



**IMPACT OF TRAININ ON EMPLOYEE PERFORMANCE: - THE CASE
OF ETHIOPIAN ELECTRIC UTILITY ADDIS ABABA ELECTRIC
UTILITY OFFICE**

**A TESIS SUBMITTED TO ADDIS ABABA UNIVERSITY COLLEGE OF
BUSINESS AND ECONOMICS SCHOOL OF GRADUATE STUDIES MBA
PROGRAM IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF MASTEROF OF BUSINESS ADMINISTRATION
IN MANAGEMENT**

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OCTOBER, 2021

ADDIS ABABA, ETHIOPIA

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Declaration

I Gebreyesus Berhe, have by declare that this thesis entitled; **impact of training on employee performance** the case of Ethiopian electric utility Addis Ababa electric utility office based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted to Addis Ababa University or any other institution.

Gebreyesus Berhe

Signature

Date

Statement of Certificate

This is to certify that his thesis entitled “impact of training on employee performance”: the case of Ethiopian electric utility Addis Ababa electric utility office was undertaken by Gebreyesus Berhe for the partial fulfillment of Master of Business Administration in Addis Ababa University, is an original work and not submitted for any degree either AAU or any other University. Now, it is submitted with my approval as a thesis.

Yohannes W/aferahu (Ph.D)

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Signature

Date

Statement of Certification of Originality and quality

This is to certify that the thesis prepared by Gebreyesus Berhe, entitled: “impact of training on employee performance”: the case of Ethiopian electric utility Addis Ababa electric utility office”, and submitted in partial fulfillment of the requirements for the Degree of Masters of Business Administration complies with the regulations of the University and meets the accepted standards concerning originality and quality.

Signed by the Examining Committee:

Advisor _____ Signature _____ Date _____

Internal Examiner _____ Signature _____ Date _____

External Examiner _____ Signature _____ Date _____

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ACRONYMS AND ABBREVIATION

ANOVA:	Analysis of Variance
EEU:	Ethiopian Electric Utility
HRD:	Human Resource Development
KSA:	Knowledge, Skill and Ability
OJT:	On-The-Job Training
TNA	Training Need Assessment
TDO	Training Design & Objective
TCTM	Training content & Training method
TMDS	Training Material and delivery style

Abstract

This study focuses on the impact of training and on employee performance in Addis Ababa city electric city utility office. The main objective of this study was to find out the impact of staff training on employee performance that currently working in Addis Ababa city, in Electric city utility office. The study has four specific objectives and depends on the specific objectives; the study has the four research questions, conceptual frameworks, theoretical and empirical reviews that were developed. This study was used an explanatory research design, a qualitative and quantitative research approach was used as a research design. The study was accomplished using a cross-sectional survey design through which a stratified and simple random sampling method was used to collect data from respondents. Closes- ended items questionnaire were prepared using English language one-five Likert scale format questionnaires. The reliability of the questionnaire was checked and the result of Cronbach α was 0.841. The questionnaire was distributed to 320 respondents and 305 respondents fully answered the question and it indicates the respondent rate was 95.30%. Statistical Package for Social Science (SPSS) version 26 was used to analysis of quantitative data from questionnaire and the descriptive and inferential statistical tools were used and Pearson correlation and multiple linear regressions were used to analyze the data. The finding of the study indicates that the most encouraging impact of employee performance were TCTM (73.9%), TMDS (73.2%), TNA (51.5%), and TDO (45.8%) respectively. Since, this study concluded that TCTM, TMDS, TNA, and TDO variables have positive and significant impacts on the employee performance of Addis Ababa Electric city Utility office. Therefore, the study recommended that employee training must be based on a systematically detected knowledge and skill gap in order to maximize both the employee's and the organization's efforts, for organizational success, a suitable budget for training activities must be maintained, as well as efficient use of the assigned resources, the organization should facilitate employees participating in training assessment events and providing feedback for future such activities, as well as documenting best practices for scaling up in similar situations and the influence of training on service quality and client satisfaction will be investigated.

Keywords: TCTM, TMDS, TNA, TDO, EEU, HRD, , OJT, T, ANOVA, performance , east, west, and north districts of Addis Ababa city administration utility office.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

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

An organization can use training to overcome deficiencies in employees. Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies. Training is a learning process whereby people acquire the necessary skills and knowledge to enhance the achievement of organizational goals. Since learning process is tied to a variety of organizational purposes, training provides employees with specific, identifiable knowledge and skills for use on their present job. It is no longer a question of whether an organization wants to develop its human resources or whether it should develop its human resources, it is a matter of survival (Dessler, 2005).

Skills and knowledge can easily become obsolete in same way as machines or technology. So if an organization is to survive these must be constantly kept up to date. In support of this idea, Pigors and Myers (1981:281) mentioned that no organization can choose whether or not to train employees. Employees regardless of their education and experience need to be trained as far as they are in work. They further stated that continuous training could help employees develop their ability to learn, adapting themselves to new work methods, learning to use new kinds of equipment and adjusting to major changes in job content and work related activities.

The above mentioned reality has received the recognition of business firms and other organizations and they are engaged in providing their employees with training opportunities. Nowadays, organizations are spending a significant amount of money for purpose of employee training on a continuous basis with the understanding that money spent on staff development program shouldn't be designed and conducted for its own sake.

The goal of employee training is to increase the capabilities and potential of employees in carrying out their duties. Effective training program contribute significantly improves the competitiveness, productivity, sustainability, and quality of product/service to clients of the organization; reduces the need for close supervision, increases morale, and adaptation to new methods (Cowling and Mailer, 1998:61; Graham and Bennet, 1998: 283; Pont, 1991:1).

Hence training programs have a lot of importance for employees as well as for the organization if it carried out in a planned and systematic way.

According to Harris and De Simon (1994:2), an organization's training activities should begin when an employee joins the organization and continue throughout his or her career, whether the individual is an executive or not. Training is the process of improving an employee's knowledge and skills in order for them to do a specific job.

Training is a short term educational process and utilizing a systematic and organizational procedure by which employees learn technical knowledge and skill for a definite purpose.

Different authorities defined the term training in different ways. However, the concept remains similar. Foot and Hook (2005:228) defined training as a planned process to modify attitudes, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose is to develop the ability of the individual and satisfy the needs of the organization.

Similarly, Monopa and Saiyda (1999:172) mentioned that, the central ideas of training activities focus on improving employees and managers' performance on the current job she/he holds. They further said that it is an activity that is designed to help workers to acquire and apply knowledge, skill, ability and attitude in their work place. According to Dessler (2005:270), training is the process of providing new or existing employees with the skills they require to accomplish their professions. For Byar and Rue (2006:164) training is a learning process that involves the acquisition of knowledge, skills and abilities (KSA) necessary to successfully perform a job.

Cascio (2010), on the other hand, described training as a planned program undertaken to improve employee knowledge, skill, and social behavior so that, the performance of the organization improves considerably. Griffin (2000:394) argues that training usually refers to teaching

operational or technical employee how to do the job for which they are hired. Hence, from the above definitions, it is possible to say that, all scholars agree on the point that training provides employees with specific, identifiable knowledge and skills for use on their present jobs.

Sometimes the word training is synonymous with development. But both training and development have similarities and differences. Regarding the similarity and differences of training and development, Decenzo and Robbins (1999:227), states that both are similar in the methods used to affect learning, improve employees and organizational competencies to cope up with the changing environment. However, they are different in their time frame i.e. training is more present day oriented; its focus is on individual's current jobs, enhancing those specific skills and abilities to immediately perform their jobs.

Graham and Bennett (1998:283) identified training as having dual functions. On the one hand, training benefits the organization by enabling it to make use of its human resource whose ability and competence to perform organizational tasks is improved. On the other hand, training gives employees a feeling of mastery over their work and of recognition by management which in turn increases their job satisfaction. Thus, the purpose of this study is to investigate the effect of training on employee performance EEU AA utility offices provide suggestions as how they can make best. In order to understand the study aim, emphasis to need analyses for training given, identifying the training programs existing in the organization, the objective of the training offered, the methods employed and finally the effects of training on employee performance need to be explored in depth.

1.2. Statement of the Problem

The current study was insisted to find out the role of training how it worth to employees is lot of things make gaps on the results starting from literature gap done by Wendewosen, 2017 in the Effect of Training on Employee Performance in government health institutions showed there was a difficult to understand easily because, the gaps identified by the researcher and argued for are even though various kinds effect of Training on Employee Performance because, trainings are provided their effectiveness was not measured.

So it is difficult to assess to what extent employees have brought changes in their knowledge, skill and ability (KSA) that impact their performance. (According to Jaoude (2015), companies that provide high-level training have been able to triple their revenues over their competitors. Having such high-impact programs and workers, however, is not easy; it necessitates a combination of alignment and forethought.

This entails creating and planning training to fulfill the organization's primary objectives. Furthermore, employee training should be based on gaps in the job market. This is done through identification of what employees possess regarding skills and the ideal ones required for the job. Employees can receive successful training based on motivation, skill mastery, and critical thinking abilities using this technique (Fekadu, 2018).

The goal of this project was to examine the Addis Ababa electric utility office employee development programs. As a result, the purpose of this research was to examine the Addis Ababa electric utility staff development initiatives. The ineffectiveness of training programs has harmed both developing and developed countries. There is a large amount of literature that analyzes why training programs in poor countries fail to produce the anticipated results. Many studies claim that the majority of training programs in poor nations have failed to produce the promised benefits, owing to a variety of factors. Due to their incapacity to create a training program that is focused on certain goals (Healy, 2001: cited in Ahmad Al-Nuseirat and Mhamed Biygautane). According to Healy (2001), numerous training programs were offered by government agencies in several developing nations, but they were useless because they were too theoretical and wide, and they were not focused on the needs of the participants accomplishing any specified goals.

According to Healy (2001), training programs were not responsive to employee demands since their demands or shortcomings were not addressed, and there was also no coordination among the various stakeholders within these organizations.

Addis Ababa electric utility office, like other public organization, has invests much in training of its employees. As a result, the purpose of this study was evaluating the type of training provided by the Addis Ababa electric utility office . On the other hand, there is no study or journal has been portrayed to about how employee training brings newly change or bring the outcome Ethiopian Electric Utility employee performances. Perpendicularly, current researcher insisting evaluating training heart of employee capacity development, by evaluating the level of employee self-efficacy and matching to new work, promotions by adding awareness to be able the employee job satisfactions.

This study investigated to what extent Addis Ababa electric utility office training and programs are effective, responsive to the requirements and expectations of its employees, and how this influences employee performance. By doing so, the study hoped to fill in the gaps in knowledge and demonstrate whether the Addis Ababa electric utility office has taken any steps to improve how and where training is provided. As a result, the goal of this research was to determine the impact of training on human resources.

1.3. Research Questions

The research questions were drawn in line with the objectives of the thesis as follows:

- 1) What is the overall training practice in Ethiopian Electric Utility Addis Ababa electric utility office?
- 2) What is the impact of training need assessment on employee's performance in Ethiopian Electric Utility Addis Ababa electric utility office?
- 3) What is the impact Training Design and Method on Employee's performance in Ethiopian Electric Utility Addis Ababa electric utility office?
- 4) What is the impact of Training Delivery style on employee's performance in Ethiopian Electric Utility Addis Ababa electric utility office?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of the study was to find out the impact of staff training on employee performance in AA Electric Utility.

1.4.2. Specific objective

Specific objectives of the study were as follows:

- 1) To Examine the influence of Training practice of Ethiopian Electric Utility AA Electric Utility;
- 2) To examine training need assessment impact on employee's performance in Ethiopian Electric Utility AA Electric Utility;
- 3) To Investigate the impact effect Training Method on Employee's performance in Ethiopian Electric Utility AA Electric Utility;
- 4) To identify the impact of Training Delivery style on employee's performance in Ethiopian Electric Utility AA Electric Utility.

1.5. Research Hypothesis

A research hypothesis is a tentative answer to a research problem that is advanced so that it can be tested (Klassen et al., 2016).

This study proceeded from the factors that influence the employee performance positively or negatively. The research was guided the following research hypothesis:-

1. Training need assessment factor has positive and significant effect on employee performance in Addis Ababa Electric Utility office.
2. Training Design & Objective factors have positive and significant effect on employee Performance in Addis Ababa Electric Utility office.
3. Training content & Training method have positive and significant effect on employee Performance in Addis Ababa Electric Utility office.
4. Training Material and delivery style have positive and significant effect on employee Performance in Addis Ababa Electric Utility office.

1.6. Significance of the Study

The study deals with the practice of training on identifying its effect on employee performance. It would help the management of the Ethiopian Electric Utility officials to concentrate on variables that have significant influence on not only employee's performance but also sector's performance. And the study's findings can be used by firms to re-evaluate how effective earlier training expenditures were in enhancing employee performance and to take corrective action in the future.

Therefore, this study has important implications; as it would help Ethiopian Electric Utility and other Public organization to practice training is enhance their employee's performance. It is also assumed that the result of this study would help for top management of the EEU to make proper decisions in relation to training. It also serves as a secondary source of data for those who want to conduct further investigation in this area. Finally, the outcome of this study would serve as a catalyst for further research on the area. It is also predicted that the study would make a theoretical contribution to the body of knowledge related to the practice of training its impact on employee performance with particular emphasis is in Ethiopian Electric Utility Addis Ababa electric utility office.

1.7. Scope of the study

The scope of the study focused on Ethiopian Electric Utility, found in three districts in Addis Ababa which emphasizing on the impact of On-the-job and Off-the-job methods of training on employee performance. Hence, the study is delimited to the sector's training programs, design of training, training delivery style, post-training performance and evaluation of training on employee performance. Hence, it is intended to assess the selected employees training practices from design of training and training delivery style. The sample respondents comprise three selected district staffs at Ethiopian Electric Utility Addis Ababa electric utility office who are working on a permanent basis.

1.8. Organization of the Study

The study was broken down into five parts, each with its own collection of references and appendices. The first chapter encompassed the introduction with background of the study, problem statement, and research questions for the research, the study's objective, significance, scope, and organization of the study. Chapter two dealt with a study of the literature. The third chapter of the study was methodology of the research. The fourth chapter focuses on research findings and results and chapter five concluded, summarized and discussed noticeable points with various recommendations. Cited reference showed a list of references used throughout the research work.

CHAPTER TWO

LITERATURE REVIEW

2.1. Theoretical Definition of Training

Different authors have defined the term training using their own words though they have used different wordings, all definition express the same meaning. Some of the definitions by some of the writers are: According to Mathis and Jackson (2018), training is the process whereby people attain capabilities to perform jobs. The job or task is the emphasis of training, such as the requirement for efficiency and safety in the operation of specific machines or equipment, or the necessity for a successful sales force, to name a few examples.

Employee training is a systematic method of changing employees' behavior, knowledge, and/or motivation in order to improve company goal achievement. Generally speaking, most organizations have long recognized the significance of training to its development. Helping employees to become effective in their job is one of the most fundamentally important tasks in people management that any work organization has to undertake. Employers depend on the quality of their employee's performance to accomplish organizational goals and objectives; employees have motivational need for development, recognition status, and achievements that should be meeting through job satisfaction. Hence the initiative for providing this help must come from the employers (Tyson and York, 2000).

2.2. Employee Training

Training addresses gaps or discrepancies between an ideal and an optimal stage of development. However, from a comparison between desired and actual work methods or between desired and actual results, needs arise on the job. According to Smit and de Cronje (2013:78) the three methods for detecting needs are the generic approaches, performance analysis, and competency evaluation. Whereas performance analysis focuses on flaws or issues, competency assessment focuses on areas where there is room for progress. Trainers determine how they believe individuals should perform and then create a training program to provide them with the necessary abilities. Training can only be executed when it has been determined which employees should receive training and what their current levels, knowledge and skills are. Consequently, the

assessment of the individual indicate the range of skills and knowledge that is to be acquired. Note that the difference between actual performance and required performance ultimately form the training gap, and therefore indicate the extent of training needed.

2.3. Factors Affecting Training

Feedback is a very important condition for the successful acquisition of skills. Training can be done mentally, where the employees go over the events in their heads in order to be properly prepared. In the early phases of learning, it is critical that information is provided correctly. This is because if errors are not caught early, the employee will be severely harmed when they are discovered later indeed if employees have used such poor skills for years. It is possible that they never be repaired. When one considers how much time employees spend refining the abilities required for their jobs, the function of practice in the business of skill development is critical. Job training's major goal is to provide employees with the knowledge and skills they need to perform well in their domains of expertise. According to Kreitner and Kinicki(2017:69), there are a number of factors on the job that prevent transfer of learning.

There can be no transfer of learning from the classroom to the job if learners perceive no value in applying new abilities, feel no benefits results from doing so, or do not value the rewards and individuals have little or no freedom to change what they do because, the job tasks are too tightly controlled, then training can never be applied unless task controls are relaxed. Furthermore, if a student's supervisor is against training, there is little or no chance that the learner will employ newly gained skills because supervisors have such a strong effect over subordinates' behavior because they regulate rewards and punishment. Training cannot be successful unless a trainee returns to the project field only to find that his or her coworkers are skeptical of fresh ideas.

Cascio (2015:342) counts other factors that affect training, these are explained (Adequate funding, less job security and Limited opportunities for development) the researchers analyzed his finding in the following; Funding for employee training: Adequate funding continues to be a concern. While the need for resources to provide employee training increases, funding may not be available. In fact, funding for training may be one of the first items to be eliminated in times of financial constraints, less job security: Employees in the private sector (and employees in general) have less job security than previously.

It is often said that people can expect to have many different employers and even different careers during their work life. Given this idea and reality, employees continuously search for employers who provide them with opportunities to develop transferable skills and Limited opportunities for development: Most organizations have a flat organizational structure. This suggests that there isn't much room for advancement. Employees and companies must accept the notion that advancement isn't the only way to be happy at work. This suggests that there isn't much room for advancement. Employees and companies must accept the notion that advancement isn't the only way to be happy at work.

2.4. Employee Performance

Employee performance is defined as the result or contribution of employees in helping the company achieve its objectives Herbert, John, and Lee (2000); Herbert cited by (Nassazi, 2016). Performance is defined by Afshanetal (2017) as the completion of certain activities against predetermined or identified standards of accuracy, completeness, cost, and speed. Employee performance can be measured in terms of increased productivity, ease of use of new technologies, and highly engaged employees.

Employee performance is the important factor and the building block which increases the performance of over all organization. Employee performance is influenced by a variety of elements, including job satisfaction, knowledge, and management, but training and development is the most essential aspect (FakharUlfafaq, AnwarKhan, 2018). Employee performance is usually measured in terms of results. However, it can also be viewed in terms of behavior Armstrong (2000). Kenneyetal. According to (1992), an employee's performance is measured against the organization's performance standards. There are a number of measures that can be taken in to consideration when measuring performance for example using of productivity, efficiency, effectiveness, and quality and profitability measures.

Employees who are satisfied with their occupations, according to Hawthorne experiments and many other study works on worker productivity, would have higher job performance and consequently superior job retention than those who are dissatisfied with their jobs Landy. (1985). Furthermore, it is said that dissatisfied personnel are more likely to leave and are thus demotivated to perform well. Employee performance is higher when employees are happy and

pleased, and management has found it easier to motivate top performers to meet company goals. Employees may be satisfied only if they believe they are qualified to perform their duties, which can be achieved through improved training programs.

Additionally, as noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/ or services through the performance management.

This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It's worth noting that performance management encompasses operations that ensure that organizational objectives are routinely met in a timely and effective manner. Employee performance, department performance, product or service development processes, and so on are all examples of performance management. According to previous study on worker productivity Land (1985), employees who are satisfied with their employment perform better and consequently retain their positions longer than those who are dissatisfied with their occupations.

2.5. Effects of Training on Employee Performance

Training increases the overall performance of the organization. Although it is costly to give training to the employees but in the long run it give back more than it took (Flynnetal., 2000). Every organization should develop its employees according to the need of that time so that they could compete with their competitors (Raja, Furguan, and Mohammed, 2017). As stated on Naveed, etal.,2018 Training and development has positive effect on employee performance.

According to Part low, (1996) training should be designed according to the need of employee and organizations which perform these things get better results. The design of training should be according to the needs of the employees. Furthermore, a substantial link was discovered between employee training and their subsequent performance in completing various duties.

It was found that those employees who have taken trainings were more capable in performing different task & vice versa.

Training has direct relationship with the employee's performance. Basically training is a formal & systematic modification of behavior through learning which occurs as result of education, instruction, development and planned experience Michael Armstrong, (2010). Because of the practical ramifications of training, it's critical to have successful training. Studies have shown that more expensive but effective training can save money that would otherwise be wasted on less effective training Ginsberg, et al (1997). Generally, it is hard to attain a high level of performance without training (Nelson, Hilary and Michael, 2017).

As cited in Gunu et al., (2018) many organizations have over the years introduced good manpower training and development. However, in most situations, the efforts of such strategies have always been compromised in most organizations as a result of several circumstances that obstruct the realization of their goals. Recruitment/selection issues, training procedures, and inadequate facilities, as well as government policy, the economy, and labor legislation, are all hindering factors (Nguyen, 2010).

According to Barzegar and Shahroz (2011), the most important impact of training on employees and organizational performance is that it improves the quality and quantity of the organization's output, increases profitability, protects the organization's stability, minimizes risk, lowers costs and expenses, improves management, and establishes the organization as national and international entities. Training must be related to the mission and performance goals of organization.

Singh and Madhumita (2012) feel that training is a significant tool for improving employee performance and effectiveness, which has an impact on the organization's overall performance and effectiveness (Azara, Syed, and Muhammed Shaheen, 2013). Similarly, Abeeha and Bariha (2012) found a strong association between employee training and organizational competitive advantage methods in their studies conducted in Pakistan in order to improve employee performance and productivity. According to Abang, May, and Maw (2010) on the other hand, pointed out that Lynch and Black in their studies revealed that only off-the job (general) training improves organizational performance whereas on the job training does not.

Training and development has been acknowledged to be a very important component of organizational performance (Eleve,nd). However, training is viewed as a means to an end—the objective being productive, efficient work organizations populated by informed workers who consider themselves as key stakeholders in the success of their organizations (Byrne, 2010). In addition, according to Afshanetal, 2012, there is a link between training and employee performance.

Employee performance is positively influenced by the growth of person knowledge, skills, ability, competences, and behavior, which benefits both the employee and the organization. Organizations that are committed to making a profit for their owners (shareholders) while also offering excellent service to their customers and beneficiaries engage in employee training (Evans and Lindsay, 1999). Companies can benefit from giving employee training since well-trained staff assist enhance productivity and profits.

Investing in staff training should boost employee retention, customer satisfaction, and product innovation. Effective training saves time spent on problem-solving and money in the long term by resulting in a more productive staff.

2.5.1. Saving Time and Costs

A company's financial position can be improved by investing in training. Employees who don't understand what they're intended to do, how to do their duties, or why they have to operate in a certain way often perform poorly. By clarifying the details of the profession, training can assist in resolving these performance issues. This should eliminate duplication of effort in the workplace, as well as the time spent correcting mistakes and solving problems as a result of poor performance. Improved employee performance can cut staff turnover, lower maintenance costs by reducing equipment breakdowns, and reduce customer complaints. Better performance from employees typically creates less need for supervision.

2.6. Relationship between training with employee performance

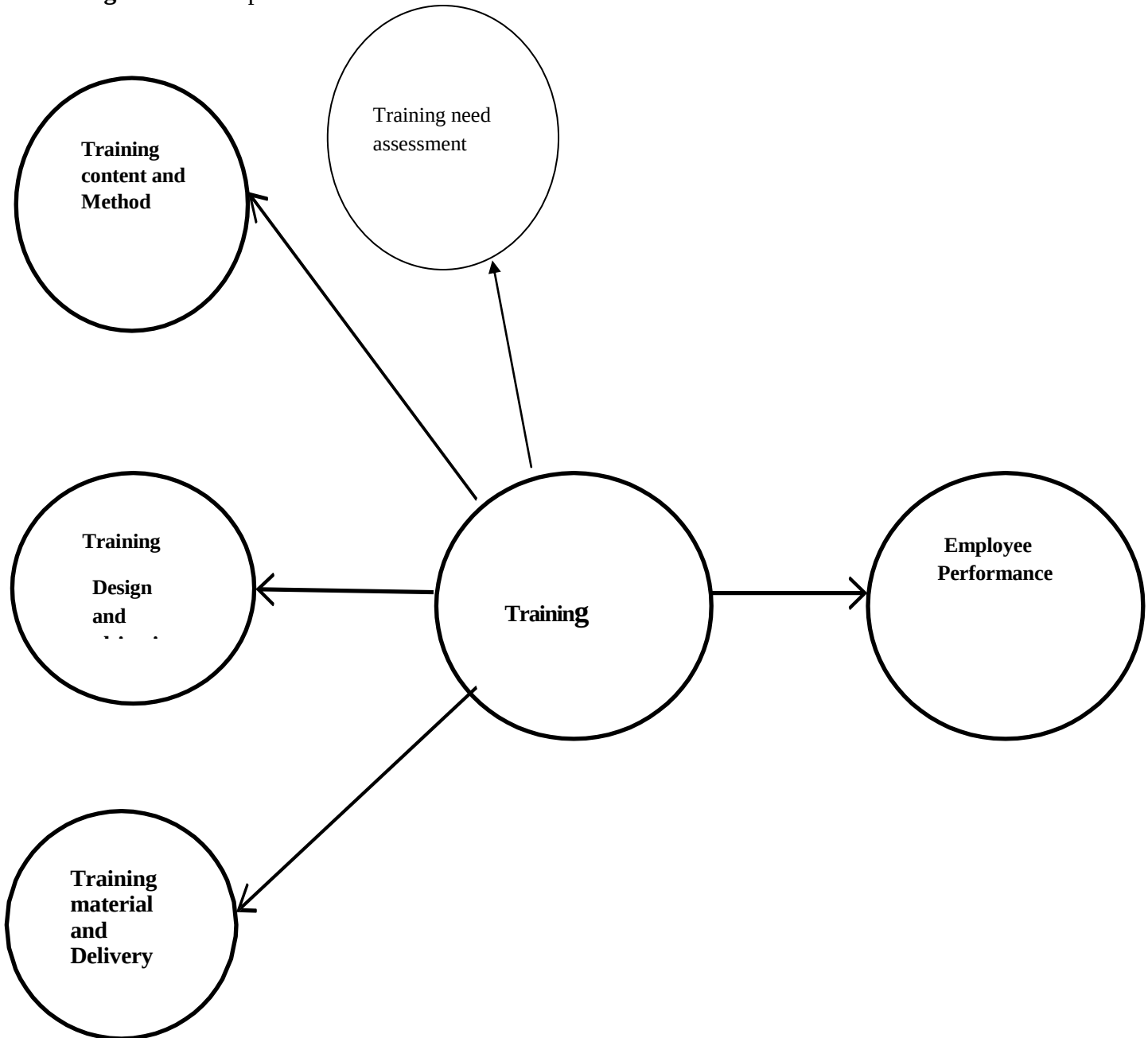
Public service performance, i.e. the performance of workers and organizations in delivering public services, is a multi-faceted concept. It can be understood in an expansive or a narrower way. The expansive understanding includes factors internal to an organization such as job satisfaction, organizational citizenship behavior voluntarily helping others in the workplace Organ (1988), and organizational commitment (the strength of a person's attachment to and involvement in an organization, see Grusky 1966). All of these have in turn been shown to be conducive to performance understood more narrowly, namely as outputs and outcomes, in particular efficiency, and effectiveness.

Furthermore, employee performance is a key building component of a business, and firms must understand the aspects that establish the foundation for excellent performance. Because no organization can advance just via the efforts of one or two persons, it takes the combined efforts of all of the organization's members. Performance is a multi-dimensional construct that aims to deliver results and is closely linked to an organization's strategic goals (Mwita, 2010). Therefore, impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Veladaand Caetano, 2017). The aims of training, according to Taiwo (2010), are to teach the skills, information, and aptitudes required to perform the required work efficiently. As a result, she or he has the capacity to advance, boost efficiency by minimizing spoiled work, machine misuse, and physical dangers. According to Obisi (1996), training aims to build technical, human, conceptual, and management competencies for the advancement of individual and organizational progress.

In a similar vein, Taiwo (2010) proposed that training is a continual activity. The desire to fulfill organizational objectives, as well as the need to do one's work efficiently and know how to lead others, is significant grounds for training. Its goal is to improve employee efficiency, professional development, and the smooth and efficient running of the company. According to Amisano (2009), Employee performance can be influenced by a variety of elements at work, including general job happiness, knowledge, and management. However, there is a clear link between training and performance, as training programs can address a variety of issues that

contribute to low performance. An increase in job knowledge means that the employee feel more comfortable doing his/her job and perform at a high level.

Figure 1: Conceptual Frame work Model



(Source: Raja, Furguan, Mohammed (2011))

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Rational for the selection of the Study area

The current working areas of respondents are in Addis Ababa and specifically on their respective sites. The study was conducted with communication of EEU districts which are formerly three branches under EEU Addis Ababa electric utility are namely North District (467), East district (630), employee West district (574),employee (EEU May 4 report, 2021) the study variables and associated data collection procedures using self-administered questionnaire found most important.

3.2. The Research Design

The study used explanatory research design with self-administered questionnaire as primary data collection techniques using both qualitative and quantitative data type. Therefore, explanatory research design is believed to be appropriate for this study as it consists of mainly how and why questions of the study, behavioral real events which are possible to control and contemporary and simple social phenomenon whose boundary is not clear (sing, 2006).

For undertaking this research, according to Gabrielian, et, al. (2008) it stated that on Explanatory research design as an overall approach for its ability to incorporate different methods and techniques in the collection and analysis of data that focuses on the various issues of the study for explanation in a scientific way and phenomena.

3.3. Research Approach

This research Approach was organized using both quantitative and qualitative methods, which was in triangulation research method which can help to clarify concepts, characteristics, descriptions, counts and measures to demonstrate implications of the issue under objectives. The quantitative method involves the use of structured questionnaire while qualitative would include the use of personal interviews with the sampled subjects selected for this research.

According to Mouton & Marais (2001), identified about Quantitative methods are most often used indicating the motives for research are evaluated and important for collection of data using numbers, counts and measures of things and qualitative research basically involves the use of words, picture description and narratives.

In other hand, Kothari (2004) was asserted that in qualitative research, it aimed to understand how people live, how they talk, how they behave and what captivates or distress them. Making statistical comparisons is useful, as is acquiring an in-depth understanding of the mechanisms producing the observed outcomes or preventing the expected results from occurring. The most effective assessment research includes qualitative and quantitative components.

3.4. Study Population, Sample Design and Sample Procedure

3.4.1 Target Population

According to annual statics may 4, 2021 reported by EEU Addis Ababa electric utility office, there was an estimated 1991 total EEU member. As it identified by these statics, out of the total populations; the total number of North District have 467 employee, East district have 630 employee and West district have 574 employee in Addis Ababa which the total population are 1671 taken as target populations using simple random sampling

3.4.2. Sample size Determinations

The total EEU Addis Ababa electric utility office crew members in each district project site were 1671. To determine the appropriate sample size for the study; the researcher deals with three possible options which can provide different sample sizes. The basis for determining the sample size in each option is the level of precision or sampling error, the confidence level and the degree of variability in the attributes being measured. As Mike Slovin (2007), developed a means of determining sample size from large population and becomes representative possible sample size. In this regard, the researcher used option (3) i.e. (0.05) of Slovene formula by 5% to determine sample size.

Because, using the Mike Slovin formula with confidence level: 95%, degree of variability: 50% (Maximum Variability), sample error: $\pm 5\%$ and makes easy to determine representative sample size from large population. Since the population is large the following simplified formula was applied:

$$n = N / (1 + N (e)^2)$$

Where: N = Population Size n = Sample

Size e = Precision (Sampling Error): 5%

In this option the sampling error was decreased from $\pm 10\%$, $\pm 7\%$ to $\pm 5\%$ so as to get the appropriate sample size options 3 is more appropriate.

Confidence Level = 95%

Sampling Error = $\pm 5\%$ Total Population =

Total Population = 1671

The sample size is computed as follows:

$$n = N / (1 + N (e)^2) \quad n = 1671 / (1 + 1671 (0.05)^2)$$

$$\underline{\underline{n = 319.66 \approx 320.}}$$

Table 1: EEU crew member Sample size, 2021)

Ser. No	Departments/Sections	Population	Sample size
1	North District	467 employees	90
2	East district	630 employee s	122
3	West district	574 employees	108
Total No. of employees		1671employees	320

Source: EEU Addis Ababa utility office Report, 2021

Based on the Mike Slovin (2007) sample size determination formula total 320 EEU Addis Ababa electric utility office crew member will be taken as a representative sample.

3.4.3. Sampling technique for quantities method

Sample selection was guided by principles of probability random sampling. Therefore the researcher used stratified and simple random sampling approaches to collect data from EEU Addis Ababa utility district offices of various sizes. This method was chosen because it helps to reduce bias that could arise as a result of the high cost and time required when dealing with the population. Simple random sampling technique was employed in selecting the representative sample from different levels of EEU crew member Sample size. According to (Dawson, 2013), this step increases the probability that the final sample would be representative in terms of the stratified groups in districts. The strata's were the districts which are East, North, and West districts in Addis Ababa city. In the course of the process of simple random sampling technique the main aim is to get a sample of that which was as representative as possible of the target population.

3.5. Source and Instruments of Data Collection

The main sources of the data were from both primary and secondary. The primary sources of data were gathered through questionnaire from Ethiopia Electric Utility crew by passing permanent staffs. The questionnaire was adopted from different literatures and previous research papers related to the study and customized in order to accomplish the current study. The reason for the selection of questionnaire is to procure the extensive data at reasonable cost and to cover wide geographical areas in a relatively short time.

Besides, semi structured likert scale questionnaire was designed and distributed to those sample employees who are currently working in different sections of Ethiopia Electric Utility Addis Ababa utility office crew member Sample size and Secondary data will also use which includes Ethiopia Electric Utility crew office Report, 2021, published and unpublished information about the study area, books and journals from library and internet.

3.6. Validity and Reliability

Validity concerns the degree to which a question measures what it was intended to measure. To assure the validity of the study, the researcher reflected to the advisor and other management staffs about the questionnaires before it persists to distribute. It was developed on the basis of previous studies and review of related literature. In addition, the researcher provided explanations concerning on the questions to the respondents.

As per Khotari (2004) reliability refers to consistency, where internal consistency involves correlating the responses to each question in the questionnaire with those other questions in the questionnaire. The researcher employed Cronbach's alpha to calculate the internal consistency of the instrument. Cronbach's alpha coefficients range in value will be used to describe the reliability of effect extracted from dichotomous and or multi-point formatted questionnaires or scales. However, there is no lower limit to the coefficient. The closer Cronbach's coefficient alpha is to 0.65 the greater the internal consistency of the items of the scale (Struwig& Stead, 2001).

3.7. Methods of Data Analysis

According to Cooper & Schindler (2008), data analysis is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusion, and supporting decision making. After the collection of data, it was computed and provided the analysis, interpretation and presentation in order to address the problem.

The quantitative data presents using descriptive statistics including mean, frequency and standard deviation also was used to analyze the data among the different groups. Because of making statistical comparisons is useful, as is acquiring an in-depth understanding of the mechanisms producing the observed outcomes or preventing the expected results from occurring. The most effective assessment research includes qualitative and quantitative components.

In other hand, with inferential statistics, researcher can try to reach conclusions that extend beyond the immediate data alone in conducting the causal relationship between variable (Gall & Borg (2007).Therefore, researcher will be used inferential Statistics to describe the data obtained

indicted the casualty relationship of variables to indicate how (training and development) varies as independent variable towards the dependent variable of (Employees performances).

With this regard, inferential statistics which is particularly the Pearson's correlation was used to show the relationship between dependent and independent variable and the strength/degree as well as direction of associations between variables as detailed in (Cooper & Schindler, 2008).

In addition, multiple linear regression analysis was used to show up the case, effect and impact analysis. Multiple liner regression analysis used to predict the value of a variable based on the value of two or more other variables. The variables are using to predict the value of the dependent variable relay on independent variables (or sometimes, the predictor, explanatory or repressor variables). Sometimes it also called multivariate linear regression for MLR.

The prediction equation is: $Y' = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_kX_k$

There was still one intercept constant, a, but, each independent variable (e.g., X1, X2, X3) has their own regression coefficient. Thus, both the strength of the relationship between variables and the outcome of independent on dependent variable predicted on statistical significance after result portrayed.

3.7.1. Model specification

$$Y = \text{EmP}\beta_0 + \text{TNAs}_{xi1} + \text{TDOb}_{xi2} + \text{TC\&M}_{xi3} + \text{TMt\&D}_{xi4} + \dots + \sum$$

I. Independent Variable

TNAs: Training Need Assessment

TDOb: Training Design objective

TC\&M: Training Content & method

TMt\&D: Training Material and Delivery

β_0 = the intercept (value of EY when X = 0);

β_{1-n} = the regression coefficient or change included in Y by each χ ;

ϵ_i = error term

II. Dependent Variable

EP: α : Employee performance

3.8. Ethical Consideration

Ethical consideration in research should uphold fairness, honesty, openness, disclosure of methods and the purpose for which the research is being carried out. In this case, information gathered from EEU crew member respondents are kept until the reasonable period of time. Confidential files and issues regarding employees' personal data, policies and strategies of the organization and other highly classified information that need to be kept confidential was given value and kept confidential.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter concentrated on the presentation, analysis, and interpretation of questionnaire data and contains the reliability analysis respondents' profile, correlation analysis, over all employee performance analysis, and multiple regression analysis. A total of 320 questionnaires were distributed and were collected from Addis Ababa 320 head office. Only 305 (95.3%) of the total 320 questionnaires were properly filled out collected. Since the data is sufficient enough to make the analysis and all the discussions below are made on these categories/groups/ of respondents. The collected data were analysis by using the statistical package for social science (SPSS) version 26 to answer the research questions.

4.2 Demographic Characteristics of the respondents

The following table generalizes the demographic characteristics of respondents by age, gender, level of education and service in years.

Table 4.1: Age composition of respondents

Measurement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Age: 21 – 25 years	12	3.9	3.9	3.9
	26 – 30 years	84	27.5	27.5	31.5
	31 – 35 years	112	36.7	36.7	68.2
	36 – 40 years	68	22.3	22.3	90.5
	41 – above years	29	9.5	9.5	9.5
	Total	305	100.0	100.0	100.0

Source: From researcher Owen survey data, 2021.

As shown the above table, the majority of the respondents are within the age category of 31-35 years (36.7%). The remaining percentages of the respondents are under the age of 21-25(3.9), 26-30(27.5), 36-40(22.3%), and 41 and above years respectively. It indicates that the greatest number of the respondents was young enough. Since, the age of the respondents was important to get relevant data from them and they can also work effectively their work with the of deliver quality service to customers.

Table 4.2: Gender of respondents

Measurement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	185	60.7	60.7	60.7
	Female	120	39.3	39.3	39.3
	Total	305	100.0	100.0	100.0

Source: From researcher Owen survey data, 2021.

As indicated the above table 185(60.7%) of respondents fall into the category of male and the remaining of or 120(39.3%) the respondents are in the category of female. It shows that there is a relatively equal gender ratio of respondents but, to some extent, the numbers of male workers in the organization were greater than female workers so the organization should increase participation of female employees.

Table 4. 3: Marital Status of respondents

Measurement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	107	35.1	35.1	35.1
	Married	177	58.0	58.0	93.1
	Divorced	21	6.9	6.9	6.9
	Total	305	100.0	100.0	100.0

Source: From researcher Owen survey data, 2021.

Concerning to the marital status, the above table indicates that majority of the respondents are married 177(58%) followed by single 107(35.1%). The left over 21(6.9%) of the respondent is divorced. Therefore, from the finding, most of respondents were married. Since they are responsible to fill in relevant data regarding the distributed questions.

Table 4. 4: Education status of respondents

Measurement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	39	12.8	12.8	12.8
	Bachelor degree	179	58.7	58.7	71.5
	Master degree	10	3.3	3.3	74.8
	Other	77	25.2	25.2	25.2
	Total	305	100.0	100.0	100.0

Source: From researcher Owen survey data, 2021.

As indicated the above table, the majority of the respondents are within the qualification level of bachelor degree 179(58.7%), and followed by less than diploma qualification 77(25.2%), diploma 39(12.8%), and master degree 10(3.3%) respectively. Therefore, the result indicates that, most of the respondents had different level of education. Since, they are educated, they can understand easily and fill the questionnaires.

Table: 4. 5: Service in years of respondents

Measurement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 – 5 years	15	4.9	4.9	4.9
	6 – 10 years	136	44.6	44.6	49.5
	11 – 15 years	136	44.6	44.6	94.1
	16 – 20	4	1.3	1.3	95.4
	above 20	14	4.6	4.6	4.6

	Total	305	100.0	100.0	100.0
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Source: From researcher Owen survey data, 2021.

As shown in the above table the service in years of the respondents, majority of the respondents 136(44.6%) have 6-15 years of service in their work. While, 15(4.9%), 14(4.6%), and 4(1.3%) of them were the category of 1=5 years, above 20 years, and 16-20 years respectively. This indicates that the majority of the respondents had enough service. Hence, they are more experienced and can give relevant data to the researcher and can deliver quality service in their organization.

4.3 Descriptive Statistics Analysis

4.3.1. Training need assessment

Table 4.6: Descriptive Statistics Analyzing of Training need assessment

N.O	Item Statistics	Mean	Std. Deviation	N
1	Training need assessment documents are well organized and used	1.70	.471	305
2	Training need assessment process was participatory and good	1.74	.462	305
3	Training needs identified bring into being helpful for upcoming	1.71	.468	305
4	I have received training from EEU management since I occupied my present post related to the task expected to me to perform.	1.61	.509	305
Grand Mean = 1.69			..4775	

Source: From researcher Owen survey data, 2021.

From the above table indications that, the descriptive analyzing training and development of the employees, which is the training need assessment documents are well organized and used indicating in a mean of 1.70 described in the standard deviation of 0.471. It shows that the mean score rate of training need assessment documents are well organized and used are not well organized or poorly organized. Regarding to the training need assessment process was

participatory and good, the finding indicates that the mean score was 1.74 and the standard deviation described 0.462. This indicates that the training need assessment process was not participatory and not good. As shown from the above table, the mean score of training needs identified bring into being helpful for upcoming is 1.71 and standard deviation depicted 0.468. The result shows that the training needs identified bring into being helpful for upcoming were low or not well identified and not being helpful to upcoming employees. On the other hand, the mean score of the trainer received training from EEU management since they occupied their present post related to the task expected to me to perform the activity is 1.61 and standard deviation is 0.509. This indicating that the trainers are not received training from EEU management that helped to occupied their present post related to the task expected their performance.

Finally, the total grand mean score of training need assessment were 1.69 and the standard deviation was 0.4775. It indicates that the training need assessment to the employees by the EEU management bodies was not good. Therefore, the EEU management bodies should give attention to their employees training need assessment to develop their employee's skill gap and their performance.

4.3.2. Training Design & Objective

Table 4. 7: Descriptive Statistics Analyzing Training Design & Objective

N.O	Item Statistics	Mean	Std. Deviation	N
1	I was given sufficient information on the objectives of the training course?	1.85	.628	305
2	The training course encourage exchange of information and expression of ideas is successfully addressed ;	1.69	.620	305
3	The objectives of the training were coherent with my needs.	1.85	.628	305
4	The objectives of the course were achieved information and expression of ideas successfully.	1.77	.649	305
Grand Mean = 1.79			.6313	

Source: From researcher Owen survey data, 2021.

As indicated the above table, descriptive statistics analyzing training design & objective employee performance of the respondents in the study area shown that the mean score and the

standard deviation concerning to four items these are sufficient information on the objectives of the training course, training course encourage exchange of information and expression of ideas is successfully addressed, objectives of the training were coherent with employee needs, and objectives of the course were achieved information and expression of ideas successfully were grand mean score of 1.79 and standard deviation of 0.6313 respectively.

The grand mean and standard deviation result shown that training design and objective are the main impacts on employee performance. In general, the finding of the study indicates that there is a higher problem of training design and objective on employee performance.

4.3.3. Training content & Training method

Table 4. 8: Descriptive Statistics Analyzing Training content & Training method

N.O	Item Statistics	Mean	Std. Deviation	N
1	The topics covered were relevant to me	1.95	.655	305
2	The content was organized and easy to follow.	1.85	.667	305
3	I consider that the training programs are designed at level of abilities and education of employees	1.92	.719	305
4	I received up dated training which is required for my position	1.94	.803	305
5	I found the different training methods listed below to be relevant and of good quality:	1.93	.773	305
6	Lectures	1.80	.739	305
7	Group discussion	1.79	.707	305
8	Review and revision	2.31	1.117	305
9	The language used in the training sessions was easy to understand.	1.86	.633	305
10	Trainers have sufficient knowledge	1.98	.681	305
Grand Mean = 1.933			.649	

Source: From researcher Owen survey data, 2021.

As indicated in the above table, descriptive statistics analyzing training content and training method of the respondents in the study area indicated that the mean score and standard deviation

regarding to ten items which are the topics covered were relevant to employees training, the content was organized and easy to follow, the consideration of training programs are designed at level of abilities and education of employees, up dated training which is required for employee position, different training methods listed below to be relevant and of good quality, lectures, group discussion, review and revision, language used in the training sessions was easy to understand, and Trainers have sufficient knowledge were grand mean score of 1.933 and standard deviation of 0.649 respectively.

The result indicates that training content and training method are the basic impacts on employee performance. In general, the finding of the study indicates that there is a basic problem of training content and training method identification that helps to encourage employee performance.

4.3.4. Training Material and delivery style

Table 4. 9: Descriptive Statistics Analyzing Training Material and delivery style

N.O	Item Statistics	Mean	Std. Deviation	N
1	The training staff encouraged participation throughout the course	1.88	.701	305
2	The training staff was responsive to participants needs and questions	1.99	.730	305
3	Trainers communicate well as expected	1.90	.680	305
4	Trainers are open, honest and fair to all.	1.83	.694	305
5	The trainer used a voice loud and clear enough to hear easily.	2.03	.850	305
6	The trainer summarized the main points before finishing.	1.85	.747	305
7	The trainer used effective examples and illustrations.	1.94	.903	305
8	The trainer used body language to help communicate ideas visually	2.41	1.235	305
Grand Mean = 1.979			.818	

Source: From researcher Owen survey data, 2021.

As indicated in the above table, descriptive statistics analyzing training material and delivery style of the respondents in the study area indicated that the mean score and standard deviation regarding to the eight items these are the training staff encouraged participation throughout the course, the training staff was responsive to participants needs and questions, trainers communicate well as expected, trainers are open, honest and fair to all, The trainer used a voice

loud and clear enough to hear easily, the trainer summarized the main points before finishing, The trainer used effective examples and illustrations and the trainer used body language to help communicate ideas visually were grand mean of 1.979 and standard deviation of 0.818 respectively.

The result indicates that training material and delivery style are the main factors that affects the employee performance in their work area. In general, the finding of the study indicates that there is a problem of training material and delivery style facilities that are not adequately recognized and planed in the study area to meet the employee training to achieve their performance.

4.3.5. EMPLOYEE PERFORMANCE

Table 4. 10: Descriptive Statistics Analyzing EMPLOYEE PERFORMANCE

N.O	Item Statistics	Mean	Std. Deviation	N
1	In my opinion, training has helped me to improve my performance since I joined EEU Addis Ababa electric utility office	1.79	.925	305
2	Whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required training.	2.01	.725	305
3	I can say that after training employees in EEU Addis Ababa electric utility office are working well their regular activities.	1.80	.703	305
4	The training provided by the organization helped me to perform my work quickly and efficiently.	1.85	.746	305
5	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.	1.86	.830	305
6	I felt that training enable me to perform my work with greater accuracy and precision.	1.85	.723	305
7	I think that work carried out in group after training enable me more effectively than individually.	1.92	.745	305
8	Because of the good training practices of the organization, employees are committed for their work and for the EEU Addis Ababa electric utility office.	1.78	.706	305
9	After training I feel that I am committed for my work	1.85	.723	305
10	I feel a strong sense of belonging to this organization since it has a good training method to acquire the needed skills and to become loyal for	1.83	.801	305
11	I think that active participation during training has a positive effect on my commitment to EEU Addis Ababa electric utility office and for my work.	1.72	.648	305
12	I have a good relationship with my trainer to learn more in the training so that I will ask what I did not understand to increase my competence.	1.83	.622	305
Grand Mean = 1.841			.741	

Source: From researcher Owen survey data, 2021.

As shown the above table the descriptive statistics analyzing of employee performance of the respondents in the study area indicated that the mean score and standard deviation regarding to the twelve items listed above indicates that were grand mean of 1.841 and standard deviation of 0.741 respectively.

The result shows that the mean score was low and the employee performance was low or poor. This was mainly because of many reasons such as training need assessment, training design and objective, training content and training method, and training material and delivery style problems that hinder the employee performance and the organization goal achievement. Due to these reasons, the employee performance in their work area is low. In general, the finding of the study indicates that there is a high problem of employee performance that are not adequately perform or achieve their tasks in the study area. There is lack of training need assessment, training design and objective, training content and training method, and training material and delivery style problems that hinder the employee performance and the organization goal achievement.

4.4. Inferential Analysis

4.4.1 Correlation analysis

Correlation is a statistical approach for identifying when and how strongly two variables are related. The direction of correlation is determined by the sign of the correlation coefficient, which can be positive, negative, or no correlation. The data in this study were normally distributed, and Pearson's product-moment correlation was employed to investigate the correlations between the dependent and independent variables.

Pearson's correlation coefficient is a measure of the strength of a linear relationship between two variables as well as the normality of the variables in question, and it is only relevant for quantitative variables (Marlove, 2013). The following is the definition of correlation coefficient standards used by the researcher (Akoglu, 2018): Correlations between 0 and 0.3 are weak, 0.3 to 0.7 are moderate, and greater than 0.7 are strongly connected.

Table 4. 11: correlation between dependent and independent variables /N=305/

N.o	Items	1	2	3	4	5
1	Training need assessment (TNA)	1				
2	Training Design & Objective (TDO)	.309**	1			
3	Training content & Training method (TCTM)	.542**	.516**	1		
4	Training Material and delivery style (TMDS)	.591**	.266**	.539**	1	
	employee performance (EP)	.515**	.458**	.739**	.732**	1

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

The above result shows that there was direct a positive correlation between employee performance and other independent variables (training need assessment, training Design & Objective, training content & training method and training material and delivery style). Which means each of the given variables increases the employee performance also increases and vice versa.

Therefore, the training need assessment (TNA) variable (with 0 .515** correlation coefficient and P=0.00) and training Design & Objective (TDO) have a significant, positive and moderate correlation, whereas training content & training method (TCTM) and training material and delivery style (TMDS) factors (with correlation coefficient 0.739** and 0.732** respectively, and P=0.00) have a significant, positive and strong correlation. This result indicated that effectiveness of employee performance has relationships with strong training need assessment, training Design & Objective, training content & training method and training material and delivery style.

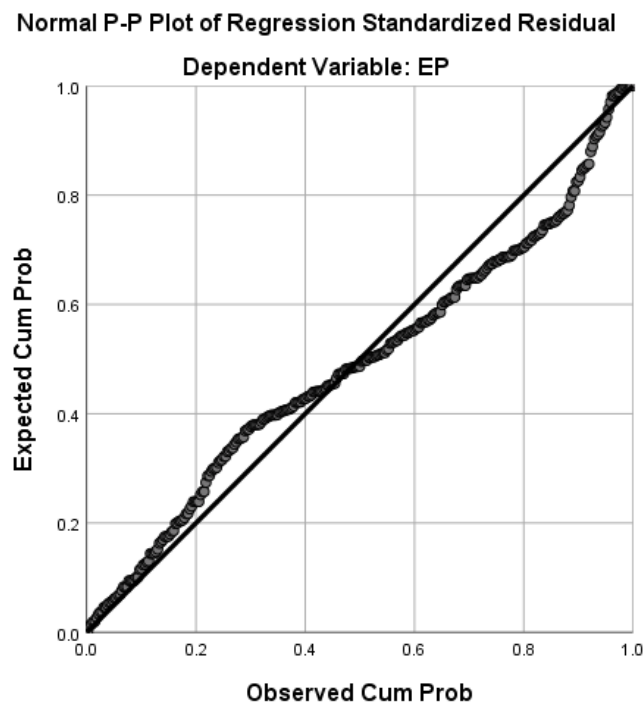
4.5. Diagnostics tests / Assumption/

According to (Field, 2013), in order to perform linear regression, it is necessary to examine crucial assumptions and it is beneficial to finish the population under research. The following preliminary analysis (Regression diagnostics) was performed in this respect to validate the assumptions and CLRM, such as linearity, normalcy, Multicollinearity, and homoscedasticity test or assumptions.

4.5.1. Assumption1: Linearity test

A P-P plot (probability–probability plot or percent–percent plot) is a probability plot that compares two cumulative distribution functions to assess how closely they coincide in statistics (Tabs, 2010). In regression analysis, the variables' relationships are expected to be linear, which means that the points in the diagonal line plot must form a pattern that can be approximated by a straight line. As a result, the result on diagram below indicates that the variables are linear.

Figure 4- 1 Assumption1: Linearity test



Source: own survey, 2021

4.5.2. Normality Test

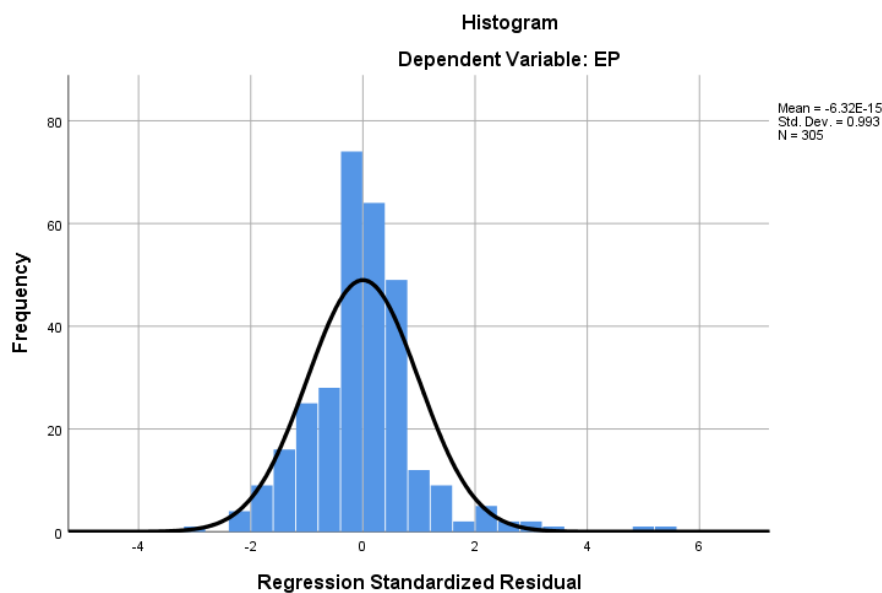
Normality test refers to the linear regression analysis that requires all variables to be multivariate normal. This assumption can best be checked with a histogram or a Q-Q-Plot (Rani Das, 2016).

When the curve does not pass through either the left or right side of the data distribution, it is said to be normal (Ghozali, 2006). It demonstrates that the data is regularly distributed. Using SPSS 26, the kurtosis and skewness values were evaluated to see if the data was normal. The

degree to which cases are grouped towards one end of an asymmetric distribution is measured by skewness. In general, the further the skewness value deviates from zero, the less likely the data are to be regularly distributed (Field, 2000).

The level of peak in a histogram is measured by kurtosis. Positive kurtosis is found in the high peak, while negative kurtosis is shown in the flatter distribution. A histogram is essentially a graph that depicts a variable's frequency distribution of data. The variable's values are represented on the X-axis, while the frequency (the number of data points with that value) is plotted on the Y-axis. Histograms are a useful tool for determining whether your data is regularly distributed. A normal distribution is one in which the data clusters around the mean.

Figure 4- 2: Normality Test



Source: own survey, 2021

According to George and Mallery (2003), skewness and kurtosis values for the variables should be between -3 and +3 for acceptability as a normal distribution, as quoted by Rahman et al. (2017). Pay and benefits, work environment, advancement possibility, relationship with supervisors, Trust in leaders, and job satisfaction all had normal distribution scores, ranging from -3 to +3. The graph has a peak and a 'bell' shape when displayed on a histogram. According to our findings, the assumption of normality is satisfied because the residuals are regularly

distributed, the histogram graphic above is bell-shaped, and the mean is zero. As a result, for each of the conceivable combinations of the level of the independent variables, the data on the dependent variable is regularly distributed in the population; each of the variables is normally distributed.

4.5.3. Assumption 3: Multicollinearity Test

Table 4. 12 Test of Multi collinearity

N.o	Model Constant	Collinearly Statistics	
		Tolerance	VIF
1	Training need assessment (TNA)	.578	1.729
2	Training Design & Objective (TDO)	.731	1.368
3	Training content & Training method (TCTM)	.518	1.932
4	Training Material and delivery style (TMDS)	.582	1.718

a. Dependent Variable: EP

Source: own survey, 2021

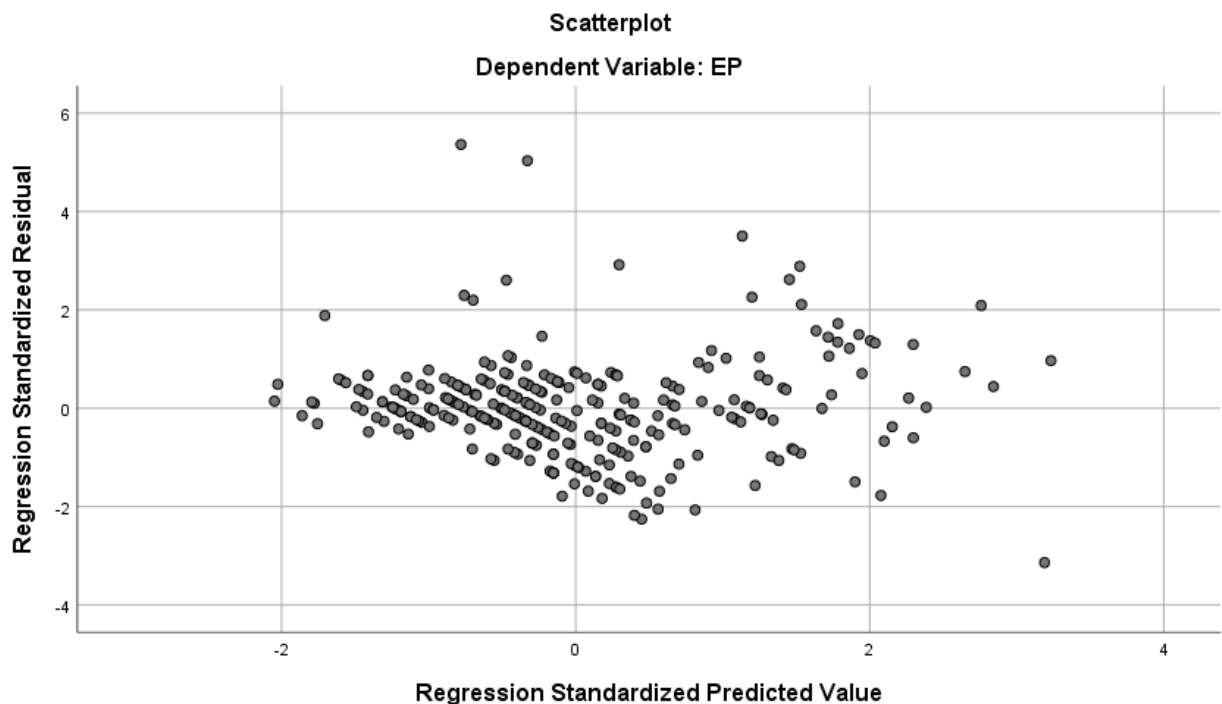
We may also check for Multicollinearity using the data in the table above. A general rule of thumb is that any predictor with a VIF between 1 and 10 should be checked for probable Multicollinearity issues (Dhakal, 2018). The tolerance should be between 0.1 and 1.0. The VIF of all independent variables (training need assessment=1.729, training Design & Objective = 1.368, training content & training method =1.932 and training material and delivery style =1.718) were between 1-10 in our multiple linear regression model, and the tolerance was 0.578, 0.731, 0.518 and 0.582, respectively, which is between 0.1 to 1. This demonstrates that there is no difficulty with multicollinearity.

4.5.4. Homoscedasticity Test

The degree to which the dependent and independent variables' data values have identical variances is referred to as (Garson, 2012). At each level of the predictor variables, the residual terms' variance should be constant. This basically means that the residuals at each level of the

predictors should have the same variance, hence checking this assumption is advantageous to t's fitness. To plot the homoscedasticity analysis, the researcher plots the standardized residuals, or errors (ZRESID) on the Y-axis and the standardized predicted values of the dependent variable based on the model (ZPRED) on the X-axis. The result is presented on the next graph.

Figure 4- 3 Homoscedasticity Test



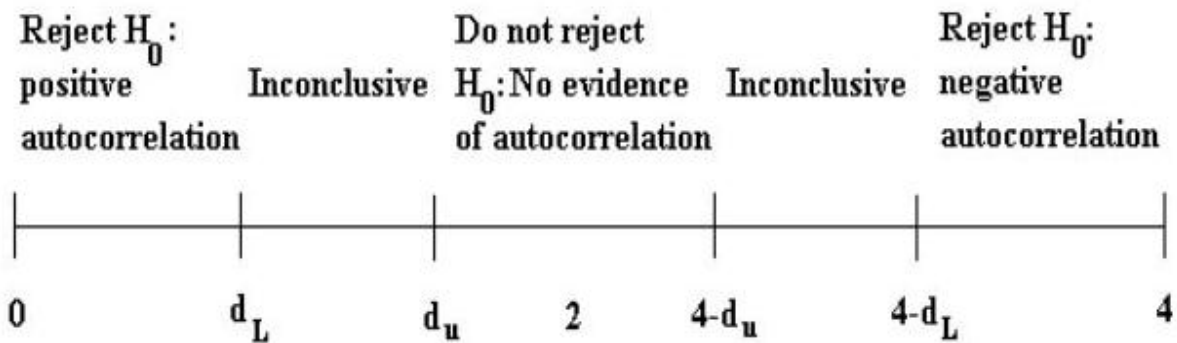
Source: own survey, 2021

As a result, the scatter plot indicates that the bulk of the points are grouped around zero (0), indicating that homoscedasticity is not violated.

Assumption 4.5.5: Autocorrelation Test

Autocorrelation is an assumption that the errors are linearly independent of one another (uncorrelated with one another). The Durbin Watson statistic has a range of values from 0 to 4 according to (Babatunde et al, 2014). Non-autocorrelation is indicated by a number near 2, positive autocorrelation by a value near 0, and negative autocorrelation by a value near 4. The Durbin-Watson test performance in this study is 1.415, which is within the acceptable range, as indicated in the next table. The rejection / non-rejection rule would be given by selecting the appropriate region from the following figure:

Figure 4- 4: Durbin-Watson test



The regression output of this test indicates

Table 4. 13: Durbin-Waston test of autocorrelation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.845	.714	.710	.21964	1.415

Predictors: (Constant), TMDS, TDO, TNA, TCTM

Dependent Variable: EP

Source: own survey, 2021

4.6. Multiple Regression Analysis

Table 4. 14 Model Summary^b

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	.845 ^a	.714	.710	.21964	.714	187.022	4	300	.000

a. Predictors: (Constant), TMDS, TDO, TNA, TCTM

b. Dependent Variable: EP

Source: Owen survey data, 2021

To see how much training and development elements affected employee performance, a regression model was used. The R^2 coefficient of determination is a measure of how much of a dependent variable's volatility about its mean is explained by independent or predictor variables

(Hair et.al, 1998). The stronger the explanatory power of the regression equation, the higher the R^2 value. The R^2 value of 0.714 is shown in the table above. The independent variables accounted for 71.4 percent of the variance in employee performance, according to this study. This means that the independent variables accounted for 71.4 percent of the variation in the organization's employee performance, while the remaining 28.9% is explained by other factors not considered in this study.

Table4. 15: ANOVA result

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	36.088	4	9.022	187.022	.000 ^b
	Residual	14.472	300	.048		
	Total	50.560	304			

a. Dependent Variable: EP

b. Predictors: (Constant), TMDS, TDO, TNA, TCTM

The result in the above table indicates the overall model significance, and this board helps us to make sure the above model (on the model summary table) is a statistically significant predictor of the outcome i.e. employee performance and it is evidenced that the model is statistically predictor of employee performance for the reason that the p-value is less than 0.05 therefore, a significant amount of employee performance is influenced by training need assessment, training Design & Objective, training content & training method and training material and delivery style. Furthermore, it can be concluded as, the overall regression model is significant, $F= 187.022$, $p < 0.05$, $R^2= 0.714$ (i.e., the regression model is a good fit of the data).

Table: 4. 16 Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.161	.078		2.047	.041
	Training need assessment	.061	.048	.051	1.263	.000
	Training Design & Objective	.114	.036	.115	3.195	.002
	Training content & Training method	.418	.041	.441	10.264	.000
	Training Material and delivery style	.395	.032	.494	12.206	.000

a. Dependent Variable: EP

Source: Owen survey data, 2021.

The above result shows that the t-value and corresponding p-value tells us that all the independent variables (training need assessment, training Design & Objective, training content & training method and training material and delivery style) $P < 0.05$. This means that all the explanatory are significant and useful in the model. Unstandardized coefficients indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. If the regression coefficient provides the expected change in the dependent variable (employee performance) for a one-unit increase in the independent variable. Referring to the coefficients in the above table the unstandardized coefficient for the training need assessment is 0.061. This means for every unit increase in training need assessment aspect, there is a 0.061 unit increase in employee performance if other variables in the model remain constant.

As a result, standardized coefficients are referred to as beta weights in the “beta” column. When the predictor variable is increased by one standard deviation, the outcome variable increases by one standard deviation, providing all other variables in the model remain constant. These are useful measures to rank the predictor variables based on their contribution (irrespective of sign) in explaining the outcome variable.

Hence, in this case, training assessment aspect is the highest contributing (.494), the training content & training method aspect (0.441) has the next rank, training Design & Objective aspect (0.115) has the third rank and Training need assessment(-.051) has the last rank. However, only when the model is specified perfectly and there is no Multicollinearity among the predictors, (Dhakal, 2018) explains.

4.7. Hypothesis Tests

The hypothesis test was employed by multiple regressions which were test independent variables (training need assessment, training Design & Objective, training content & training method and training material and delivery style aspects) can predict the dependent variable (employee Performance) and help to determine to what extent predict the variable.

Table 4. 17: Summary of hypothesis tests

Hypothesis	Correlation result	P-value	Decision
H1: Training need assessment factor has positive and significant effect on employee performance in Addis Ababa Electric Utility office.	0.515**	(0.000)	Accepted
H2: Training Design & Objective factors have positive and significant effect on employee performance in Addis Ababa Electric Utility office.	0.458**	(0.002)	Accepted
H3: Training content & Training method have positive and significant effect on employee performance in Addis Ababa Electric Utility office.	0.739**	(0.000)	Accepted
H4: Training Material and delivery style have positive and significant effect on employee performance in Addis Ababa Electric Utility office.	0.732**	(0.000)	Accepted

Source: Owen survey, 2021.

CHAPTER FIVE

5. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents, analyzes, and interprets the findings. It is divided into three sections.

The discussion part is offered in the first section, the conclusions are presented in the second section, and the recommendations are presented in the third section based on the study objectives.

5.1. Discussion of Findings

The general objective of this research was to assess the impact of training and development on employee's performance and effectiveness for the case of Addis Ababa Electric Utility office.

The findings of this study demonstrate that employees' participation in training and development activities increased their ability to complete tasks and improved employee effectiveness. The findings were consistent with Cole's (2002) ideas for aiding training, which was to develop a learning medium aimed at the acquisition of specific knowledge and abilities for the goal of a given occupation or task.

Assessment of training needs or the identification of skill inadequacies was found to be a seldom done task. This could be because the majority of civil service reform initiatives stem from high-level decisions. Furthermore, the culture of training evaluation appears to be very low, training need assessment documents are not well organized, and the procedure was non-participatory, according to the findings of this study.

The lack of clear regulations guiding training and development had a negative impact on the organization's performance. Braga (1995) affirms that the manner in which instruction is delivered is an important aspect of training and development. Few respondents in this study indicated demonstration or onsite coaching as the most common training facilitation approaches.

The major factors training and development (independent variable) were shown to be positively correlated with employee performance and effectiveness (dependent variable), and the

association was statistically significant. Employee effectiveness ($r^2 = 0.714$, $P 0.05$) had a higher correlation coefficient with employee training and development.

Employee performance and training and development had a moderate correlation coefficient ($r^2 = 0.741$, $P 0.05$) in a comparable way. The t-value and associated p-value from the linear regression revealed that all of the independent variables (training need assessment, training design & objective, training content & training technique, and training material and delivery style) $P 0.05$. This suggests that in the model, all explanatory variables are important and valuable.

As a result, employee performance and effectiveness are positively correlated with training and development. And, with a P value of 0.05, this relationship is statistically significant.

This finding matched that of a research conducted in Pakistan, which found that on-the-job training is very successful and saves time and money (Khan, R.A.G., Khan, F.A., and Khan, M.A.) (2011). The key outcome of this study is that employee performance is positively correlated with training. This relationship was tested for causality using a linear regression statistical model, and it was discovered that employee performance has a direct cause and effect relationship with employee training. According to Ni and Wang (2015), organizations should be concerned about their employees' potential growth and self-realization. According to Quartey (2012), there is a reasonably substantial link between staff training and organizational success. This is in line with Ahmad and Din's (2009) claim that the goal of training is to improve employee performance through the learning process. It is also seen to have the potential to aid in the acquisition of knowledge, the development of skills, the understanding of concepts, the application of norms, and the modification of attitudes and behaviors in organizational settings. Huselid (1995) affirm that providing formal and informal training for new employees have an influence on employee's development.

6. Conclusions

According to the findings, there is a strong positive relationship between employee training and development and their performance and production. The Pearson correlation and linear regression results for the predictor variable training development activities versus the key variables employee performance and organizational effectiveness show a positive correlation coefficient ($R^2=0.714$) with a statistically significant $P < 0.05$. On-the-job training (demonstration) and re-demonstration by trainees were the most common ways of training facilitation. We may infer that the training facilitation method yielded a positive result, as evidenced by employee performance and organizational effectiveness. It requires to improve the systematic identification of staff training needs and skill deficits, as well as monitor and assess with objective tools or criteria, so that the program may help the administration office maximize the impact of training and development activities.

Employees that participate in training and development programs are more confidence in their ability to handle greater responsibilities, as evidenced by the aforementioned findings. The majority of employees believe that training and development improves their performance, and that training and development has a good and significant impact on employee job performance and productivity.

7. Recommendations

Based on the finding of the study the following suggestions are recommended:

- Employee training must be based on a systematically detected knowledge and skill gap in order to maximize both the employee's and the organization's efforts.
- For organizational success, a suitable budget for training activities must be maintained, as well as efficient use of the assigned resources.
- The organization should facilitate employees participating in training assessment events and providing feedback for future such activities, as well as documenting best practices for scaling up in similar situations.
- The organization should focus on training need assessment, training design and objective, training content and training method, and training material and delivery style in order to perform resultant training to enhance employee performance.

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Appendixes

Annex1; Questionnaire

Addis Ababa University

College of business and economics department of MBA

Masters of business administration in Management

Questionnaire prepared for employees of EEU Addis Ababa electric utility office

Dear respondents;

The goal of this survey is to gather data regarding the impact of training and development on the employees' performance of **Addis Ababa electric utility office**. This research is being done for partial fulfillment of MBA degree in Management. Your genuine response for the following questions is extremely important for the successful completion of this study. Your information will be used only for academic purposes and will be maintained in strict confidence. I would like to thank you in advance for cooperation and for sacrificing your time on behalf of Addis Ababa University

General Instructions

- No need to write your name.
- For boxes provided below, please respond to each question by putting mark "X" on your appropriate answer.
- For table form questions, please put "X" mark on your appropriate response.

- For open ended questions, please clearly state your ideas in the blank spaces provided.

Thank you again

PART ONE: DEMOGRAPHICS OF RESPONDENTS

1. Department _____

2. Position _____

Please circle or underline for the below questionnaires’

1. Gender:

- a) Male
- b) Female

2. Age

- a) Age: 21 – 25 years
- b) 26 – 30 years
- c) 31 – 35 years
- d) 36 – 40 years
- e) 41 – above years

3. Marital Status

- a) Single
- b) Married
- c) Divorced

4. Level of Education:

- a) Diploma
- b) Bachelor degree
- c) Master degree
- d) Others, please specify _____

5. How many years have you spent in Ethiopian electric utility office?

Service in years

- a) 1 – 5 years
- b) 6 – 10 years
- c) 11 – 15 years
- d) 16 – 20
- e) Above 20 years

SECTIONB: TRAINING AND DEVELOPMENT PROGRAM

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

N.O	TRAINING& DEVELOPMENT IN Addis Ababa city EUO	1	2	3	4	5
1	Training need assessment					
1.1	Training need assessment documents are well organized and used					
1.2	Training need assessment process was participatory and good					
1.3	Training needs identified bring into being helpful for upcoming					
2	Training Design & Objective					
2.1	I was given sufficient information on the objectives of the					
2.2	The training course encourage exchange of information and expression of ideas is successfully addressed ;					
2.3.	The objectives of the training were coherent with my needs					
2.4	The objectives of the course were achieved information and expression of ideas successfully.					
3	Training content & Training method					
3.1	The topics covered were relevant to me					
3.2	The content was organized and easy to follow.					
3.3	I consider that the training programs are designed at level of abilities and education of employees					
3.4	I received up dated training which is required for my position					
3.5	I found the different training methods listed below to be relevant and of good quality:					
3.6	a) Lectures					
3.7	b) Group discussion					
3.8	c) Review and revision					
3.9	The language used in the training sessions was easy to understand.					
3.10	Trainers have sufficient knowledge					
4	Training Material and delivery style					
4.1	The training staff encouraged participation throughout the course					
4.2	The training staff was responsive to participants needs and questions					
4.3	Trainers communicate well as expected					

4.4	Trainers are open, honest and fair to all.					
4.5	The trainer used a voice loud and clear enough to hear easily.					
4.6	The trainer summarized the main points before finishing.					
4.7	The trainer used effective examples and illustrations					
4.8	The trainer used body language to help communicate ideas visually					

If you have Any, please!!!!

SECTION C: QUESTIONNAIRE ON EMPLOYEE PERFORMANCE

5 (Where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5 =strongly agree)

No.	Questions or descriptions	1	2	3	4	5
1	In my opinion, training has helped me to improve my performance since I joined EEU Addis Ababa electric utility office					
2	Whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required training.					
3	I can say that after training employees in EEU Addis Ababa electric utility office are working well their regular activities.					
4	The training provided by the organization helped me to perform my work quickly and efficiently.					
5	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities with out waste.					
6	I fell that training enable me to perform my work with greater accuracy and precision.					
7	I think that works carried out in group after training enable me more effective than individually.					
8	Because of the good training practices of the organization, employees are committed for their work and for the EEU Addis Ababa electric utility office .					
9	After training I feel that I am committed for my work					
10	I feed a strong sense of belonging to this organization since it has a good training method to acquire the needed skills and to become loyal for					
11	I think that active participation during training has a positive effect on my commitment to EEU Addis Ababa electric utility office and for my work.					
12	I have a good relationship with my trainer to learn more in the training so that I will ask what I did not understand to increase my competence.					

If you have any, please!!!!

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