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SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

MASTERS OF BUSINESS ADMINISTRATION PROGRAM

THE IMPACT OF TRAINING ON WORKER PERFORMANCE IN PUBLIC SECTOR ORGANIZATIONS: A CASE OF ETHIOPIA MINISTRY OF HEALTH

BY: TAZEBACHEW ACHENEF

Advisor

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A thesis submitted to the School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirements for the Degree of Masters of Business Administration

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ADDIS ABABA UNIVERSITY

College of Management, Information, and Economic Sciences

School of Business and Public Administration

Masters of Business Administration Program

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BY

TAZEBACHEW ACHENEF

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LIST OF ABBREVATIONS

- EMoH (Ethiopia Ministry of Health)
- AIDS (Acquired Immune Deficiency Syndrome)
- TB (Tuberculosis)
- OJT (On-the-Job Training)
- CBT (Computer-Based Training)
- HR (Human Resource)

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Abstract

The quality of human resource is an asset to any organization and as a result training has become an issue that has to be faced by every organization. This study, therefore, is conducted to determine the impact of training on worker performance in public sector organizations using Federal Democratic Republic of Ethiopia Ministry of Health. The research is a case study in the form of cross sectional design in which data was collected across a population through simple random sampling. The objective of the study was to investigate the actual training practice and its effect in improving the performance of employees.

The social identity theory which deals about how people think as members of groups affects the outcomes of learning interventions is the theory that the researcher has used because, social identity is a key input to or driver of learning (training) and performance in organizations. The methodologies primarily the researcher used to collect data were interview and questionnaire augmented by different literatures found in the organization. Besides, the researcher used regression and correlation tools to analyze the data.

The correlation analysis result clarified that all relationship between the dependent and independent variables are positively and significantly correlated. Additionally, it was found that training has higher impact on employee performance.

Key words: *Training, Performance, Human Resource, Ministry of Health, Public Sector, Social Identity Theory.*

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CHAPTER ONE

INTRODUCTION

1.1 Back ground of the study

Human Resources have played a significant role in the economic development in most developed countries such as United States of America, Britain and Japan among others (Hill and Stewart, 2000). It can, therefore be concluded that a developing country like Ethiopia, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the training of her human resource. It is thus seen that in Ethiopia the government is taking adequate steps to ensure that people acquire the necessary knowledge and skills. Because, today we believe that an organization's competitive success is achieved through people (Pfeffer, 1994). It follows, then, that the skills and performance of people are critical.

Due to this fact, many organizations spend much money on training, believing that training will improve their employees performance and hence the firm's productivity. In 1997, organizations with more than one hundred employees were estimated to have spent $58.6 billion in direct costs on formal training (Clark and Voogel, 1985).

Hales (1986) stated that many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. It is worth noting that Ethiopia has a huge public sector, employing the highest number of human resources with varied skills.

The role of public sector is very crucial for the socio-economic development of developing country like Ethiopia. In Ethiopia, the technological improvement, economic prosperity, and social change are possible only through an efficient and effective system of public sector institutions. Public sector has been a labor intensive activity. It mostly renders services of various sorts to the community. Public organization is controlled by the government and it is paid by the

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taxes. It provides a vital service for the country and it is non-profit organization (http://www.blurtit.com/q8805578.html).

Public sector efficiency and effectiveness have always been important issues for many countries. The main objective of public sector organizations is to increase service quality to customer approach and to provide social benefits based on limited budgets. For non-profit oriented organizations like the public sector, knowledge sharing can help to increase continuous performance, service delivery, and also customer and staff satisfaction (Ismail and Zawiyah, 2009). Since knowledge is a central source of government services, effective knowledge sharing among employees is a significant management challenge for providing excellent service to the public at all levels. Without the requisite knowledge and skills public officials may not be able to perform their responsibilities and duties effectively, efficiently and with high standards of performance (Ismail and Zawiyah, 2009).

In the public sector operations, human resource occupies central place. It is the most dynamic resource due to its creative abilities as compared to the other. The most precious asset that can contribute greatly to the organizational efficiency and effectiveness is the human resource of organizations (Muhammad, 2009).

One such organization in the public sector is the Federal Democratic Republic of Ethiopia Ministry of Health which is located its head office in Addis Ababa around Goma Kuteba. Under Ethiopia Ministry of Health there are hospitals and sub-offices which are administered by the head office. The head office has six hundred employees.

To have healthy, productive, and effective citizen is the vision of the organization. Whereas the mission is providing integrated, quick and satisfactory health service with efficient management, controlling mechanism and support (http://www.moh.gov.et/). Moreover, as the researcher gets in the same web site mentioned above its Strategic Objectives are:

- To minimize maternal mortality rate during pregnancy and delivery.
- To minimize infant mortality rate.
- To prevent and control AIDS, TB, Malaria and other diseases.

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The objective of the study was to investigate the actual training practice of the EMoH organization at Addis Ababa head office and its effectiveness in improving the performances of employees. Moreover, the study was focused on the effect of training on worker performance in the stated organization. The study will inform the management of Ethiopia Ministry of Health and other organization to increase performance, there is a need to have and retain well trained and motivated employees.

1.2 Statement of the problem

Many organizations in Ethiopia and indeed the public sector engaged in training of staff. Ethiopia Ministry of Health is one of such organization that has been participating in training for a long period of time. However, for a certain condition it appears that training in EMoH is unsystematic. Hence, the main reason that the researcher wanted to conduct this research was to investigate the impact of training on worker performance in Ethiopia Ministry of Health. The study, therefore, focused on how would providing training for employees' of EMoH improve their performance for the provision of timely, efficient, effective and quality of works.

1.3 Objective of the study

The general objective of the study was to investigate the actual training practice of the EMoH organization at Addis Ababa head office and its effectiveness in improving the performances of employees. The specific objectives of the study are:

- Ø To identify the major purposes of training in EMoH.
- Ø To recognize the training policy in operation in EMoH.
- Ø To point out the training practices and methods of the organization.
- Ø To find out whether training schemes have positive effect on the performances of workers.
- Ø To make necessary suggestion based on findings of the study.

1.4 Significance of the study

The study will help to develop and maintain a quality work life, which will provide an opportunity for employees' job satisfaction and self actualization. Besides, it will aid management of EMoH to introduced modern schemes for training, to be able to meet the challenges of change in the future. Finally, this thesis will be used as a reference material for those individuals who want to conduct a research in this area for the future.

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1.5 Delimitations and limitations of the study

The scope of the study was delimited only to Ethiopia Ministry of Health among other public organizations particularly the head office by emphasizing on the effect of training on worker performance. Furthermore, it will be good the researcher studies the recruitment, performance management, placement, performance appraisal and other activities of the organization. However because of some limitations the study was only focused on the training aspect of the organization.

The limitations of the study that the researcher faced are unwillingness of management to divulge important information in the name of confidentiality, and some resources.

1.6 Organization of the study

The study is organized into five chapters. Chapter one introduced the study by giving the background information, the research problem, objectives, and significance of the study, delimitation and limitation of the study.

Chapter two is deals with the review of relevant literature on the research problem.

Chapter three is discussed the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections.

Chapter four present the findings on the impact of training on worker performance in Ethiopia Federal Ministry of Health. It also lay out the researcher analysis on the organization responses to the impact of such training on its employees in terms of performance.

Chapter five presents the conclusions that were draw from the research findings and recommendations to enhance organizational effectiveness through training, and to ensure a stable and committed human resource.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview of training

One major area of the human resource management function of particular relevance to the effective use of human resources is training. Few people these days would argue against the importance of training as a major influence on the success of an organization. It is the view of Hales (1986) that the general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the workforce give increasing emphasis to an environment of coaching and support. He also added training is necessary to ensure sustain economic growth and effective performance and for adequate supply of staff that is technically and socially competent.

Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010).

Training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, HR and training staffs, working in collaboration, or by external agents acting on their behalf the aim of the process is to develop in the organization's employees the knowledge, skills and attitudes that have been defined as necessary for the effective performances of their work and hence for the achievements of the organizational aims and objectives by the most cost-effective means available (Tyson and York, 2000).

Furthermore, training is the most important tool of a business to develop commitment, effectiveness, efficiency and loyalty and to create a culture of cooperation among employees. Sometimes the top management and managerial level employees are found to be uncooperative towards HR training, whilst lower level employees lack the commitment to participate in training activities (Abdullah, 2009). As Meyer *et al.,* (1993) indicated that employee commitment has

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become increasingly important in many organizations. The construct ‘employee commitment ‘is however complex and commitment cannot be seen as a single, homogenous entity, which means the same to all employees. It is multifaceted and can impact on an organization in a number of ways. It changes over times as employee circumstances and needs change. Meyer *et al.,* 1993 defines commitment as purely psychological–it is a measure of the extent to which an employee has formed a strong psychological attachment to an organization. According to Morrow (1996), the concept of commitment is four folded, it account for an employee’s personal involvement in the decision, the attraction of alternative options, the degree of ambivalence-as well as employee satisfaction.

Measuring commitment enables an understanding of why an organization may be losing satisfied employees whilst keeping the complainers as well as why an organization may keep employees despite clear better offers from competitors. Committed employees are one of the greatest assets any company can have. Each year organizations invest substantial amount of money in training their work force only to see talented and productive employees applying for other job, potentially to join the competition. Employee commitment plays a major role in overall business efficiency and profitability (Weiner, 1982).

Ballout (2009) argue that greater level of employee commitment lead to organizational benefit such as continuous flow of improvements, costs and efficiency improvements and active employee participation. Committed employees are believed to enhance an organization as they fell secure in their jobs, are well trained, fell part of a team and are proud of and enjoy doing their jobs.

The other important point is dominant model of occupational commitment that comprises three components, namely affective, continuance and normative (Clugston *et al.,* 2000). Affective commitment refers to a psychological attachment or connection individuals have to remain in an occupation or profession because they “want to.” Continuance commitment refers to a sense of costliness individuals have about leaving an occupation, thereby leading them to remain in the occupation because they “need to.” Normative commitment refers to a sense of obligation individuals have to remain in an occupation because they “ought to”.

Whereas employee loyalty can be defined as employees being committed to the success of the organization and believing that working for this organization is their best option. Not only do

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they plan to remain with the organization, but they do not actively search for alternative employment and are not responsive to offers (Locke, 1968). The other variable that we can find in employee performance is effectiveness. According to Thompson (2010), employee effectiveness is the product of employee engagement and capability (both that of the employee and that of the organization).

2.2 Improvement in employees' performance

The performances of public sector organizations rely on the performance of their employees. Employees' performance is the degree to which they accomplish job requirements. All the employees of an organization are working as a team, where employees work in accordance with their skills and competencies and in coordination with one another to accomplish organizational objectives (Muhammad, 2009). Therefore, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000).

Better performance of a public sector organization simply means the capability of the organization to achieve desired results or output more efficiently and effectively. Performance is related to measurable accomplishment or results that primarily address community needs and problems. Poor performance of employees in the public sector organizations is due to factors such as the quality of supervision and the lack of training and development of employees (Muhammad, 2009).

The aim of training is to maximize employees learning of new skill, knowledge, attitudes and behaviors to cope with the demand of dynamic environments. These principles of employee training contribute to the overall organizational development which is a significant reason for organizations to encourage and promote this important human resource management functions (Hartel *et al.,* 2007). It goes without saying therefore that the training of employees is an issue that has to be faced by every organization.

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Training and development are necessary to overcome deficiencies in the employees work performance. Lack of necessary skills competencies and qualities to perform a job would result into poor performance. In order to improve performance, employees must know how to do their jobs. They must have necessary skills and competencies required to do their jobs. These skills may include, technical, human, and conceptual to enable them to operate instruments, tools and machines, and to understand and communicate with other employees and have the ability to see the relationship between different parts of an organization and its environment. For improvement in the employees' performance training and development are needed. Human resources capital has the greatest competitive advantage and can help to accomplish organizational objectives efficiently and effectively (Muhammad, 2009).

By considering employee commitment, efficiency, and effectiveness as dependent variables the researcher finds other studies that deal about the impact of training on worker performance in EMoH and the researcher couldn't get even one in this area specifically. However, there is a study on manpower training and its impact on employee performance concerning Ethiopian banks and insurance both private and government. This study investigates the effectiveness of training program of the selected financial institutions in developing the knowledge, skills and attitudes of employees and in bringing about improved employees' and organizational performance. Besides, the result of the study shows that the studied institutions are not only aware of training but also performs it as one of their human resource management functions. Additionally, the top management of the two insurance companies gave less attention to training compared to studied banks (Damei, 2003). This study did not show clearly how training and performance correlate by using different variables of performance. Hence, in this study the researcher has tried to investigate the impact of training on worker performance at EMoH by considering the dependent variables mentioned above which were not deeply dealt by the other researchers with the help of correlation and regression tools.

2.3 Definition of training

Different authors have defined the term training using their own words though they have used different wordings, all definition convey the same meaning. Some of the definitions by some of the writers are:

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According to Mathis and Jackson (2008), training is the process whereby people acquire capabilities to perform jobs. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is a systematic process of altering the behavior, knowledge, and or motivation of employees in a direction to increase organizational goal achievements (Glueck, 1982). This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. These two definitions explained above are more or less similar except that the Glueck give emphasis for the design and implementation of the training.

Chandan (1995) also defined training as a short term process of utilizing systematic and organized procedures by which non-managerial personnel learn technical knowledge and skill for a definite purpose.

Generally speaking, most organizations have long recognized the importance 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 employees' performance to achieve organizational aims and objectives; employees have motivational need for development, recognition status, and achievements that can should be meet through job satisfaction. Hence the initiative for providing this help must come from the employers (Tyson and York, 2000).

2.4 Human resource management

Several new technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization. Traditionally, human resource concerns itself with recruitment, selection, placement, training, compensation and industrial relations among others (Armstrong, 1996).

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2.5 Human resource management and training

Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They added that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training. Therefore, in an organization, the management of human resources means that they must be recruited, compensated, appraised, trained, and developed (Mathis and Jackson, 2008).

Moreover, business conducting and survival in the present day turbulent environment are relying on organizational knowledge in a sense of a giving timely and appropriate answer to challenges. The ability of individuals and organizations to obtain and master new knowledge has become the key comparative advantage (Vemić, 2007). The concept of knowledge management and management of human resources, especially the function of employee training within the learning organization, are engaged with the basic resource of modern business, i.e. with knowledge and its utilization.

Abbas and Yaqoob (2009) pointed out that renewing knowledge is an imperative for the organization, and not an option. They also suggest that training of employees is a continuous procedure which is the only meaningful and logical approach in the condition of knowledge obsolescence, dynamic changes and increasing need for constant product and service innovations. In general, organizations should manage their work force effectively and efficiently and they should also give greater attention for the training and learning of employees to meet the goal of the organizations and to achieve the best result. Neely et al., (1995) refer to effectiveness as the extent to which customer requirements are met and to efficiency as a measure of how economically the firm's resources are utilized when providing a given level of customer satisfaction.

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2.6 The training process

To accomplish the purpose of the planed training organizations should follow different process. Hence, the model below traces the steps necessary in the training process that most organizations practiced (Bratton and Gold, 1999).

- Organizational Objectives
- Needs Assessment
- Training Objectives
- Select the Trainees and trainers
- Select the Training Methods and Mode
- Administer Training
- Evaluate the Training

Organizational Objectives

Your business should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Organizations that plan their training process are more successful than those that do not because, training will increase employee motivation, reduce employee turnover, and increase capacity to adopt new technologies and methods. Therefore, the objective of the organization and the training goal should be congruent and not be opposite each other.

Identifying training needs

Training needs can be assessed by analyzing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. This analysis will provide answers to the following questions:

- Where is training needed?
- What specifically must an employee learn in order to be more productive?
- Who needs to be trained?

Begin by assessing the current status of the company; how it does, what it does best and the abilities of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of a training program can be evaluated. Your firm should know where it

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wants to be in five years from its long-range strategic plan. What you need is a training program to take your firm from here to there.

Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training program will fail.

Next, determine exactly where training is needed. It is foolish to implement a companywide training effort without concentrating resources where they are needed most. An internal audit will help point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development.

Training goals

The goals of the training program should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goals help to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

Selection of the trainees and trainers

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a small business, this question is crucial. Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained.

Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program. Who actually conducts the training depends

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on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors.

In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments. They also must be aware of how adults learn and how best to communicate with adults. The investment will pay off in increased productivity.

Training administration

Having planned the training program properly, you must now administer the training to the selected employees. It is important to follow through to make sure the goals are being met. Questions to consider before training begins include: location, facilities, accessibility, comfort, equipment, and timing. Careful attention to these operational details will contribute to the success of the training program.

An effective training program administrator should follow these steps:

- Define the organizational objectives.
- Determine the needs of the training program.
- Define training goals.
- Develop training methods.
- Decide whom to train.
- Decide who should do the training.
- Administer the training.
- Evaluate the training program.

Following these steps will help an administrator develop an effective training program to ensure that the firm keeps qualified employees who are productive, happy workers. This will contribute positively to the bottom line.

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Evaluating training programs

Once a company implements a training program, it must evaluate the program's success, even if it has produced desired results for other companies and even if similar programs have produced desires for it. Moreover, training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals (Velada and Caetano, 2007).

Companies first must determine if trainees are acquiring the desired skills and knowledge. If not, then they must ascertain why not and they must figure out if the trainees are failing to acquire these skills because of their own inability or because of ineffective training programs. Companies can use qualitative data such as work habits, attitudes, development, adaptability, and initiative to evaluate training programs. Most companies, however, prefer to place more weight on the quantitative data previously outlined (Phillips, 1987).

Furthermore, according to Phillips (1987), companies tend to evaluate training programs on four levels: behavior, learning, reaction, and results. Businesses examine employee behavior after training programs in order to determine if the programs helped employees adjust to their environment; also, companies can obtain evidence on employee behavior via observation and interviews. Throughout the training process, employers monitor how well trainees are learning about the company, the atmosphere, and their jobs.

To evaluate training programs effectively, employers also gauge employee reactions to the programs. This feedback from trainees provides companies with crucial information on how employees perceive their programs. Using questionnaires and interviews, companies can identify employee attitudes toward various aspects of the training programs. Finally, employers attempt to determine the results of their training programs (Bernatek, 2010).

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2.7 Contemporary training techniques

While new instructional methods are under continuous development, several training methods have proven highly effective and are widely used to acclimate new employee, impart new skills, and improve existing skills. They include structured on-the-job training, role playing, self-instruction, team building games and simulations, computer-based training, vestibule training mentoring, and job rotation (Bernatek, 2010).

On-the-job training

One of the most common and least expensive methods of training is on-the-job training (OJT). OJT refers to the process of learning skills while working where workers-especially new workers obtain the knowledge and skills they need to complete their tasks through a systematic training program. Research indicates that employees acquire approximately 80 percent of their work-related knowledge and skills on the job, making consideration and implementation of successful OJT programs indispensable for employers. While OJT dates back to ancient apprenticeship programs, much 20th-century OJT remained uncodified and unstructured until the 1980s and 1990s.

The structured forms of OJT that emerged promised to remedy problems associated with unstructured OJT by relying on a planned process designed and proven to impart the necessary skills by the end of the OJT period. Nevertheless, like unstructured OJT, structured OJT involves having an experienced employee train a new employee at the work site and having the new employee receive feedback, advice, and suggestions from coworkers and trainers. Structured OJT generally assumes that new employees lack certain skills and the goal of the OJT program is to instill these skills. Therefore, employers design the training programs so that new employees do not initially perform these new tasks in order to learn. Instead, they gain knowledge and experience that will facilitate the performance of these tasks at the appropriate time and gradually work toward performing these tasks. Moreover, trainers assist and intervene at structured intervals, rather than intervening at random points in the training program as can occur with unstructured OJT.

Implementing a structured OJT program involves five basic steps: (1) analyzing the tasks and skills to be learned; (2) selecting, training, and supervising trainers; (3) preparing training

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materials; (4) conducting an OJT program; and (5) evaluating the program and making any necessary improvements or modifications.

Role playing

In role playing, trainees assume various roles and play out that role within a group to learn and practice ways of handling different situations. A facilitator creates a scenario that is to be acted out by the participants and guided by the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself allowing better understanding of their own behavior.

Self-instruction

Self-instruction refers an instructional method that emphasizes individual learning. In self-instruction programs, the employees take primary responsibility for their own learning. Unlike instructor- or facilitator-led instruction, trainees have a greater degree of control over topics, the sequence of learning, and the pace of learning. Depending on the structure of the instructional materials, trainees can achieve a higher degree of customized learning. Forms of self-instruction include programmed learning, individualized instruction, personalized systems of instruction, learner-controlled instruction, and correspondence study. For self-instruction programs to be successful, employers must not only make learning opportunities available, but also must promote interest in these learning opportunities. Self-instruction allows trainees to learn at their pace and receive immediate feedback. This method also benefits companies that have to train only a few people at a time.

Team building

Team building is the active creation and maintenance of effective work groups with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal and methodological process of building work teams with objectives and goals, facilitated by a third-party consultant. Team building is commonly initiated to combat ineffectual group functioning that negatively affects group dynamics, labor-management relations, quality, or productivity. By recognizing the problems and difficulties associated with the creation and development of work teams, team building provides a structured, guided process whose benefits include a greater ability to manage complex projects and

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processes, flexibility to respond to changing situations, and greater motivation among team members.

Games and simulations

Games and simulations are structured competitions and operational models used as training situations to emulate real-life scenarios. The benefits of games and simulations include the improvement of problem-solving and decision-making skills, a greater understanding of the organizational whole, the ability to study actual problems, and the power to capture the student's interest.

Computer-based training

In computer-based training (CBT), computers and computer-based instructional materials are the primary medium of instruction. Computer-based training programs are designed to structure and present instructional materials and to facilitate the learning process for the student. Primary uses of CBT include instruction in computer hardware, software, and operational equipment. The last is of particular importance because CBT can provide the student with a simulated experience of operating a particular piece of equipment or machinery while eliminating the risk of damage to costly equipment by a trainee or even a novice user. At the same time, the actual equipment's operational use is maximized because it need not be utilized as a training tool. The use of computer-based training enables a training organization to reduce training costs, while improving the effectiveness of the training. Costs are reduced through a reduction in travel, training time, and amount of operational hardware, equipment damage, and instructors. Effectiveness is improved through standardization and individualization. In recent years, videodisc and CD-ROM (Compact Disk-Read Only Memory) have been successfully integrated into computer platforms allowing low-cost personal computers to serve as multimedia machines, increasing the flexibility and possibilities of CBT.

Vestibule Training

This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job.

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Mentoring

Mentoring refers to programs in which companies select mentors—also called advisers, counselors, and role models—for trainees or let trainees choose their own. When trainees have questions or need help, they turn to their mentors, who are experienced workers or managers with strong communication skills. Mentors offer advice not only on how to perform specific tasks, but also on how to succeed in the company, how the company's corporate culture and politics work, and how to handle to delicate or sensitive situations. Furthermore, mentors provide feedback and suggestions to assist trainees in improving inadequate work.

Job rotation

Through job rotation, companies can create a flexible workforce capable of performing a variety of tasks and working for multiple departments or teams if needed. Furthermore, employees can cultivate a holistic understanding of a company through job rotation and can learn and appreciate how each department operates. Effective job rotation programs entail more than a couple of visits to different departments to observe them. Rather, they involve actual participation and completion of actual duties performed by these departments. In addition, job rotation duties encompass typical work performed under the same conditions as the employees of the departments' experience. Because of the value some companies place on job rotation, they establish permanent training slots in major departments, ensuring ongoing exposure of employees to new tasks and responsibilities.

2.8 Benefits of training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002), training can achieve:

1) High morale - employees who receive training have increased confidence and motivation.

2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.

3) Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided.

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4) Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations.

5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion.

6) Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and

7) Help to improve the availability and quality of staff.

2.9 Ten principles behind effective employees' training

Training should be effective to make employees productive. Keep these 10 principles behind effective employees' training to make training more effective for your employees *(*Becker and Gerhart, 1996). They also suggest that you cannot really say for sure that your company would not need to hold any training session for your employees. This is because there will always come a time when you would need to hold supplemental training. At the fast pace that businesses move these days, you really need to prepare yourself for whatever changes you would have to incorporate in your company, to make your training sessions all the more productive and effective. Thus, there is a need to incorporate certain strategies to make employees' training more effective. Here then are 10 principles behind effective employees' training.

1. Make use of stories when discussing key points during training. Really, who does not enjoy a good story? Of course, to make your story even better, you need to choose and share one that incorporates that particular lesson you want to impart to your trainees. Make sure your story is catchy so that your trainees can retain the lesson as well as apply it easily.

2. Know the difference between facilitating and teaching. You may not think this is the case, but there is actually a subtle difference between the two. When you are teaching, you merely impart the lesson to your trainees. However, when you are facilitating, you become more participative in the process. You go the extra mile than just preparing and distributing materials to your trainees. You actually facilitate the learning experience for them.

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3. Involve your trainees. This is very important because this catches the attention of your trainees. Thus, make sure to involve your trainees every step of the way. Create opportunities for your trainees to share their experiences and the knowledge they have acquired over the years as well.

4. Role-playing with real life roles is a must. Any lesson learned during training will not be effective unless applied in real life. What better way to prepare your trainees for the application process than by incorporating role-playing in your training session's right from the start?

5. Conduct demos as well. It always pays to have someone demonstrate just what trainees are supposed to learn. By demonstrating the new skill to be learned, trainees are then given the chance to debrief themselves about what they just saw from the demo.

6. Employ humor. Humor is definitely a must in training. Nothing good can come out of training that is way too serious in terms of atmosphere. Jokes, funny stories, cartoons, all of these facilitate a more creative atmosphere for your trainees.

7. Use metaphors and analogies. This can give more variety to your training sessions. Also, by incorporating analogies, you actually test just how much your trainees understand your lessons.

8. Pop culture should be utilized as well. Pop culture is pretty much popular these days, so why not incorporate this in your training sessions? Use popular movies TV shows, comics, and the like for your sessions.

9. Foster games and friendly competition. Games and friendly competition create a very energetic ambience in your training. What better way to make your sessions fun for everyone?

10. Use music to soothe the rigors of training. Incorporate music into your program, like in your exercises and such. It is better to go with popular music here to foster better atmosphere.

Keep these 10 principles behind effective employees' training in mind, and you are sure to make training more efficient and fun for everyone, even for yourself as the trainer.

2.10 Relationship between training & 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 more narrow 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

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conducive to performance understood more narrowly, namely as outputs and outcomes, in particular efficiency, and effectiveness.

Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000).

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 (Velada and Caetano, 2007).

Taiwo (2001) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. Obisi (1996) submitted that training aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Taiwo (2001) postulated that the process of training is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations.

According to Amisano (2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

Knowledge

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

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Satisfaction

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

Innovation

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

Career Orientation

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

Goal Orientation

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

2.11 Theoretical framework of the study

The theory that the researcher used is the social identity theory. As a sub-theory of social cognition, social identity theory developed with the purpose of understanding how individuals make sense of themselves and other people in the social environment. In addition to this, there are other theories which can show the relationship between training and performance of worker, such as the *Identical Elements Theory*. The theory of identical elements was proposed by Thorndike and Woodworth during 1901 (Wexley and Nemeroff, 1975). According to this theory, transfer is improved by increasing the degree of correspondence among the training setting stimuli, responses, and conditions and those related factors operative in the performance setting. They explained that if the task is identical in both training and transfer, trainees are simply practicing the final task during training and there should be high positive transfer (Wexley and Nemeroff, 1975).

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The other theory is the *principles* theory which suggests that training should focus on the general principles necessary to learn a task so that the learner can apply them to solve problems in the transfer environment (Spitzer, 1984). This theory suggests that it is possible to design training environments without too much concern about their similarity to the transfer situation, so long as it is possible to utilize underlying principles. Even if these and other theories helped to see the relationship between training and performance the researcher has considered the social identity theory which relates training and development with performance of employee by disregarding employee development. Therefore, to support the social identity theory, according to Abbas and Yaqoob (2009), the relationship between training and development and employee performance can be depicted in the following model.

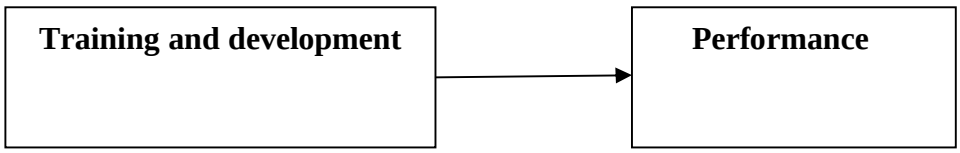


Figure 1 relationship between training and development and employee performance

Although multiple factors influence how people work, social identity theory portends to be a unifying theory of organizational behavior because what and how people think as members of social groups influences subsequent behavior and attitudes in social systems. This influence has important implications for workplace learning (Hogg and Terry, 2000). Therefore, Ethiopia Ministry of Health as organization has its own different social groups that vary in their attitude, educational level, psychological behavior and other factors which influence and change their learning.

The social identities in organizations serve as important drivers of performance. How people think as members of groups affects the outcomes of learning interventions. Therefore, social identity is a key input to or driver of learning and performance in organizations. Training has focused primarily on the individual and occasionally the organizational levels with little attention to the identity-based dynamics of group behavior in organizational settings. Generally, people do the work of organizations in group settings (Hogg and Terry, 2000). Thus, the way groups operate affects organizational performance.

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Therefore, one may variously perceive his or her membership as part of a workgroup, organization, profession, industry, nation, society, race, or human being. Social psychologists believe that how people think about themselves and others depends on the focal group level and heavily influences their behavior and performance (Fiske and Taylor, 1991).

The *importance of social identity theory for training in organizations stems from the insights about individual behavior in groups and the group dynamics that affect individual learning and performance* in organizations. The construct of social identity focuses on the behavior of individuals in groups. Given the prevalence of social and functional groups in organizations (Hodgkinson, 2003), it seems imperative for training professionals to attend to group-based behavior directly, rather than as an aggregation of multiple individual behaviors.

Strategic learning via training generally focuses on the alignment of group efforts and goals with those of the organization (Yorks, 2005). However, attempting to teach idiographic groups to align in complex organizations is terribly inefficient and ineffective without addressing the frame of reference stemming from the identities of the groups.

Therefore, social identity becomes an important lens through which people perceive new information, attribute cause, make meaning, and choose to undertake new learning. Without addressing the identity factors stemming from group membership, the success of typical training efforts may fail to realize their promise of improving individual and organizational performance (Yorks, 2005).

Generally, the researcher derived the following model from figure 1 above which is developed by Abbas and Yaqoob (2009) to see the relationship between training and performance of employees. Meaning that if, training is implemented then does it affect the employee performance. Hence, theoretical framework can be seen from the following model.



Figure 2 relationships between training and performance

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CHAPTER THREE

METHODOLOGY OF THE STUDY

The research is a case study in the form of cross sectional design in which data was collected across a population through simple random sampling. Because, this technique will give equal chance to the employees being selected. Ten (10) departments were used for the study among the 17 departments. The participants were workers and managers which are employed under Ministry of Health in Addis Ababa particularly in the head office. Sixty employees were selected by using random sampling technique to which questionnaires were distributed and administered among the departments selected. The research was qualitative method with quantitative information and procedures.

Interview also was conducted to gather information on the subject from the management of the organizations to ascertain management view on how Ethiopia Ministry of Health has traditionally dealt with issues of training. Documents on training from Ethiopia Ministry of Health were reviewed. This helped the researcher to ascertain whether EMoH has training policies in place, and also to check whether the processes of training are being dully followed.

3.1 Target population

All employees' of the Ethiopia Ministry of Health at head office that comprising accountant, computer operators, managers, secretaries, lawyers, engineers, messengers and others were the target population. Therefore, the focus was at the head office of EMoH that has six hundred (600) employees.

3.2 Sampling size

As the researcher mentioned under the target population, the focus group consisted employee of EMoH at the head office in Addis Ababa. Therefore, out of 600 employees who work in the organization questionnaires were distributed to 10% of the total population that is 60 employees. In addition, the researcher has conducted interview for training manager.

3.3 Sources of data

At the very beginning, the researcher focused on using primary sources of data. However, besides the primary sources of data the researcher was also consider secondary sources of data to tight the

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study although secondary data are somewhat exposed to bias. For instance the researcher has traced the history of EMoH and its role of training over the last few years from secondary sources. The primary data was collected from employees and managers of the selected organization.

3.4 Data collection procedures

The researcher used questionnaires and interview to collect data. The purposes of questionnaires were to investigate the awareness of training program and the role of EMoH plays in the training of its employee's. The semi-structured interview was conducted for the training manager. In addition, secondary sources of information were gathered from EMoH human resource management policies, magazine, books and journals on human resource management, and previous researches. In these procedures the researcher collected data about the effect of training on worker performance by considering both the independent variable i.e training and the dependent variables which were employee effectiveness, commitment, and efficiency which can be combined as performance.

3.5 Data analysis procedures

After collecting the data through different techniques, the researcher has organized and prepared the various data depending on the sources of information. Moreover, in order to ensure logical competence and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing has done, data were analyzed qualitatively and quantitatively. The quantitative data analysis was done by the use of version 19-SPSS software. The techniques for quantitative data analysis were the frequency distribution and percentages besides regression and correlation which used to determine the proportion of respondents choosing the various responses and to see the relationship between training and performance. This was done for each group of items relating to the research question and objectives. Tables and charts were also used to ensure easily understanding of the analysis.

3.6 Reliability test

Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. It was first

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named by Lee Cronbach in 1951, as he had intended to continue with further coefficients. The measures can be viewed as an extension of the Kuder-Richardson Formula 20 (KR-20), which is an equivalent measure for dichotomous items (http://en.wikipedia.org/wiki/Cronbach's_alpha). Hence, according to Lombard (2010), Coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory studies for some indices. By tracing this literature the researcher tested the reliability of the items which were developed for respondents. Therefore, as shown in table 1 the reliability of the whole items is 0.928 which means the whole items were reliable and acceptable because as Lombard stated coefficients of 0.9 or greater are nearly always acceptable.

Table 1 reliability test

Cronbach's Alpha	Number of items
0.928	34

3.7 Ethical considerations

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Every person involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations were at the base of this research.

a) Fairness.

b) Openness of intent.

c) Disclosure of methods.

d) Respect or the integrity of the individuals

e) Informed willingness on the part of the subjects to participate voluntarily in the research activity.

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CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Overview of Ethiopia Ministry of Health (EMoH)

History of EMoH

The history of Ethiopia Ministry of Health traced back to the reign of Emperor Minilik the second during 1888 E.c. At that time due to Ethio-Itali war at the battle of Adwa a number of soldiers and civil citizens were wounded. Therefore, to treat and take care of these soldiers in 1889 E.c through Djibouti port American Red Cross Group was come to Ethiopia particularly around Harar to help the damaged individuals. In relation to this the group constructed different health centers and even they taught and trained different individuals in order to minimize and alleviate problems that happened due to the war (History of Ethiopian health service, 1900-2007). In 1900 E.c Emperor Minilik the second was nominates and incorporates various Minister Offices in order to govern and administer the country easily. However, he was not gave attention and did not nominate ministry of health. As a matter of fact during this period the Ministry of Country Wide was under the control and guidance of Liqe Mekuas Ketema. The main responsibility of this minister office was to maintain, control, and follow-up health of Ethiopian people. July 16, 1939 E.c St Paul hospital was founded at Addis Ababa to help the poor's without payment. Again 1940 E.c the Russia Red Cross opened Dejazmach Balcha Hospital. It indicates that the health service is now flourishing and widespread throughout the country. To control and administer this change in 1940 E.c Ethiopia Ministry of Health was founded with proclamations. When it was started its operation in 1941 E.c it had 93 nurses, 3400 beds, 46 hospitals, and 122 clinics (History of Ethiopian health service, 1900-2007).

During 1941 E.c under Ethiopia Ministry of Health there are different departments such as department of finance, hospitals and devices administration, pharmacy and laboratory, hygiene and environmental protection departments were among others. Since, it was difficult to get skilled manpower in health care area especially before the transitional period in the absence of personnel management department in a formal way Ministry of Health at that time was involved in different manpower training and development arbitrarily in order to enhance the ability of professionals. For instance, the need for nurses was felt more than ever and around 1928 elderly

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women were recruited and were given short term training to serve as nurses and midwives. Later during the reign of Haile Selassie I the training of different types of nurses then started for two years in most training institutions and begin to train clinical nurses, public health nurses & midwives. However this fragmented form of training is not appreciated by most faculty members of the respective institutions. From this we can understand that human resource department is a recent phenomenon in EMoH which was started after the transition period in a formal way (History of Ethiopian health service, 1900-2007).

Hence, now a day EMoH has its own training team that operates training related activities with its own training manager under human resource management department. To accomplish these activities the training unit design programs and formulate training principles. However, even currently manpower training at Ethiopian Ministry of Health at the head office is not far from any different problems starting from lack of budget and coordination on the general operation of training unit to attain its objectives.

As explained before to have healthy, productive, and effective citizen is the vision of the organization. The point here is, whether the Ethiopia Ministry of Health will achieve this or not will depend, to a large extent on how efficient and effective its services are. To realize the above vision, it is imperative for EMoH to train and constantly update the skills of its employees, as well as the technical know-how of workers to keep abreast with the rapidly changing trends in management, engineering and technology. The aim of the study is therefore to verify whether there is in existence any established training scheme, and their impact on worker performance in EMoH. The presentation and discussion of the findings are done in a chronological order to enhance the readers understanding of the results at a glance. This chapter presents the data, which have been collected and analyzed using tables and charts for its interpretation in relation to the research questions and interviews conducted.

4.2 Research findings

In this chapter, the results of the empirical study are reported. Results are presented in respect of the impact of employee training on employee performance, in the form of work effectiveness, efficiency, and commitment within the Ethiopia Ministry of Health context.

A total of 60 questionnaires were circulated and 47 were received, out of which 13 questionnaires were unfilled and no questionnaires were discarded due to missing data. Therefore, 47

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questionnaires were considered for the study as respondents working in the selected organization. The sector is specify and defined for the research as the study is aimed to find the impact of training on employee performance. The data received from the respondents are analyzed with help of statistical software program SPSS-19. Correlation and regression analysis are performed for measuring the independent variable i.e training impact on employee performance.

4.2.1 Age of respondents

The researcher needed to know the age distribution of respondents to help categorize employees because the Ethiopia Ministry of Health employs a lot of workers. Table 2 below summarizes the data obtained on the ages of respondents.

Table 2 age distribution of respondents

respondents age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	11	23.4	23.4	23.4
	26-35	16	34.0	34.0	57.4
	36-45	15	31.9	31.9	89.4
	46-55	5	10.6	10.6	100.0
	Total	47	100.0	100.0	

Analyzing the data obtained from the questionnaire, table 2 reveals that 16 respondents were between 26-35 years representing 34% formed the majority. The next largest respondents were between the age of 36-45 representing 31.9% and they were 15 in number. The third group of respondents was fall under the age category of 18-25 which can easily understand that they are young to do a lot for the organization that represent 23.4 percent or 11 employees from the total respondents. 5 respondents aged between 46-55 representing 10.6% which indicate that they are in a position to retired in the near future.

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4.2.2 Gender of respondents

Table 3 below presents data on gender of respondents. The table shows that the male respondents formed majority of the target population with a total of 32 representing 68.1%, while 15 respondents were female representing 31.9%.

Table 3 gender composition of respondents

	Frequency	Percent	Valid percent	Cumulative percent
Valid Female	15	31.9	31.9	31.9
Male	32	68.1	68.1	100.0
Total	47	100.0	100.0	

4.2.3 Educational background

It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of training may be most appropriate. Table 4 below presents the data of educational background of respondents:

Table 4 educational background of the respondents

educational background of the respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	senior high school	1	2.1	2.1	2.1
	Diploma	8	17.0	17.0	19.1
	first degree	29	61.7	61.7	80.9
	master degree	9	19.1	19.1	100.0
	Total	47	100.0	100.0	

From table 4, it is can be seen that respondents hold a range of educational qualifications from senior high school to Masters Level. Majority of the sample group were holding first degree which

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accounted 29 of the respondents' i.e 61.7 percent. 9 out of 47 respondents were master graduates. Among the respondents there are 8 in number or 17% are diploma holders with one senior high school holder representing 2.1%. This suggests that people of different educational qualifications are present in the organization. This implies that different levels of training which is planned and systematic may be required to improve their quality.

4.2.4 Respondents' income

The following table indicates the proportion of employees' monthly salary while working in Ethiopia Ministry of Health.

Table 5 Respondents salary per month

	Frequency	Percent	Valid percent	Cumulative percent
Valid below 1000	4	8.5	8.5	8.5
1001-1500	4	8.5	8.5	17.0
1501-2000	6	12.8	12.8	29.8
Above 2000	33	70.2	70.2	100.0
Total	47	100.0	100.0	

As indicated from table 5 majority of the respondents representing 33 out of 47 were get monthly salary of above 2000 birr. The numbers of respondents that earned monthly salaries of ranging from 1501 birr to 2000 birr constitute 12.8% of the total respondents. The rest 8 respondents were going to classify them-selves equally under the category of below1000 and between 1001 birr to1500 birr respectively.

4.2.5 Respondents' marital status

The following table can clearly show the marital-status of respondents. As table 6 reveals information of the respondents marital status majority of the respondents were married which represents 72.3% or 34 of the total respondents. Whereas, the proportion of single shows 11 of the respondents and followed by divorced representing 2 out of the total respondents. However, the researcher couldn't find any respondents under the category of widowed.

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Table 6 respondents marital status

respondents martial status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	34	72.3	72.3	72.3
	Single	11	23.4	23.4	95.7
	Divorced	2	4.3	4.3	100.0
	Total	47	100.0	100.0	

4.2.6 Current position

Respondents were also asked to indicate their current position. Ethiopia Ministry of Health as an organization involved in health and health related activities has over the years developed its own organizational structure that flows onto various job positions that require various kinds of consistent, planned and systematic training to enhance their skills, attitudes, knowledge and competencies for improved worker performance. The table below captures the positions of the respondents:

Table 7 gives the various positions of employees who responded to the questionnaire. Different officers formed the majority representing 17.02% such as officer in the medical service directorate can be listed as an example among these officers and 4 Secretaries representing 8.51%.

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Table 7 current position of respondents

	Frequency	Percent
Information officer	1	2.12
Secretary	4	8.51
Project manager	1	2.12
Purchasing and supply manager	3	6.38
Simple officer	2	4.25
Human resource manager	1	2.12
Human resource development case team leader	1	2.12
Lawyer	2	4.25
Civil engineer	3	6.38
Officer	8	17.02
Graphic artist	2	4.25
System administrator	1	2.12
Accountant	3	6.38
Sales man	1	2.12
Computer operator	1	2.12
Missed	9	19.14
Head library and documentation	1	2.12
Expert	1	2.12
Consultant	1	2.12
Desk publisher	1	2.12
Total	47	100.0

Purchasing and supply managers, accountants, and civil engineers are accounted each for 3 which represents 6.38%. The other positions were simple officer, lawyer, and graphic artist with respondents of each 2 and they represent 4.25% out of the total respondents. The next respondents include information officer, project manager, human resource manager, human resource development case team leader, system administrator, sales man, computer operator, head library and documentation, expert, consultant, and desk publisher with each representing 2.12%.

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Finally, there are respondents which they are named as missed in the above table that did not specify their position in the questionnaire because of unknown reason that representing 19.14%.

4.2.7 Years of service in the organization

The study also sought to find out the years of service the respondents have rendered to the organization to enable us put their responses into proper perspective. Table 8 below represents the categories of years of service as indicated by the respondents.

Table 8 respondents' years of service in the organization

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1-5	28	59.6	59.6	59.6
	6-10	12	25.5	25.5	85.1
	11-20	5	10.6	10.6	95.7
	Above 30	2	4.3	4.3	100.0
Total		47	100.0	100.0	

The respondents have served in EMoH from one year to above 30 years. This means the organization has a blend of experienced and young professionals who require constant refresher training to update their skills and perform on the job. It can be seen that respondents who have served for 1-5 years representing 59.6% formed the majority whilst respondents who have served for 6-10 years followed with a frequency of 12 representing 25.5%. The remaining respondents who have served betwen11-20 years and above 30 make up 10.6% and 4.3% respectively.

4.2.8 Involvement of EMoH in training activities over the past 60 years

An interview with the training manager did indicate that it is difficult to state the specific date of the beginning of formal training in EMoH. However, he added that it is expected that EMoH has been involved formal training particularly after the transitional period. Most organizations have long recognized the importance of training to their development. As indicated earlier, the EMoH

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was operating under the control of the Ministry of Country Wide since 1900s (History of Ethiopian health service, 1900-2007).

After it become a separated organization, it was clear to the managers of EMoH that training could be used to induct new employees and improve performance of existing employees. From the interview and in some organizational documents training was part of the early beginnings of EMoH even if that was not formal and clearly articulated and has continued since with some problems. Moreover, in the questionnaire that asked whether there is a separate department responsible for manpower training in the organization majority of the respondents in table 9 indicated that they are strongly agreed for the existence of the department and this response represent 36.2% of the total respondents. Only 4.3% of respondents are strongly disagreed about the existence of the department. This shows that now a day the organization gave attention for manpower training to enhance their skills, attitudes, and general performance.

Table 9 training department

There is a separate department responsible for manpower training in my organization.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	17	36.2	36.2	36.2
Agree	17	36.2	36.2	72.3
Neutral	5	10.6	10.6	83.0
Disagree	6	12.8	12.8	95.7
Strongly disagree	2	4.3	4.3	100.0
Total	47	100.0	100.0	

4.2.9 Purpose of training in EMoH

Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques (Suliman and Al-Sabri, 2009). However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training in EMoH.

According to the training manager, the training given to employees at EMoH is to help improve the skills, knowledge, abilities and competencies. The ultimate objective however is to help

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improve both individual and organizational performance. The concern therefore is about how EMoH carries through its training and what impact the training has had on its employees in terms of improved performance. This general purpose of training can be tightening by the responses from the respondents. Table 10 below reveal that majority of the respondents representing 44.7% agreed that after training employees in EMoH are working well their regular activities. However, 29.8% of the respondents had no idea or neutral for the importance of training to perform well their regular activities. In addition to this response, the researcher can also proved that how much the training provided by the organization helped employees to perform their work quickly and efficiently from the response. Therefore, as shown in the same table, among the respondents 42.6% agreed about the training relevance to work quickly and efficiently even if 4.3% strongly disagreed and in addition to this, 14.9% disagreed up on this issue.

Lastly, the researcher can confirmed from response of the respondents that the purpose of training in the organization is delivered and accomplished reasonably as the organization needs. Employees were asked to show their opinion, how much training has helped to improve their performance since they joined EMoH. Likewise, table 10 below shows that majority of the respondents that representing 44.7% agreed and 19.1% strongly agreed that training helped to improve their performance. Only 6.4% of respondents disagreed. Hence, these responses indicated that the purpose of training as explained before has been achieved as the need and requirement of the organization and it also helped workers to improve their performance.

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Table 10 Purpose of Training at EMoH

I can say that after training employees in EMOH are working well their regular activities				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	6	12.8	12.8	12.8
Agree	21	44.7	44.7	57.4
Neutral	14	29.8	29.8	87.2
Disagree	5	10.6	10.6	97.
Strongly disagree	1	2.1	2.1	100.0
Total	47	100.0	100.0	
The training provided by the organization helped to perform my work quickly and efficiently.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	9	19.1	19.1	19.1
Agree	20	42.6	42.6	61.7
Neutral	9	19.1	19.1	80.9
Disagree	7	14.9	14.9	95.7
Strongly disagree	2	4.3	4.3	100.0
Total	47	100.0	100.0	
In my opinion, training has helped me to improve my performance since I joined EMOH.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	9	19.1	19.1	19.1
Agree	21	44.7	44.7	63.8
Neutral	11	23.4	23.4	87.2
Disagree	3	6.4	6.4	93.6
Strongly disagree	3	6.4	6.4	100.0
Total	47	100.0	100.0	

4.2.10 Training policy in EMoH

The interview with the training manager did indicate that EMoH has a training policy in place. Training policies are the expressions of the training philosophy of the organization and training policies provide guidelines for training, and ensures a company's training resources are allocated to predetermined requirements (Armstrong, 1996).

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Moreover, as the training manager stated in his interview the training policy indicates that it contains some essential elements of training. It outlined the objectives of the policy, spelt out the measures for training needs identification, methods of training implementation, and types of training. However, according to the training manager the processes involved in training are not duly followed because of the costs associated with it. He indicated that budgetary provisions for training are always below expectation.

Thus, he stated that training in EMoH is not as planned and systematic as they would have wanted to have it. Because, as mentioned above there is financial shortage to accomplish training activities as planned and designed. This can be verified from the response filled by employee of the organization in table 11. The question was to indicate about whether training in EMoH is planned and systematic. As the researcher view from their response majority of the respondents that representing 27.7% disagreed for the planned and systematic nature of the organization training. 11 respondents were neutral and 12 respondents agreed for the planned and systematic nature of the organization training. In addition to this, respondents were asked to what extent they are satisfied with the training program of EMoH. Hence, in as indicated in table 8 majority of the respondents that representing 31.9% and 27.7% agreed and neutral. On the other hand 25.5% respondents disagreed and do not satisfied with the training program of the organization. Finally, as the training manager explained that in order to utilize sudden and unplanned training that brought from external bodies such as from overseas there is always a program mismatch to deliver the training on time. This could have its own effect on the quality of training.

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Table 11. Is training in EMoH planned and systematic?

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	6	12.8	12.8	12.8
Agree	12	25.5	25.5	38.3
Neutral	11	23.4	23.4	61.7
Disagree	13	27.7	27.7	89.4
Strongly disagree	5	10.6	10.6	100.0
Total	47	100.0	100.0	
I am satisfied with the training program of EMoH.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	3	6.4	6.4	6.4
Agree	15	31.9	31.9	38.3
Neutral	13	27.7	27.7	66
Disagree	12	25.5	25.5	91.5
Strongly disagree	4	8.5	8.5	100.0
Total	47	100.0	100.0	

4.2.11 Training practices and methods in EMoH

The other objective that the researcher wanted to point out was relates to the nature of the training practices and methods of EMoH. The training practices and methods of EMoH were therefore assessed using responses from questionnaires administered to the sample of employees, and interview granted by the training manager of EMoH. As shown in the following table 12 below relating to requesting feedback from trainees during their training majority of the respondents which representing 29.8% of the respondents agreed about management requisition of feedback from trainees' during training. There are also respondents that represents 21.3% and 23.4% which strongly disagreed and neutral respectively to indicate management requisition of feedback from trainees' during training. This response shows that the management sometimes also calls employees for feedback before and after training.

Regarding training evaluation, the training manager of EMoH admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers,

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trainees and training program during and sometimes after completion of training. The other point that the researcher wanted to verify was involvement of employees in the designing and development of training programs in EMoH. Hence, from the total respondents only 9 employees agreed in their involvement and majority of respondents are disagreed and strongly disagreed which represents 27.7% respectively. This shows that most of the time employees did not involved in the designing and development of the organization training.

The next issue was about the convenience of training delivery method that the organization practiced. As outlined table 12 below majority of the respondents representing 53.2% were feel comfort and agreed that the organization training delivery method is convenient. The rest of respondents that representing 3 out of 47 strongly agreed, disagreed, and strongly disagreed respectively except that 13 respondents were neutral.

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Table 12 Training Practices in EMoH

The management request feedback from trainees' during their training.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	6	12.8	12.8	12.8
Agree	14	29.8	29.8	42.6
Neutral	11	23.4	23.4	66.0
Disagree	6	12.8	12.8	78.7
Strongly disagree	10	21.3	21.3	100.0
Total	47	100.0	100.0	
As an employee I was involved in the designing and development of training programs in EMoH.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	4	8.5	8.5	8.5
Agree	9	19.1	19.1	27.7
Neutral	8	17.0	17.0	44.7
Disagree	13	27.7	27.7	72.3
Strongly disagree	13	27.7	27.7	100.0
Total	47	100.0	100.0	
The delivery method that the organization used is convenient to get the necessary knowledge and skills.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	3	6.4	6.4	6.4
Agree	25	53.2	53.2	59.6
Neutral	13	27.7	27.7	87.2
Disagree	3	6.4	6.4	93.6
Strongly disagree	3	6.4	6.4	100.0
Total	47	100.0	100.0	

The other point was about employees' participation in any form of training since they joined Ethiopia Ministry of Health. As indicated in table 13, majority of respondents representing 85.1% strongly disagreed and indicated that they are participated in any form of training. However, only 4% respondents were neutral and 2.1% respondent reported that they did not involve in any form

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of training that the organization has provided. Thus it is noted that, the organization provides and give a chance to employees to participate in various training.

Table 13 since I joined EMoH I did not participate in any form of training.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	1	2.1	2.1	2.1
Agree	0	0	0	2.1
Neutral	2	4	4	6.1
Disagree	4	8	8	14.9
Strongly disagree	40	85.1	85.1	100.0
Total	47	100.0	100.0	

Regarding self sponsorship for further studies to acquire new skills, knowledge and abilities respondents were asked. As shown in table 14 in the following below, 12 respondents respectively agreed and disagreed on self sponsorship of training at least once as long as employed in the organization .Whereas, 9 respondents strongly agreed and reported that they sponsored themselves at least once for further studies to acquire new skills, knowledge and abilities as long as employed in the organization. The rest respondents representing 7, strongly disagreed and neutral for this question respectively. From this it can be concluded that employees are engaged in self sponsorship for further training in addition to the organization training.

Table 14 I sponsored myself at least once for further studies to acquire new skills, knowledge and abilities as long as employed in the organization.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	19.1	19.1	19.1
	Agree	12	25.5	25.5	44.7
	Neutral	7	14.9	14.9	59.6
	Disagree	12	25.5	25.5	85.1
	strongly disagree	7	14.9	14.9	100.0
	Total	47	100.0	100.0	

The researcher has also asked employees to indicate whether the management makes use of the trainee's feedback to improve the effectiveness of training. Therefore, among the total respondents as shown in table 15, majority that representing 27.7 % agreed and certified that

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management use trainees feed back to improve the effectiveness of training. Likewise, 17% respondents also strongly agreed on this issue. The next largest respondents were neutral which represents 23.4% and followed by 19.1 respondents that strongly disagreed on management use of trainees feed back to improve the effectiveness of training. From this we can understand that the management has experience and use trainees' feedback to improve and provide effective training.

Table 15 The management makes use of the trainees' feedback to improve the effectiveness of the training.

		The Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	17.0	17.0	17.0
	Agree	13	27.7	27.7	44.7
	Neutral	11	23.4	23.4	68.1
	Disagree	6	12.8	12.8	80.9
	strongly disagree	9	19.1	19.1	100.0
	Total	47	100.0	100.0	

Furthermore, the researcher asked respondents to indicate whether the management request feedback from trainees before and after training. Hence, as shown in table 16, majority of the respondents were neutral that representing 38.3% out of the total respondents. On the other hand, 19.1% respondents respectively agreed, disagreed and strongly disagreed on management requisition of feedback from trainees before and after training. From this it can concluded that, the management of EMoH did not request feedback from trainees before and after training and rather it request most of the time during their training.

Table 16 The management request feedback from trainees' before and after training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	4.3	4.3	4.3
	Agree	9	19.1	19.1	23.4
	Neutral	18	38.3	38.3	61.7
	Disagree	9	19.1	19.1	80.9
	strongly disagree	9	19.1	19.1	100.0
	Total	47	100.0	100.0	

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Table 17 below reveals that, majority of respondents representing 34% agreed on the goodness of the organization in the provision of training program such as classroom training, seminar and workshops frequently. However, 14.9% and 19.1% disagreed and neutral respectively. In addition to this, 19.1% of respondents strongly agreed on the goodness of the organization in the provision of training program as mentioned above. Here, it can be recognized that, EMoH is excellent in providing different training program such as seminar and classroom training.

Table 17 My organization is good in providing training program such as class room training, seminars, workshops etc frequently.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	19.1	19.1	19.1
	Agree	16	34.0	34.0	53.2
	Neutral	9	19.1	19.1	72.3
	Disagree	7	14.9	14.9	87.2
	strongly disagree	6	12.8	12.8	100.0
	Total	47	100.0	100.0	

Trainers should be professional and good enough to teach and train employees wisely. Because of this fact, as table 18 clearly shows, 42.6% agreed that there are professional trainers in the organization who can transfer and demonstrate the training appropriately. Contrary to this, 19.1% disagreed and 17% were neutral concerning the availability of professional trainers. Respondents were also asked to point out whether trainers who deliver the required training are competent enough. Therefore, out of 47 respondents as shown in the same table, 38.3% agreed and 34% were neutral. On the other hand 12.8% and 10.6% strongly agreed and disagreed on the competence and skills of their trainers. Generally speaking, trainers who deliver the required training in the selected organization are good enough to transfer the necessary skills and knowledge. In the same table, respondents were asked to indicate their level of participation at the time of training. Thus, majority of the respondents that representing 46.8% agreed and 25.5% were neutral. Only 12.8% of respondents disagreed on their high level of participation at the time of training. Therefore, employees in EMoH are active participant in their training in order to increase their performance.

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Table 18 there are professional trainers in my organization who can transfer and demonstrate the training appropriately.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	17.0	17.0	17.0
	Agree	20	42.6	42.6	59.6
	Neutral	8	17.0	17.0	76.6
	Disagree	9	19.1	19.1	95.7
	strongly disagree	2	4.3	4.3	100.0
	Total	47	100.0	100.0	
Trainers who deliver the required training are competent enough.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	12.8	12.8	12.8
	Agree	18	38.3	38.3	51.1
	Neutral	16	34.0	34.0	85.1
	Disagree	5	10.6	10.6	95.7
	strongly disagree	2	4.3	4.3	100.0
	Total	47	100.0	100.0	
I feel that my level of participation was high at the time of training.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	10.6	10.6	10.6
	Agree	22	46.8	46.8	57.4
	Neutral	12	25.5	25.5	83.0
	Disagree	6	12.8	12.8	95.7
	strongly disagree	2	4.3	4.3	100.0
	Total	47	100.0	100.0	

The other point was about the basis for the selection of trainees that the organization used. Hence, as shown in table 19 below, 27.7% agreed that performance evaluation result and seniority respectively as the base for the selection of employees for different training. In the same table below, 31.9% in performance evaluation result and 29.8% in seniority were neutral respectively. In addition to this, 12.8% in performance evaluation and 10.6% in seniority respectively strongly disagreed that the organization does not use both mechanism. Here it can be noted that, respondents and generally employees are not cleared about the mechanism that the organization used and EMoH has not clearly articulated the criteria for employee selection for training.

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Table 19 I think that the basis for the selection of trainees my organization used is Performance evaluation result.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	14.9	14.9	14.9
	Agree	13	27.7	27.7	42.6
	Neutral	15	31.9	31.9	74.5
	Disagree	6	12.8	12.8	87.2
	strongly disagree	6	12.8	12.8	100.0
	Total	47	100.0	100.0	
I think that the basis for the selection of trainees my organization used is Seniority.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	8.5	8.5	8.5
	Agree	13	27.7	27.7	36.2
	Neutral	14	29.8	29.8	66.0
	Disagree	11	23.4	23.4	89.4
	strongly disagree	5	10.6	10.6	100.0
	Total	47	100.0	100.0	

Employee commitment

Employee commitment is the feeling of loyalty that employees have towards the organization that they work for, which largely depends on the extent to which they believe in the values and aims of the organization and feel personally involved in the task of making the organization successful (Brum, 2007). Hence, table 20 shows to what extent they are committed for their works and for the organization.

Tables 20 Because of the good training practices of the organization, employees are committed for their work and for the organization.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	8.5	8.5	8.5
	Agree	17	36.2	36.2	44.7
	Neutral	15	31.9	31.9	76.6
	Disagree	7	14.9	14.9	91.5
	strongly disagree	4	8.5	8.5	100.0
	Total	47	100.0	100.0	

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In regard to employees' commitment, respondents were asked to indicate their commitment for their work and for the organization. Among the total respondents, 36.2% of respondents reported that the good training practices of the organization make them committed enough for their work and for the organization. Whereas, 31.9%, and 14.9% respondents respectively reported neutral and disagreed on their commitment. As the result indicated, even if the there are some points that make employees not committed, majority of the respondents are happier and committed for their work and for the organization since there is good training practices.

Table 21 After training I feel that I am committed for my work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	12.8	12.8	12.8
	Agree	20	42.6	42.6	55.3
	Neutral	17	36.2	36.2	91.5
	Disagree	2	4.3	4.3	95.7
	strongly disagree	2	4.3	4.3	100.0
	Total	47	100.0	100.0	

In relation with the feeling of employees' commitment after their training, majority of respondents replied in table 21 above that after training they are dedicated enough and better-off for their work. On the other hand the second largest respondents were falling under the category of neutral that represents 36.2%. Only 4.3% respondents respectively disagreed and strongly disagreed on their work commitment after training. We can conclude from the result that, employees in EMoH are devoted for their work after their training.

Table 22 I feel a strong sense of belonging to this organization since it has a good training methods to acquire the needed skills and to become loyal for different activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	8.5	8.5	8.5
	Agree	14	29.8	29.8	38.3
	Neutral	17	36.2	36.2	74.5
	Disagree	7	14.9	14.9	89.4
	strongly disagree	5	10.6	10.6	100.0
	Total	47	100.0	100.0	

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Table 22 has shows with regard to strong sense of belonging to the organization since it has a good training methods to acquire the needed skills and to become loyal for different activities, it is also discovered that, majority of respondents that representing 36.2% were neutral and 29.8% agreed. Whereas, 14.9% of respondents disagreed on the issue. Hence, it can be concluded that employees lack confidence to say I have strong sense of belonging to the organization since it has a good training methods to acquire the needed skills and to become loyal for different activities.

Table 23 I think that active participation during training has a positive effect on my commitment to the organization and for my work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	16	34.0	34.0	34.0
	Agree	16	34.0	34.0	68.1
	Neutral	9	19.1	19.1	87.2
	Disagree	4	8.5	8.5	95.7
	strongly disagree	2	4.3	4.3	100.0
	Total	47	100.0	100.0	

In relation with active participation during training, respondents were asked to indicate their level of participation to bring a positive effect on their commitment to the organization and for the work, 34% of respondents as indicated in table 23 above, strongly agreed and agreed respectively in their active participation during training session. Only 19.1% respondents were neutral and 8.5% of respondents disagreed on their active participation which will help to more committed for the work and for the organization. Therefore, it can be concluded that, employees in EMoH are believe and participate actively for better commitment.

Table 24 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.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	10	21.3	21.3	21.3
	Agree	15	31.9	31.9	53.2
	Neutral	15	31.9	31.9	85.1
	Disagree	5	10.6	10.6	95.7
	strongly disagree	2	4.3	4.3	100.0
	Total	47	100.0	100.0	

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Table 24 above reveals regarding the relationship between trainees and trainers, majority of respondents representing 31.9% were neutral and agreed respectively that they do have a good relationship with their trainer to learn more in the training hence, they will ask what they did not understand to increase their competence. Among the total respondents 21.3% and 10.6% respondents strongly agreed and disagreed regarding their relationship. So that, it can be concluded that there is a good relationship between trainers and trainees which helps for more learning in the training session.

Table 25 I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my work commitment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	8.5	8.5	8.5
	Agree	14	29.8	29.8	38.3
	Neutral	17	36.2	36.2	74.5
	Disagree	10	21.3	21.3	95.7
	strongly disagree	2	4.3	4.3	100.0
	Total	47	100.0	100.0	

Respondents were also asked to rate their satisfaction in the training conditions that includes the materials and facility of the training that the organization provided. Therefore, as indicated in table 25, majority of respondents were neutral and 29.8% of respondents agreed and they are satisfied with the training condition including the material and facility of the training that the organization provides to increase their work commitment. Whereas, 21.3% respondents disagreed on the training condition of the organization including training instruments. So it is noted that, the organization still needs improvement in the training facilities including materials and different instruments to increase employees work commitment and to create conducive environment.

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Table 26 I feel I am better-off to rely on myself for a solution when things are looking difficult in my work because of the knowledge and attitude that I learned from the training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	17.0	17.0	17.0
	Agree	16	34.0	34.0	51.1
	Neutral	12	25.5	25.5	76.6
	Disagree	8	17.0	17.0	93.6
	strongly disagree	3	6.4	6.4	100.0
	Total	47	100.0	100.0	

In regard to on self relying for a solution when things are looking difficult in the work, majority of respondents representing 34% as shown in table 26, reported that the because of the knowledge, skills and attitude that they learned from the training they do things easily when they become difficult. In addition to this, 25.5% respondents were neutral and required external assistance may be from their supervisors or seniors. Only 17% disagreed on this question. From this it can be concluded that, most of the time employees are heavily do things by relying on themselves and to some extent they also need others support.

Table 27 I continue to work diligently for this organization because I don't believe other organization could offer me such a kind of an interesting training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	6.4	6.4	6.4
	Agree	8	17.0	17.0	23.4
	Neutral	11	23.4	23.4	46.8
	Disagree	14	29.8	29.8	76.6
	strongly disagree	11	23.4	23.4	100.0
	Total	47	100.0	100.0	

In relation to the continuity of employees by working diligently for the organization, respondents were asked to rate their level of experience, and as indicated in table 27, only 17% of respondents agreed that they will continue to work diligently for the organization since they don't believed that other organization could offer an interesting training like that of EMoH. Contrary to this, majority of respondents representing 29.8% and 23.4% disagreed and strongly disagreed on their continuity of working attentively for the organization since they believed that other organization could offer better training rather than EMoH. From this the researcher understands

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that there are conditions in employee training that make them less diligent and being careless to their work which should be corrected.

Table 28 Because of good training practice of EMoH I feel I have a moral obligation to respond to the needs of the society.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	10.6	10.6	10.6
	Agree	20	42.6	42.6	53.2
	Neutral	9	19.1	19.1	72.3
	Disagree	9	19.1	19.1	91.5
	strongly disagree	4	8.5	8.5	100.0
	Total	47	100.0	100.0	

As in table 28 designated with respect to employees' moral obligation to respond to the need of the society, majority of respondents representing 42.6% reported that they have a moral obligation to respond to the need of the society since there is good training practice at EMoH. Where, 19.1% respondents reported that neutral and disagreed respectively to express their felling of moral obligation to respond the need of the society. From this response it is concluded that employees in this organization are striving do their responsibilities and obligation in order to satisfied clients.

Finally, the following table 29 below shows the extent to which the culture of the organization is good enough to provide training on time and ultimately helps to employees in giving and delivering better services for clients. Therefore, from the total respondents majority were neutral that represents 27.7% and the second largest respondents agreed that representing 25.5%. Where, 21.3% respondents disagreed on the issue which is stated earlier. We can infer from the result that, the culture of the organization in not good in providing training on time that hinder employees in order to capture the required knowledge and for the provision of on time services.

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Table 29 Since the culture of the organization is good enough to provide training on time, I am so specialized in the services that will be delivered to the clients of Ethiopia Ministry of Health.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	12.8	12.8	12.8
	Agree	12	25.5	25.5	38.3
	Neutral	13	27.7	27.7	66.0
	Disagree	10	21.3	21.3	87.2
	strongly disagree	6	12.8	12.8	100.0
	Total	47	100.0	100.0	

4.2.12 Training methods of EMoH

As Hales (1986) explained, the selection of method for training has to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. The most popular training method used by organizations can be classified as either on-the-job or off-the-job (Abdullah, 2009). As the training manager explained both training methods are available even if the first type of training is most of the time given for employees. Accordingly, the Training Manager was asked to identify the training types and methods used. Regarding the types of training, he indicated that EMoH engages in orientation training for new employee, refresher training for existing employees, and other types. Concerning training methods, he mentioned on the job training, mentoring, seminar etc as the methods of training.

4.2.13 Training and employee performance

The creation and transfer of knowledge in an organization has become a critical factor in an organization's success and competitiveness. Many organizations are now concentrating their efforts on how knowledge, particularly tactic knowledge that exist in the organization, can be transferred across the organization (Omar). Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient. Training is the means by which such skills; knowledge and attitudes are impacted to employees to enhance efficiency and effectiveness. In measuring the impact of training on worker performance, respondents were asked key questions. These questions are summarized in table 30 with their responses.

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Therefore, as table 30 clearly illustrates that as many as 23 out of 47 respondents agreed and link their knowledge, skills and attitudes generally their performance with training. Whereas 11 respondents' were neutral for the help of training to receive knowledge, skills and attitude. On the other hand, 8.5% respectively strongly disagreed and disagreed. Moreover, majority of the respondents representing 48.9% are agreed and feel that training enable them to perform their work with greater accuracy and precisely. 14% of the respondents respectively were neutral and disagreed for the significance of training to perform their work with greater accuracy and precisely. Only 2 of the respondents strongly disagreed about training effect on performing work with greater accuracy and precisely.

Furthermore, the researcher was asked respondents to what extent the good training practices of the organization make employees committed for their work and for the organization. Hence, majority of the respondents were fail under the category of agree and neutral with their proportion of 36.2% and 31.9% respectively. On the other hand, there were 4 respondents which strongly agreed and strongly disagreed respectively about the good training practices of the organization that helped them to become committed for their work.

In addition to this, the training manager was also asked to explain whether training has an effect on worker performance and the mechanism they measure its effect on worker performance. Information obtained through interviews reveals that the selected organization hasn't adopted sound methods to evaluate the effectiveness of their training programs. Training in these organizations, like in any other organizations, aim at improving the job performances of skills-deficiency employees by improving through developing their job related skills. If a given training results in job related skills of the skill-deficiency employees, thus their job performance, it said to be an effective. Integrated performance measurement systems are nowadays very common and extensively utilized in private companies, and they have become popular also in public organizations. The procedures and recommendations for the development and implementation of a performance measurement system have been developed from the perspective of enterprises and mainly large industrial companies. In knowledge-based public organizations the problems from the management's point of view in these organizations are diversity of objectives and goals, unclear command chain and defective flow of information (Rantanen and Oikarinen, 2004).

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Table 30 Respondents opinion of training effect on employee performance

Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	5	10.6	10.6	10.6
Agree	23	48.9	48.9	59.6
Neutral	11	23.4	23.4	83.0
Disagree	4	8.5	8.5	91.5
Strongly disagree	4	8.5	8.5	100.0
Total	47	100.0	100.0	
I feel that training enable me to perform my work with greater accuracy and precisely.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	8	17.0	17.0	17.0
Agree	23	48.9	48.9	66.0
Neutral	7	14.9	14.9	80.9
Disagree	7	14.9	14.9	95.7
Strongly disagree	2	4.3	4.3	100.0
Total	47	100.0	100.0	
Whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required training.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	3	6.4	6.4	6.4
Agree	15	31.9	31.9	38.3
Neutral	14	29.8	29.8	68.1
Disagree	11	23.4	23.4	91.5
Strongly disagree	4	8.5	8.5	100.0
Total	47	100.0	100.0	

From this we can understand that the training delivered for employees in the stated organization helped to receive the necessary knowledge and skills. In addition to this, it also make them perform their work with greater accuracy and precisely. Finally, majority of respondents representing 31.9% agreed that whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required training. Among the respondents 29.8% were neutral and 23.4% disagreed on this issue.

As shown in the following table below relating to the significance of taking training in group for learning of knowledge, skills and attitudes rather than in individually majority of the respondents

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that represents 38.3% and 36.2% agreed and strongly agreed respectively. Only 12.8% respondents were neutral for the significance of taking training in group rather than individually. The rest respondents were under the class of disagree and strongly disagree representing each 6.4%. The other point that the researcher wanted to clarify was concerning the wroth of whether carried out works in group after training enable employees more effective than individually or not. Therefore, as table 31 below clearly illustrates that as many as 17 out of 47 respondents agreed that carried out works in group after training enable them more effective than individually. Respondents that failed in the choice of neutral were 16 out of the total respondents. Among the sample group of individuals, 19.1 percent of respondents strongly agreed and they believed in carried out works in group after training make them effective rather than individually.

Table 31 the importance of group work and group training

I feel that taking training in group has greater value for learning of knowledge, skills and attitudes than individually.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	17	36.2	36.2	36.2
Agree	18	38.3	38.3	74.5
Neutral	6	12.8	12.8	87.2
Disagree	3	6.4	6.4	93.6
Strongly disagree	3	6.4	6.4	100.0
Total	47	100.0	100.0	
I think that carried out works in group after training enable me more effective than individually.				
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	9	19.1	19.1	19.1
Agree	17	36.2	36.2	55.3
Neutral	16	34	34	89.4
Disagree	2	4.3	4.3	93.6
Strongly disagree	3	6.4	6.4	100.0
Total	47	100.0	100.0	

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4.2.14 Correlation analysis

Correlation refers to synonym for association or the relationship between variables. It measures the degree to which two sets of data are related. Higher correlation value indicates stronger relationship between both sets of data (Coetzee, 2003).

Table 32 Correlation analysis of performance variables with training

	Employee training	Employee effectiveness
Employee training		
Pearson correlation	1	0.663**
Sig. (2-tailed)		.000
N	47	47
Employee effectiveness		
Pearson correlation	0.663**	1
Sig. (2-tailed)	.000	
N	47	47
	Employee training	Employee efficiency
Employee training		
Pearson correlation	1	0.677**
Sig. (2-tailed)		.000
N	47	47
Employee efficiency		
Pearson correlation	0.677**	1
Sig. (2-tailed)	.000	
N	47	47
	Employee training	Employee commitment
Employee training		
Pearson correlation	1	0.665**
Sig. (2-tailed)		0.000
N	47	47
Employee commitment		
Pearson correlation	0.665**	1
Sig. (2-tailed)	0.000	
N	47	47

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

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When the correlation is 1 or -1, a perfectly linear positive or negative relationship exists; when the correlation is 0, there is no relationship between the two sets of data. Coetzee (2003) noted that when considering the correlation between the independent variable (training) and the dependent variables (employee effectiveness, employee efficiency and commitment), the larger the magnitude of the correlation, the stronger the linear association. The standard correlation coefficient is (Pearson's **r**) which applies primarily to variables distributed more or less along interval or ratio scales of measurement.

Table 32 present the inter-correlations among the variables being explored. In other words Table 32 represents the correlation matrix between the independent variable (training) and the dependent variables (employee effectiveness, employee efficiency and employee commitment) in collaborate employee performance. All relationship between the dependent and independent variables are positively and significantly correlated. From the analysis, it is noted that training is positively and strongly correlated ($r = 0.663$, $p < 0.01$) with employees work effectiveness. On the other hand, training was positively and highly correlated with employee work efficiency ($r = 0.677$, $p < 0.01$). Finally, we can observe that training was positively and highly correlated with employee commitment ($r = 0.665$, $p < 0.01$). The most significantly correlated and strong relationship of all the variables of employee performance is employee work efficiency ($r = 0.677$, $p < 0.01$) with employee training.

Hence, Table 32 presents positive relationship between employee training and all the variables of employee performance.

However, employee training was correlated with the mean value of all the variables of employee performance by calculated into one variable, *i.e.* employee performance and the following relationship was observed. Table 33 below shows a correlation between the effect of employee training and combined of all variables, *i.e.* effectiveness, efficiency, and worker commitment into one variable (employee performance) resulted into strong positive relation with $r = 0.689$, $p < 0.01$. This value of correlation indicates a stronger relationship and significant at p value less than 0.01.

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Table 33 correlation analysis of training and employee performance

	Employee training	Employee performance
Employee training		
Pearson correlation	1	0.689**
Sig. (2-tailed)		.000
N	47	47
Employee performance		
Pearson correlation	0.689**	1
Sig. (2-tailed)	.000	
N	47	47

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

4.2.15 Regression analysis

Regression is a measure of association between two quantitative variables. This form of statistical test is only possible with interval or ratio data (www.SPSS for Psychologists). The following table below shows the regression analysis of the impact of training on worker performance.

The beta value is a measure of how strongly predictor variable influences the criterion variable. So that the beta value of this study as indicated in table 34 below is 0.689 which indicates that a change of one standard deviation in the predictor variable i.e training resulted in a change of 68.9 standard deviations in the criterion variable i.e employee performance. Thus, there is a higher impact of training on employee performance. Since the higher the beta value the greater the impact of the predictor variable on the criterion variable. Moreover, when you have only one predictor variable in your model, then beta is equivalent to the correlation coefficient between the predictor and the criterion variable (www.SPSS for Psychologists).

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Table 34 Beta coefficient

Model	Standardized Coefficient
	Beta
1(Constant)	
employee training	.689

Table 35 can also clearly show the value of R and R^2. In this analysis the value of R is 0.689 which is a measure of the correlation between the observed value and the predicted value of the dependent variable (employee performance). Whereas R Square (R^2) is the square of this measure of correlation and indicates the proportion of the variance of employee performance with the existence of training. Hence, R Square = 0.474 implies that only 47.4% of performance is explained by training. In essence, this is a measure of how good a prediction of the dependent variable we can make by knowing independent variables.

Table 35 analysis and model summary of R and R^2

Model	R	R Square	Durbin-Watson
1	.689	.474	1.929

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

From this study, the following particular findings are observed:

The primary objective of this research was to examine the impact of training on worker performance in the form of employee effectiveness, efficiency, and commitment of public sector organizations a case of EMoH. The key findings indicated that employees training positively and significantly correlate and influence employees work effectiveness, efficiency and commitment collectively employee performance. According to Velada and Caetano (2007), the impact of training on employee performance is not only significant but also increases job satisfaction and commitment towards the organization. Moreover, according to Vemić (2007), modern organizations therefore use their resources (money, time, energy, information, etc.) for permanent training and advancement of their employees. Hence, organizations which are constantly creating new knowledge, extending it through the entire organization and implementing it quickly inside the new technologies, develop good products and excellent services (Vemić, 2007).

According to the training manager, the training given to employees in EMoH is to help improve the skills, knowledge, abilities and competencies. The researcher can confirmed this point from response of the respondents that the purpose of training in the organization is delivered and accomplished as the organization needs and helped workers to improve their performance.

Besides, the interview with the training manager did indicate that EMoH has a training policy in place. Regarding training evaluation, the Training Manager of EMoH admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers, trainees and training program during and sometimes after completion of training.

Moreover, responses from respondents indicate that most of the time they did not involved in the designing and development of the organization training. Likewise, the researcher understood from responses of respondents' the organization used both performance evaluation result and seniority to select employees for different training. However, some respondents were not cleared about the mechanism that the organization practices. The training manager explained that both

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on-the-job and off-the-job training methods are available even if the first type of training is most of the time given for employees.

The findings of this research indicated that majority of the respondents are agreed on the value of taking training in group for learning of knowledge, skills and attitudes than individually. In addition to this, they also agreed on the importance of carried out works in group after training that enables them more effective than individually.

The dependent and independent variables are positively and significantly correlated. In addition to this, the most significantly correlated and strong relationship of all the variables of employee performance is employee work efficiency ($r = 0.677$, $p < 0.01$) with employee training. In similar fashion, a correlation between the effect of employee training and combined of all variables, *i.e.* effectiveness, efficiency, and worker commitment into one variable (employee performance) resulted into strong positive relation with $r = 0.689$, $p < 0.01$. This value of correlation indicates a stronger relationship and significant at p value less than 0.01.

Finally, the regression analysis result reveals the beta value is 0.689 which indicates a change of one standard deviation in the predictor variable i.e training resulted in a change of 69 standard deviations in the criterion variable i.e employee performance. Thus, there is a higher impact of training on employee performance. Hence, the effect of training on employee performance is positive and statistically significant. These results are also supported by (Hwang, 2003). Hwang suggests that it is top who view future to build competencies must develop ways to develop employees and he further discusses his strategies to training to increasing competencies and organizational members can develop the required know how and expertise.

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5.2 Conclusion

The following are the major conclusions remarks by the researcher:

- From the supported materials and results of the study it is concluded that EMoH has enough experience and has been involved in a reasonable training for well over the past few years. Hence, this continuous employee training has a significant role in the development of individual and organizational performance in EMoH and generally in Ethiopia public organizations.
- In addition to this, the organization has a separate department responsible for manpower training. The availability of this department can make things easy to coordinate as well as control. From this, it can be concluded that now a day public organizations gave more attention for manpower training to enhance their skills, attitudes, and general performance.
- Interview with the training manager and responses from respondents indicated that training in EMoH is not as planned and systematic as the organization would have wanted to have it. Moreover, from the results of the study it can be concluded that EMoH certainly had training policy. However, the processes involved in training are not duly followed because of the costs associated with it and lack of coordination in some division of the organization. Due to these facts, public organizations in Ethiopia including EMoH could not achieve easily their training objectives and a little bit limited in the transfer of learning, the extent to which employees are able to apply the knowledge, skills and attitudes acquired.
- The other conclusion is training delivered for employees in the selected organization helped to receive the necessary knowledge, skills and attitudes and ultimately achieve its purpose. In addition to this, it also make them perform their work with greater accuracy and precisely. Moreover, employees are committed because of the good training practices of the organization and this can be supported by that majority of respondents representing 42.6% assured that they have a moral obligation to respond to the needs of the society since there is good training practice in EMoH. Therefore, public organizations in Ethiopia are strived to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance.

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- From responses of respondents the researcher can concluded that respondents are believed and recognized the importance of social work and interaction with each other during training and at the work place to increase performance as well as motivated in training to capture different knowledge and skills.
- Moreover, from the correlation analysis result it can be concluded that training is positively and significantly correlated with employee performance and all relationship between the dependent variables (effectiveness, efficiency, and commitment) and independent variable (training) are positively and significantly correlated.
- Furthermore, from the regression analysis it is concluded that there is a higher impact of training on employee performance and R Square = 0.474 implies that only 47.4% of performance is explained by training.
- Finally, concluding the whole research conducted it is found that Employee training programs are highly effective program which should be planned, systematic and implemented by public organization to run a cycle of increasing skills in employees to increase performance and this further result as organization productivity growth and performance.

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5.3 Recommendations

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training programs as it increases the organization staff efficiency, skills and productivity. Due to this fact, organizations must be cleared about the learning requirement of employees. Therefore, both managers and employees must collaborate effectively and communicate the requisite for performance. For instance if a training session is organized then it must be arranged and designed according to their need to enhance their capability to perform (Vemić, 2007).

Based on the findings of the study, the following suggestions are forwarded:

The training department in EMoH should request sufficient budget for employee training purpose and in order to get this budget it should tried to convince and persuade those who allocate the budget. After that, they should utilize this budget effectively and efficiently. Moreover, the study recommends that the training department should give great attention when the training plan and policies are first developed and designed so that it will help to duly follow the training processes. Furthermore, it should be developed in line with the corporate plan and employee should aware and know what it look likes in order to understand the intention of employees and to create self confidence among employees. Lastly, the management in EmoH should continuously improve and follow up systematically the training plan and policy in operation. This can help the organization to have planned and systematic training.

Feedbacks from employees on training should be collected before and after training like that of the organization received feedback during training. This will enable the organization to improve their current and future training programs and to gauge its effect. The organization should allow enough time for their training program in order to utilized different training opportunities in the country and abroad on time so that trainer will have sufficient time to equip the trainees with the required knowledge and skills. Besides, it can reduce as well as avoid program mismatch that happened in the organization and ultimately will have quality training. Hence, EMoH should see learning, training as well as training objectives, plan, implementation and evaluation as a continuous process for organizational development and survival.

The other recommendation is the department as well as the organization should give a chance for employees to participate in the designing and development of the organization training. This can help the organization to easily understand the need and want of employees regarding the training

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that the organization will deliver and give awareness for them about the types of training that will be provided. Like that of employee efficiency which indicated a strong correlation with training, the management of EMoH should exert their effort towards employee effectiveness and commitment for better employee performance.

In general, to provide effective training and to improve employee performance public organization should allocate enough budgets, develop clear performance measurement system before and after training, properly followed the training process, design and accordingly followed the policy and give a chance for employees to involve in decision making regarding training and other related issues.

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Future research

This study directly focuses on the impact of training on worker performance. However, the design and implementation are not studied. Therefore, this study can be further enhanced to explore that how training programs can be strategically designed and aligned with organizational goals to meet the desired performance.

According to Abbas and Yaqoob (2009), employee training is a form of investment towards the employees to improve productivity; therefore this study can also be performed keeping in view the details of some variables. For example, this research can be further explored in terms of psychological factors involved in training such as their effect on attitude, behavior, and motivation. In other words, future research should also attempt to investigate the effect of employee training on other types of employee performance such as loyalty, thrust, motivation and others. Employee perception of training facilities and its impact on employee performance can be measured. Organizations can also understand the importance of employee training by developing a feedback system as well.

Future research could also investigate factors that may mediate the relationship between training and employee performance. Another aspect of future study is that this study can be performed in terms of the role of training to create successful public organizations in Ethiopia. In general this research can pave the way to study other related issues regarding public organizations.

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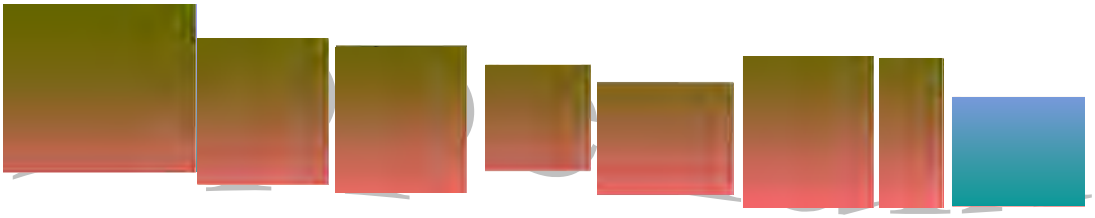
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Addis Ababa University

School of Graduate

Faculty of Business and Economics

Questionnaire for Employees of Federal Democratic Republic of Ethiopia Ministry of Health

This questionnaire has designed to solicit information for purely academic purposes. This is to enable the researcher Tazebachew Achenef Alem a final year student of Addis Ababa university in faculty of business and economics to complete his thesis on the topic; THE IMPACT OF TRAINING ON WORKER PERFORMANCE IN PUBLIC SECTOR ORGANISATIONS: A CASE OF ETHIOPIA MINISTRY OF HEALTH , in pursuance of Master of Business Administration degree. I would like to thank you in advance for your cooperation and for scarifying your valuable time.

N.B:

1. You don't need to write your name.
2. The student researcher has scheduled to get the filled questionnaire back within **three** days.
3. All information given would be treated with utmost confidentiality.
4. EMoH stands for Ethiopia Ministry of Health**.**

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE PUT "Ü" IN SIDE THE BOX)

1. Age

18 – 25 ☐ 26 – 35 ☐

36 – 45 ☐ 46 – 55 ☐

56 – 59 ☐ 60 _ 65 ☐

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2. Sex

Male ☐ Female ☐

3. Educational background of the respondent;

Senior High School ☐ Diploma ☐

First Degree ☐ Masters Degree ☐

Other, please specify ☐ ----------

4. Respondent's salary per month;

Below 1000 birr ☐ 1001 birr—1500 birr ☐

1501 birr—2000 birr ☐ Above 2000 birr ☐

5. Marital status

Married ☐ Single ☐

Widowed ☐ Divorced ☐

6. Please specify your position in Ethiopia Ministry of Health----------

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7. How long have you been working with EMoH?

1 – 5 years ☐ 6 – 10 years ☐

11 – 20 years ☐ 21 – 30 years ☐

Above 30 years ☐

The following set of statements describes your general feelings towards training and performance.

Please **Tick** "Ü" on one answer inside the box. There is no right or wrong answers.

QUESTIONNAIRE ON TRAINING

No.	**Questions or descriptions**	***Strongly agree***	***Agree***	***Neutral***	***Disagree***	***Strongly disagree***
1	There is a separate department responsible for manpower training in my organization.	☐	☐	☐	☐	☐
2	Since I joined EMoH I did not participate in any form of training.	☐	☐	☐	☐	☐

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3	I sponsored myself at least once for further studies to acquire new skills, knowledge and abilities as long as employed in the organization.	☐	☐	☐	☐	☐
4	The management makes use of the trainees' feedback to improve the effectiveness of the training.	☐	☐	☐	☐	☐
5	The management request feedback from trainees' during their training.	☐	☐	☐	☐	☐
6	The management request feedback from trainees' before and after training.	☐	☐	☐	☐	☐
7	As an employee I was involved in the designing and development of training programs in EMoH.	☐	☐	☐	☐	☐
8	My organization is good in providing training program such as class room training, seminars, workshops etc frequently.	☐	☐	☐	☐	☐
9	Trainers who deliver the required training are competent enough.	☐	☐	☐	☐	☐
10	I feel that my level of participation was high at the time of training.	☐	☐	☐	☐	☐
11	The delivery method that the organization used is convenient to get the necessary knowledge and skills.	☐	☐	☐	☐	☐
12	I think that the basis for the selection of trainees my organization used is Performance evaluation result.	☐	☐	☐	☐	☐
13	I think that the basis for the selection of trainees my organization used is Seniority.	☐	☐	☐	☐	☐
14	I feel that taking training in group has greater value for learning of knowledge, skills and attitudes than individually.	☐	☐	☐	☐	☐

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15	There are professional trainers in my organization who can transfer and demonstrate the training appropriately.	☐	☐	☐	☐	☐
16	In my opinion, training at EMoH is planned and systematic.	☐	☐	☐	☐	☐
17	I am satisfied with the training program of EMoH.	☐	☐	☐	☐	☐

SECTION B

QUESTIONNAIRE ON WORKER PERFORMANCE

No.	**Questions or descriptions**	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	In my opinion, training has helped me to improve my performance since I joined EMoH.	☐	☐	☐	☐	☐
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 EMoH 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 without waste.	☐	☐	☐	☐	☐
6	I feel that training enable me to perform my work with greater accuracy and precisely.	☐	☐	☐	☐	☐
7	I think that carried out works in group after training enable me more effective than individually.	☐	☐	☐	☐	☐

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8	Because of the good training practices of the organization, employees are committed for their work and for the organization.	☐	☐	☐	☐	☐
9	After training I feel that I am committed for my work	☐	☐	☐	☐	☐
10	I feel a strong sense of belonging to this organization since it has a good training methods to acquire the needed skills and to become loyal for different activities.	☐	☐	☐	☐	☐
11	I think that active participation during training has a positive effect on my commitment to the organization 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.	☐	☐	☐	☐	☐
13	I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my work commitment.	☐	☐	☐	☐	☐
14	I feel I am better-off to rely on myself for a solution when things are looking difficult in my work because of the knowledge and attitude that I learned from the training.	☐	☐	☐	☐	☐
15	I continue to work diligently for this organization because I don't believe another organization could offer me such a kind of an interesting training.	☐	☐	☐	☐	☐

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16	Because of good training practice of EMoH I feel I have a moral obligation to respond to the needs of the society.	☐	☐	☐	☐	☐
17	Since the culture of the organization is good enough to provide training on time, I am so specialized in the services that will be delivered to the clients of Ethiopia Ministry of Health.	☐	☐	☐	☐	☐

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Interview questions

1. Is there a separate department or unit in the organization that is responsible for manpower training?
2. How long has been EMoH involved in training?
3. What are the major purposes of training that the organization need to attain?
4. Does Ethiopia Ministry of Health have a training policy in palce?
5. Briefly describe the training policy and procedures in EMoH?
6. Does training in EMoH is planned and systematic? If your answer is no why?
7. In presenting the training;

a. What are the kinds of training used?
b. What methods of training are used?
c. How is training evaluated?

8. How the training plan, lessons, and trainers are determined?
9. Does training have an effect on worker performance? How do you measure training effect on worker performance?