 0.1925 and BootULCI, 0.4230, these are not zero so it has a significant positive effect for the independent variable training on the mediation., job satisfaction significantly mediates between training and employee performance, this means the regression unstandardized coefficient analysis was done to examine whether the independent and mediator variable affects the dependent variable. This can decide the study of the objective; that job satisfaction mediates between training and employee performance

The model summary of regression analysis found that the adjusted R square value ($R^2 = 0.440$) demonstrated that 44 percent of the variation in the independent variable training, mediator variable job satisfaction, and dependent variable employee performance affected the research study. However, the remaining 56 percent of changes in employee performance in the firm are induced by other factors not included in the model. Thus, training has a statistically significant and favorable impact on organizational personnel performance.

ANOVAs model result can determine the sig. level of the dependent variable and independent variable. Based on this as shown in the ANOVA model fit test table in the previous chapter, the F-statistic suggested that all the independent and mediator variables were statistically and significantly predicted the variation in employee performance at 95% confidence level ($F = 34.64$, $p < .001$) because all their p-values are less than alpha level of 0.05. The findings are supported by the literature which all of them were outlined as important practices and factors in it. Thus, this shows that they are to a greater extent properly addressed in the organization. Based on the hypothesis result have got from the correlation, regression, and the mediating effect, the H1, H2, H3, and H4 have accepted the sig. value < 0.05 . But training with job satisfaction as considered independent variable and employee performance as a dependent variable, only types of training not significant because of P-value 0.08 ($P > 0.05$)

5.3 Conclusion

Based on the findings set out in the above section, the researcher has pointed out the following conclusions.

From the descriptive statistical analysis, results related to training the study drew the followings:-

The overall result of descriptive statistical of training design, types of training and training method and the mean ($m=3.023, 0.3154, \text{ and } 3.134$) and standard deviation ($1.120, 1.056, \text{ and } 1.044$) lies in the neutral position, but the employee performance lies on the level of strong position.

Training and the mediator variable job satisfaction considered as an entered variable and independent variable employee performance. The faninding shows, training disgn and training method have positive significant effect on employee performance, but types of training has positive insignificant effect on employee performance, corospondingly job satisfaction has positive significant effecte on employee performance.

In addition, the entire hypothesis was strongly supported and the proposed framework of the study was able to demonstrate a positive and significant relationship between the Training, Job satisfaction, and Employee performance variables. Due to this the research hypotheses H1, H2, H3, and H4 are satisfactory and acceptable.

Job satisfaction has indirect mediating effect between training and employee performance with unstandardized coefficients of **0.469** and statistically significant (given that zero does not fall between the confident interval $0.1925, 0.4230$).

The mediation analysis, the training had both direct and indirect effects on employee performance via the mediator of employee job satisfaction).

Employee **job satisfaction** has the highest standardized coefficient ,**next the types of training** are followed with a standardized coefficient .The result shows that employee job satisfaction has the highest trait and mediating effect on employee performance relative to others. The least trait effect indicated from the others is training design.

5.4 Recommendation

- The result of training that shown from the descriptive statistics the respondent's responses, in general, were neutral states. Based on this the organization should give attention to check their strategy and maximize employees awareness.
- For the success of the organization to be continuing, the administration must empower the departments to engage in training in the interest of employees. From the descriptive statistic questions on the types of training, supervisors support the use of techniques learned on training that employees bring back to their job.
- The result indicates the respondent's response neutral states. Based on this the supervisor has not positively influenced his activity on the employee. However the supervisor has a vital role in the performance of the employee and the organization, so the supervisor changes their strategy to enhance employees' perception of their job activity. The organization has to give attention to Training Design and Training method relative to the other variable. Improving this issue would enhance the overall perception of employee job satisfaction and employee performance.
- Training design, Training method, and Types of training were practiced in the public sector organization of Akaki- Kaliti sub-city respondent's response result shows neutral extent. So the organization should be taken responsibility to design training programs with clear goals and objectives to maximize employees' knowledge, skill, and attitude.
- The mediating effect of job satisfaction has highest predicting effect than other training variable, so any governmental or non organization should be give attaintion for job bsatisfaction as intervention activities to maximaize employees performance.

Suggestion for Future Direction

Most research study adopts the impact of training with development, but this study uses only the impact of training, other researcher can study this assumption. Furthermore, the mediation impact of this relationship was explored by one variable of human resources, which is employee training, and other variables of human resources can be included for further study. Aside from its limits, the results contribute to a better understanding of training, work satisfaction, and employee performance.

This study was conducted by a nonprofit government service provider. Additional resources were available to private companies, financial institutions, and public enterprises. Next, other researchers will focus on the institutions mentioned.

Reference

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Appendixes

Addis Ababa University
College of Business and Economics
Masters of Business Administration Program
Questionnaire

Dear Sir/Madam

My name is Derese Abiti, a postgraduate student at Addis Ababa University College of Business and Economics. I am researching The “Impact of Training and related concepts on Employee Performance”. The purpose of the questionnaire is to collect primary data for the partial fulfillment of an MBA. This is purely for academic purposes and the information you provide will be kept strictly confidential. Their-for, I kindly request you to fill questionnaire genuinely.

If in case you have any question, feel free to contact me: **0912 84 93 15** or dereseabiti76@gmail.com

Directions for filling the questionnaires

Do not write your name

Put “√or ×” mark in the box provided for choice questions

Your response will be utilized only for this survey

A. Background Information

Gender Male Female

Please complete the following information by marking the appropriate box.

1	What age group you are in year	18 -24	25-31	32-38	39-45	46& above
2	How long have you been within the organization in years?	2-6	7-11	12-16	17-21	22& above
3	Select the highest level of formal education you have Educational achievement	College diploma	Bachelor’s degree	Master’s degree	Ph.D. Degree	Other
4	Indicate which of the following best describes Your current position	officer	Senior officer	process owner	Team leader	Other

B. Questions related to Training design

Instruction: Please indicate the extent to which you either agree or disagree with the following statements by putting a tick mark \surd or \times in the appropriate column to the right side where

1= Strongly Disagree,2= Disagree,3= Neutral,4=Agree, and 5= Strongly Agree

S.N	Questions items	1	2	3	4	5
1	There is a clear view of training objectives in conducting a training program in your company					
2	Training objectives are the basis for measuring the effectiveness of the training in knowledge, skills, and attitudes expected of trainees					
3	Validity of training objectives can link the training needs and training which is to be delivered					
4	There is an expectation to be achieved at the end of the training					

C. Questions on the types of Training

1= Strongly Disagree,2= Disagree,3= Neutral,4=Agree, and 5= Strongly Agree

S.N	Questions Items	1	2	3	4	5
	Job rotation					
1	Employees job rotation within the organization helps in increasing my overall performance					
2	Job rotation boosts my morale and self-confidence					
	Off-job training					
3	The lecture training programs are designed at the level of abilities and education of employees					
4	The type of training I have taken is applicable for the job after the training					
5	Supervisors support the use of techniques learned in training that employees bring back to their jobs					

D. Statements on Training methods

1= Strongly Disagree,2= Disagree,3= Neutral,4=Agree, and 5= Strongly Agree

S.N	Questions items	1	2	3	4	5
1	The methods of training employees are in line with organizational culture					
2	Well experienced employees allocate work to junior staff					
3	Experienced staff are responsible for the work delegated to their juniors					
4	Employees are allowed to transfer to other departments from time to time to develop their skills					

E. Questions related to Employees Job Satisfaction

1= strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree

S.N	Questions items	1	2	3	4	5
	.Salary and Benefits					
1	I am satisfied with the amount of pay and financial compensation I receive.					
2	I perceive that the pay I receive is fair & equitable.					
3	I am satisfied with the opportunities of being promoted to a better position and advancement.					
	Work conditions					
4	I have the opportunity to work independently on my job					
5	I have a good feeling about my job accomplishment					
6	I have a good relationship with my supervisor					
	Working environment					
7	I have a sense of Job security					
8	The mission of my organization makes me feel my job is important.					

F. Questions related to Employee Performance

1= strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree
strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree

S. No	Questions Items	1	2	3	4	5
1	The training provided by the administration helped me to perform my work quickly and efficiently.					
2	I have the motivation to exert more effort into the job I am doing.					
3	The training provided by the administration helped me to improve my skills and knowledge					
4	The training I received has helped me to improve my performance and my motivation to work					
5	I complete my work within the time allocated.					
6	I work overtime to complete my tasks.					
7	I usually take time to follow up with clients to ensure that they are Satisfied with my services.					
8	I combine the available resources very well to provide quality services.					
9	My job is in line with my interests, skills, and attitudes.					
10	I attend to my work with speed and accuracy.					

Thanks for your cooperation

If you are interested to participate in the work related to the findings of this study, please write your e-mail here:

Your e-mail: