



ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

**The Effect of Training and Development Practices on
Employee performance: A case of Federal Ethics and
Anti-Corruption Commission**

A thesis Submitted to the School of Graduate studies of Addis
Ababa University School of Commerce in partial fulfilment of
the requirements for the degree of Masters of Arts in Human
Resource Management

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June /2020

Addis Ababa

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DECLARATION

I declare that the work entitled “**the effect of Training and Development on Employees Performance**”, a Case of Federal Ethics and Anti Corruption Commission is the outcome of my own effort and study and that all sources of materials used for the study have been acknowledged. I have produced it independently except for the guidance and suggestion of my research advisor, Atsede Tesfay (DR). This study has not been submitted for any degree in this University or any other University. It is offered for the partial fulfillment Masters in Human Resource Management.

Declaration by:

Simegn Ketsela

Signature: _____

Date: June/2020

LETTER OF CERTIFICATION

This is to certify that Simegn Ketsela has carried out this research on the topic “the effect of Training and Development on Employees Performance in case of Federal Ethics and Anti Corruption Commission” under my supervision. This work is original and suitable for the submission in partial fulfillment of the requirement for the award of Masters in Human Resource Management.

Advisor:

Atsede Tesfay (DR)

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Date: June/2020

Acknowledgement

First of all I would like to thank my heavenly God for he has support me in doing this research providing time, knowledge, skill and all resources needed.

Next, I would like to give my grateful thanks to Dr. Atsede Tesfaye, my advisor, for her professional supports which have not been limited in time as well as knowledge and skills.

The Federal Ethics and Anti-Corruption Commission employees deserve my thanks for remarkable support in providing information and assist me in every aspect

My family deserves my countless thanks for understanding the situation I undergo and give their hand to complete this research

Abstract

The main purpose of this research is to investigate the effect of training and development practice toward the enhancement of employee performance at FEACC. Data was gathered from Head Office and Addis Ababa city branches. The study used both primary and secondary sources of data. Primary data were collected using five Point Likert-Scale questionnaires and 126 responses were properly filled and returned indicating a 95% of response rate. The study applied both quantitative and qualitative data (mixed method) research approach using stratified random sampling method. This method was employed to select the sample from each stratum to make the sample more representative of the population. The data was analyzed using descriptive and explanatory research design methods. The inferential statistics analysis results indicate that all the independent variables training need assessment, training implementation and training evaluation are positively and significantly correlated and predict the dependent variable employee performance. It is recommended a need for the management of the concerned Commission to improve the current training and development practice in an attempt to inspire employee for higher levels of performance.

Keywords: training need assessment, training implementation and training evaluation and employees' performance

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ACRONYMS

HRD: Human Resource Development

HRM: Human Resource Management

FEACC: Federal Ethics and Anti-Corruption Commission

HOPR: House of People's Representatives

REACCs: Regional Ethics and Anti-Corruption Commissions

CSOs: Civil Society Organizations

PA: Performance Appraisal

T&D: Training and Development

OJT: On the Job Training

TNA: Training Need Assessment

TIP: Training Implementation Performance

TDE: Training Development Evaluation

ETDonP: Effects of Training and Development on Employee's Performance

ANOVA: Analysis of variance

SPSS: Statistical Package for Social Science

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

The Human Resource Training and Development practices play a critical role in the success of an organization and its practices will encourage employee performance, employee's job satisfaction and ability to attract and retain the employee in the organization. Human Resource Development (HRD) and learning in the organization improve job satisfaction, enhance skills and capabilities and therefore performance and provide opportunities for organizational and personal growth and success. Employee performance is a function of both ability and motivation, and suggested several ways in which employees can get hold of needed skills such as careful selection and training (Armstrong, 2010).

The organization and individuals achieve performance and improvement through training. One of the main advantages of training and development is that it could enhance the skills, equip workers with expertise and change the way that they work. Employees usually are expected to have the necessary knowledge, experience and skills to do the desired actions that are properly placed, cross-trained to understand each other's roles as well as ready to use and share what they know. Training as a pre-determined learning process intending to improve the competency of trainees so as to positively change their behaviours and provide payback to their organizations and other stakeholders. Employee training is significant for the organization to enhance employee performance and the organization should evaluate the training program in comparison with its objectives and missions (Chris, 2011). Thus, training and development have become one of the essential functions in most organizations because they direct to high performance in the same field and important part of human resource department.

The effect of training on employee and organizational performance can be both direct and indirect. Sahinidis and Bouris (2008), notes that directly the role of training programs is seen as a means of improving employee and organizational capabilities i.e. when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of better productivity and effectiveness of the employees. In the same time indirectly they highlight that as companies train their employees so as to enable them to handle both current and future issues. The training can lead the employee to high levels of motivation and commitment, which actually see the opportunity they are given hence the appreciation of the investment their organization is making in them and is shown in their hard work and their contentment in being a member of such an organization. Thus, this study has attempted to assess one of the HRD practices training and development.

Performance appraisal (PA) is an important part of HRD, which allow organizations to recognize where their employee status, what expected from them, what they actually do, where they lack capacity and how they can be updated (Boswell, 2002). PA is a reconsider and an assessment of an employee's performance of assigned duties and responsibilities. PA provides valuable information in the organizations like it offers tools for acknowledging good performance, identifying areas in need of improvement and providing guidelines to justify management decisions (Akuoko & Baffoe, 2012). Then PA is a wide action in organization so that identifying to which area should need improvement and how it should be whether activities are performed or not that organization sought to review their effectiveness and make further Management decisions.

In case of Federal Ethics and Anti-Corruption Commission (FEACC) training is significant and an imperative tool for the organization to increase the performance of all the personnel for organizational growth and success. It is useful to both employers and employees of an organization. An employee will turn out to be more efficient and competent if he/she is trained well. The FEACC can create and enhance the quality of the present employees by providing widespread training and development. The general benefits received from employee training are: Training consists of planned programs designed to improve performance at the individual, group or organizational

levels (Casio, 2006). Training plays a significant role in the development of competencies of new as well as existing employees for better performance (Ngugi Martha Nyakeo Nyokabi, 2014). FEACC by training and development can increase employee performance so that able to increase individual and organizational achievements of effectiveness.

1.2. Background of the Organization

FEACC since its establishment in 2001 has clearly defined mandates. It has a broader mandate of preventing corruption through a variety of means. After its establishment in 2001 (Proclamation 235/2001), FEACC's proclamation was amended in 2005, 2015 and 2016. The 2016 Proclamation that established the Federal Attorney General (943/2016) brought drastic changes in the mandate and responsibilities of FEACC.

FEACC from the time when its establishment has made progress in the fight against corruption and promotion of ethics and integrity in collaboration with the existing arrangement of ethics and anti-corruption agencies at the federal and regional levels. In addition with the recently established training centre it has also been providing regular skilled based trainings to its personnel, that of FEACCs, Civil Society Organizations (CSOs) and other stakeholders with up-to date knowledge and skills on different thematic areas that are of relevance to the fight against corruption. However, In this study, the researcher has tried to find out if any training need assessment taken place in the organization and the effect of the training in accordance the objectives of FEACC.

1.3. Statement of the Problem

Training and development have become one of the necessary functions in most organizations, because they lead employees to high performance in the same field and important part of human resource department. It has a significant effect on the success of an organization in regards with improving of the employee performance (Mozael,

2015). There is most important positive relationship between employee training and development with the employee performance. (Naveed, 2014)

The importance of training is usually to minimize errors and to acquire better Knowledge, skill and ability. But the lack of well-established training policy, lack of sufficient budget, inadequate need assessment, inappropriate training objective, out-of-dated training method, lack of close supervision and follow up are some of the major problems related to training in most organization in developing countries. (Zheng, Hyland, and Soosay, 2007)

Training and development practices in many public organizations , though they do give much attention to the training and development to enhance employees performance , there is no effort taken place to measure the effectiveness of its program; rather the practice shows that more effort has been done for the sake of documentation to report as tasks has done. Currently many organizations in Ethiopia invest considerable amount of resource to train the employee expecting better outcomes on employee performance but only investing huge amount of resource for training will not enhance employee performance; organizations must measure the outcomes whether employee performance has increase on training and development investment and check how much they have gained from it. According to Malik, et al,(2011), organizational effectiveness is the ideas of how effective an organization is in achieving the outcomes the organization plan to produce.

According to the Federal Ethics and Anti-Corruption Commission (FEACC), the Human Resource Management Department usually prepares several trainings in different topics and issues in various levels with different trainers in different level like “ on the job training and off the job training”, “short term and long term training”, “abroad training”, “index training” and etc, However no research has been undertaken to examine whether the training and development programmes have achieved the expected result in enhancing employee’s performance. Hence, conducting this research is important to know the effect of employee training and development toward the enhancement of employee performance of FEACC. In this study the researcher

had tried to find out the effect of training and development in employee performance in achieving with the objectives of the commission.

1.4. Research Questions

In this study, the researcher has tried to answer the following questions.

1. How is the current training and development need assessment practice at FEACC?
2. How is training and development delivery implementation practice at FEACC?
3. How is the employee training and development evaluation practice at FEACC?
4. What is the relationship between training and development and employee performance at FEACC?
5. What is the effect of training and development on employee performance at FEACC?

1.5. Objectives of the Study

1.5.1. General Objectives

The general objective of this study is the Effect of Training and Development Practices on employee performance in FEACC.

1.5.2. Specific Objectives

1. To assess the training and development need assessment practice at FEACC.
2. To explore training and development delivery implementation at FEACC.
3. To assess employee training and development evaluation practice at FEACC.
4. To explore the relationship between training and development and employees performance at FEACC.
5. To assess the effectiveness of training and development on employees performance at FEACC.

1.6. Significance of the Study

The study had deal with the training and development practice on identifying its effect on employee performance expecting it will also help the management of the FEACC official's to concentrate on variables that have significant influence on not only employee's performance but also organization performance. And the result of this study will serve as an input for the organizations to re-examine how much they were effective from the previous training expenditure that employed by the organizations towards improving the performance of the workforce to take corrective action for the future.

Therefore, this study will have important implications, as it will help FEACC to training and development practice in order to enhance their employee's performance. It will also assume that the result of this study will help for top management of the FEACC to make proper decisions in relation to training.

Finally, the outcome of this study will serve as a catalyst for further research on the area. It will also predict that the study will make a theoretical contribution to the body of knowledge related to the effect of training and development practice on employee performance with particular emphasis in the organization.

1.7. Scope of the Study

The scope of the study was limited to FEACC located Addis Ababa around Senga Tera behind to Awash bank and the effects of T&D practice on employee performance. Even though, there are wide ranges of determinant factors that affect employees' performance in organization, the theoretical scope of this study was delimited to see the T&D practice impact of employees' performance. As it can be seen from the objectives of the study, this research had focused on assessing the existing provision of training practice. Moreover, the study concentrated on the prevailing practice in relation to the training practices only by excluding other human

resources activities and assessed the effect of training and development practices on employee's performance on FEACC . The study was delimit to the FEACC main office only and that is not included the REACCs and Dire Dewa's FEACC.

1.8. Definitions of Terms

Human resource development:- is increasingly one of the most systematically researched areas in the wide sphere of human resource management. (Garavan et al., 2012)

Training:- These are programs that provide for FEACC workers with information, new skills, or professional development opportunities. (Elnaga and Imra, 2013)

Development:- is a broad ongoing multi-faceted set of activities (training activities among them) intended at bringing someone or an organization up to another threshold of performance, regularly to perform some job or a new role in the future. (McNamara, 2008)

Training Need Assessment (TNA):- is the process of determining if a training need exists and, if it does, what training is required to fill the gap.

Training Delivery (Implementation):- is a multitude of methods of training that is used to train employees. (Decenzo& Robbins, 2010)

Training Evaluation:-is a way to assess the effectiveness of a training program based on cognitive, skill-based, affective and result outcomes. (Noe, HollenBeck, Gerhart, and wright, 2008)

Employee Performance:-is the contribution of employees for the achievement of organization objective.

1.9. Organization of the Study

The study consists of five chapters. Chapter one the introduction part which presents background of the study, statements of the problem, research questions , objectives of the study, significance of the study, scope of the study, limitation of the study and definitions of key terminology. The second chapter deals with review of related literatures regarding to the topic of the study. The research design and methodology present in chapter three. Chapter four presents the data analysis results and findings of the study; finally the last chapter deals with the summery of findings, conclusions and recommendations that were for warded both by the respondents and by researcher based on the result obtained.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter of the study includes: The concept of training and development practice (process), concept of employee performance and finally conceptual framework.

2.2. Training and Development

2.2.1. The Concept of Training and Development

Training and development refers to an organization's centre of attention on improving the knowledge, ability and attitude of their employee. It is the incorporated use of training, organization and career development efforts to improve individual, group and organizational effectiveness. According to Neelam et al.(2014), training and development is defined as the designed learning experiences that teaching employees how to perform current and future jobs. Armstrong (2009), suggests that "training can refer to the practice of providing employees with skills, knowledge, and abilities, with the intended of building organizational capabilities and increasing organizational performance". Human resources development is defined as the incorporated use of training and development, career development and organizational development to enhance individual and organizational effectiveness. (Hamlin and Stewart, 2011)

The purpose of training and development is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important possible motivators which can show the way to both short-term and long-term benefits for individuals and organizations (Nassazi, 2013). Proper training and development (T&D) provides unlimited benefits to the concerned organization. In most organizations training and development have become one of the necessary functions, because they are important part of human resource department and they lead to high performance in the same field.

Training and development is essential for all organizations to achieve their objectives. Many researchers have been done in this area for understanding the importance of training and development. According to Abbas and Yaqoob (2009), for organizational performance training and development has indisputable role. The study find out that training and development had positively correlated and claimed statistically important relationship with employee performance and effectiveness.

It is impossible to achieve the organizational objectives without the training and without training and development practices the organization cannot achieve the organization's strategic goals, mission, and effectiveness. On the other hand, Miller and Osinski (2002); Rajasekar and Khan(2013), focused and analyzed that employee training & development is one of the very important parts of HRM with the identification of organizational need, technique and procedure at different industrial viewpoints. Training and development should take place regularly in organization like FEACC so that organizations can collect maximum gain from the employee.

2.2.2. Theoretical Review of Training and Development

The way in which a firm plans, organizes and structures its training influence the way employees understand the training, which in turn influences the effectiveness of the training. Effective training requires the use of a systematic training process. (Mathis and Jackson, 2011)

There are different models that show the steps in the training and development process, though the **contents** are more or less the same. According to Kulkarni (2013), there are four steps: Assessment of training needs, designing of training programs, Implementation (Delivery) of training programs and Evaluation of training programs.

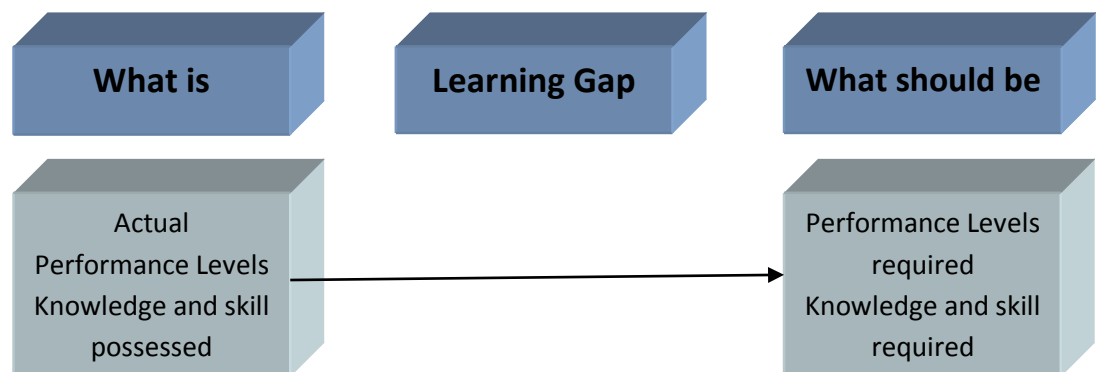
1. **Training needs** are differences between recognizable deficits in knowledge, skills and attitudes of the employee vis-à-vis what is required by the job, or the demands of organizational change (Itika, 2011). Determining training needs typically involves providing answers to several questions (Decenzo and

Robbins, 2010). A training needs assessment is most important elements to determine who needs to be trained, where training is needed, what training needs to be taught and carried out (Rikkua and Chakrabartyb, 2013).

The purpose of training is to make sure the effectiveness of the training programmed well managed in right types of training that needed by the employees, employers and organization. Recognizing training needs in the training process, having clearly training objectives, articulated training content and applying off the job training techniques significantly power on job performance (Amos and Natamba, 2015). Therefore, the existence of these factors significantly power on how employees are likely to perform in their respective tasks on job. They also describe that among the tested factors identifying training objectives and training needs were proved to be of a more significant importance in predicting job performance.

Approaches to learning needs gap analysis:- the process of identifying the learning gap is Learning needs analysis . In Figure 1 it illustrates the gap between what is and what should be. Gap analysis involves identifying the gap between what people know and can do and what they should know and be able to do on this learning needed to fill the gap can be specified. On the methods described below Information on the nature of the gap may be obtained. But this ‘deficiency model’ of training only putting things right that have gone wrong is limited. Learning is much more positive than that. Identifying and satisfying development should be concerned.

Figure 2.1 Practice of Learning Development the Learning Gap



Source: Michael and Stephen (2014, p.303)

2. **Training design** is the process of developing a plan of instruction for each training program to be given to meet training objective (Goldstein and Ford, 2007). Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to generate learning (Mathis and Jackson, 2011). Those organizations which provide a good training design according to the need of the employees as well as to the organization always obtain good results. Improper training design is nothing but the loss of time and money. (Raja, Furqan and Muhammed, 2011)

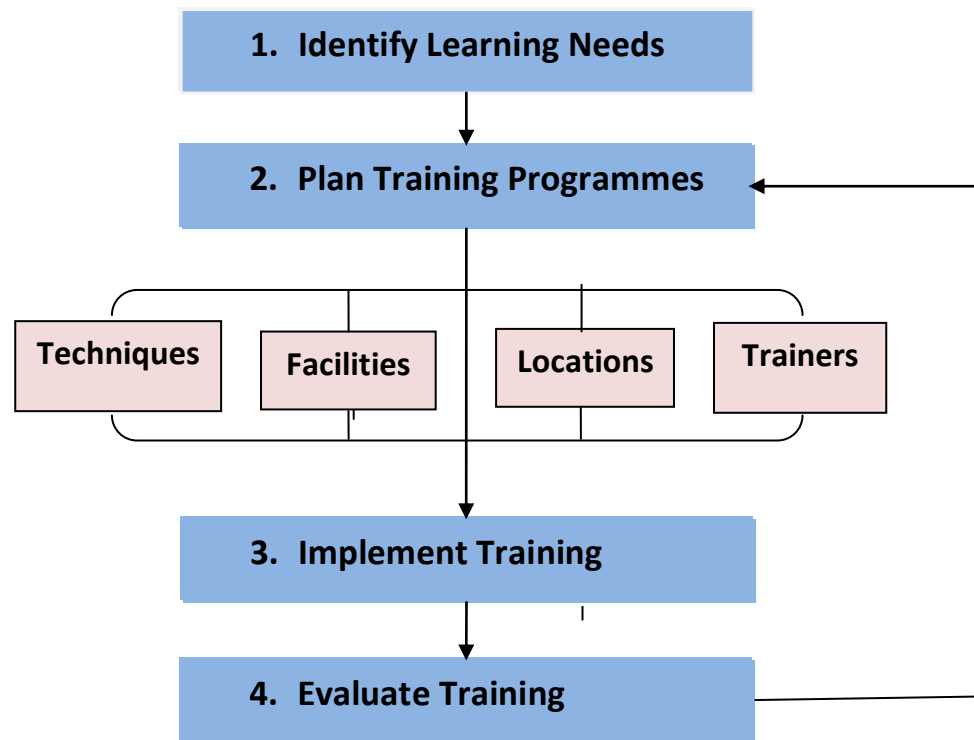
3. **Training Implementation (Delivery)** Nadler (1984), All the human resource development activities are supposed to either improve performance on the present job of the individual, train new skills for new job or new place in the future and general progress for both individuals and organization so as to be able to achieve organization's present and future objectives. (Nassazi, 2013)

We choose a different approach to deliver the training depending on the type of training that needs to be delivered. When choosing a delivery approach, it is significant to consider the attendants and budget limitations. The most effective method depends on the learner and the skill being learned. Training methods are categorized into two groups:

- a) **On-the-job Training**:- On-the-job training is a training that is given to organizational employees while conducting their regular work at the same working venues. On-the-job training (OJT) refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the workplace. (Noe, Hollenbeck, Gerhart, and Wright, 2011)
- b) **Off-the-job Training**:- off-the-job training involves taking employees away from their customary work environments and therefore all concentration is left out to the training. Examples of off - the - job training methods are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time period. (Noe, HollenBeck, Gerhart, and wright, 2008)

4. **Evaluation** is an effort to obtain information or feedback on the effects of training programs and to assess the value of the training in the light of that information available. Main queries to answer is what extent the training has achieved its purpose. This is not an easy assignment because it requires effort, resources, and skills to distinguish the effects of training on the job performance from other potential environmental factors. (Itika, 2011)

Figure 2.2 The Steps in the Training and Development Process



Source: Michael and Stephen (2014, p. 310)

2.2.3. The Effect of Training and Development

Effective training and development programs intended at improving the employees' performance. Training and development practices are programs which are designed to be intentionally oriented to organizational process for managing the development of human resources to contribute to the overall achievement of the organization (Werner and DeSimone, 2006). Yuvaraj and Mulugeta (2013), contend that, T&D involvements continuously improve employee's capability and performance through

the existing practices of training, career development, performance appraisal and management and organizational development component of T&D.

Understanding training effectiveness is meant to improve the process of training in order to achieve objectives and goals (Homklin et al., 2013). The term training effectiveness consists of two basic concepts: training and its effectiveness on trainees (Borat et al., 2014). Effectiveness is defined as the achievement of a planned objective (Devi and Shaik, 2012). Training efficiency improves what trainees learn in training programs, which is eventually implemented in the work environment (Bates and Coyne, 2005). There are two elements involved in training effectiveness: first measuring individual performance improvement as results of training and second, the effectiveness of training processes in terms of measuring how training is delivered to trainees (Al Yahya and Mat, 2013).

Main elements of training effectiveness or the key elements of training effectiveness are based on the following four major stages of the training processes:

- ✓ Identifying training needs;
- ✓ Deciding what type of training is required to fulfill those needs;
- ✓ Employing qualified and trained trainers to implement training;
- ✓ Following up and assessing training to guarantee its effectiveness (Armstrong, 2013).

2.2.4. Measuring Training and Development

Measuring the training and development effectiveness has two most important factors: the training program and the evaluation of the training (Borate et al., 2014). Training evaluation is the most excellent way to determine the effectiveness of training (Rafiq, 2015). With the information gathered through the evaluation, the organization will be able to determine whether the training carried out was effective (Farjad, 2012). Therefore, an organization must first identify the outcomes or criteria of evaluation to determine the effectiveness of a training program (Arthur et al., 2003; Noe, 2016). Evaluation of training effectiveness does by first considering Kirkpatrick's four levels

model: reaction, learning, behavior and results. The following subsections discuss training evaluation criteria (i.e., the four levels of Kirkpatrick model) to determine training effectiveness.

Reaction level

Reaction be able to be defined by either a single dimension which means the trainee's satisfaction with the training. (Diamantidis and Chatzoglou, 2012) or a multi-dimensional construct such as satisfaction, efficacy, affection and difficulty, (e.g. Tracey et al., 2001; Tan et al., 2003) suggest that reaction includes utility perceptions and affective reactions. Arthur et al., (2003) state that Level 1 (reaction) of Kirkpatrick's model represents the affective and attitudinal responses of learners to instructional programs. Most research study the trainee reaction construct for assessing the reactions of trainees' level are multi-dimensional constructs (Brown, 2005, 2007). The current study of researches make use of reaction as a multi-dimensional construct, as suggested by (Brown, 2005).

Learning level

Learning is defined as the degree to which the learners gain knowledge and skills (Kunche et al., 2011). Learning is one of the possible training outcomes investigated in training research. Level 2 (learning) Kirkpatrick's model measures the extent to which knowledge and skills are gained (Rajeev et al., 2009). In the same vein, Saks and Burke (2012), state that evaluating learning reveals whether the supervisor should adjust the training context or teaching techniques. In other words, this level seeks to identify the results of a training program. Hence, in order to evaluate learning, it is necessary to make sure that new knowledge, attitudes or skills have been acquired (Kirkpatrick and Kirkpatrick, 2006).

Behavior level

Behavior is defined as the ability to carry out the learned skills during the job (Kunche et al., 2011). In another words, behavior is measured by determining if the trainees put in to practice or perform the tasks what they learned accordingly in the workplace. Saks and Burke (2012), state that evaluating behavior can show if transformation happened or if further training is required to improve development. In practice, there are many reasons to measure behavior. First, the training objectives and the needs of participants are agreed if changes in behavior and progress can be observed. Attia et al., (2013), add that this level is the only one that supports the goals and objectives of the organization.

Result Level

Results are defined as the outcome on the business or environment resulting from the improved performance of the trainee (Topno, 2012). Measuring results, which is Level 4 in Kirkpatrick's model, is necessary to conclude the efficiency of training and development programs as well as to measure the impact of training on organizations and to measure training effectiveness through objective measures, such as sales per trainee. This level describes the final results of a training program, such as increased production, advanced quality, minimize costs, decreased frequency of accidents, increased sales, condensed turnover and earn higher profits (Kirkpatrick D. and Kirkpatrick J., 2006). It also measures the benefits of training programs in regards with monetary, such as productivity and profits (Arthur et al., 2003). Saks and Burke (2012), state that this level measures the degree to which a training program has increased the outcome of the firm as department or a whole organization.

2.3. Employee Performance

2.3.1. The Concept of Employee Performance

Performance as the achievement of specific tasks measured against prearranged or recognized standards of accuracy, fullness, cost and speed. Employee performance can be apparent in improvement in production, easiness in using the new technology, highly motivated workers (Afshan, et al., 2012). Employee performance symbolized the whole belief of the employee about their conduct and contributions to the accomplishment of the organization and further stated that reward practices, performance evaluation and promotional practises as a determinant of employee performance (Ahmad and Shahzad, 2011). Organizational performance as the actual results or output of an organization as measured against that organization's intended outputs. (Tomal and Jones, 2015)

The accomplishment of the employees' performance is depends on positive factors such as physical work environment, equipment, valuable work, performance expectation, feedback on performance and reward for good or bad system, standard operating procedures, knowledge, skills and attitude. Willingness and openness of employees on doing their job is needed for Employees' performance. By having this willingness and openness of the employees in doing their job, employee's productivity increase, which also leads to the performance. On the other hand, regardless of the employee skills and experience, necessary resources to perform have to be made available for employees, tools and materials. (Arinanye, 2015)

2.3.2. Theory of Employee Performance

Employee performances are those competencies or factors that are used to measure the effectiveness and level of individual performance. Together with these the competencies increased during training and developments have a dramatic impact on job performance if transferred properly. Khan et al. (2011), also stated training to be greatly impacting employee performance. Performance is behaviour and should be

notable from the outcomes because they can be contaminated by systems factors (Armstrong, 2010). Performance standards are designed based on information from job analysis which is systematic process of determining the characteristics of job, skills and knowledge required to performing jobs, and evaluate employees performance based on the standard (Kirkpatrick,2006). Employee's performance is the involvement of employees for the achievement of organization objective. Employees are expected to perform acceptable level of the standard and managers follow up, and evaluate the performance of employees to attain the stated objective of an organization (Armstrong, 2009). Increasing employee performance therefore is the only promising way to get hold of a highest output or achieve the organizational objectives entirely and the organization should situate factors exclusively that enable to increase performances determining the description of the job.

2.3.3. Measuring Employee Performance

Measurement is an important concept in performance management. Employee performance is measured using different methods based on the organizational preferences and the performance management system in practice over there. The performance management system defines the performance measures for employee. Dessler (2005); Aguinis (2006); and Dessler and Varkkey (2010), have discussed the different techniques for measuring the performance of employees: **Alternate ranking** that mean ranks employees from best to the worst performer, **Graphic rating** which is rank employees based on the score won in the list of traits included on the rating graph, **Paired comparisons** like making pairs of employees by decided on certain traits then measuring the individuals' standing on each feature and declaring who is better, **Forced distribution** which mean employees are to be ranked on pre-decided criteria, **Critical incidents** such as manager notes down the incidents of critical importance both good & bad and then evaluate the employee, and **Behaviorally anchored rating scale** like it uses a combination of rating methods and critical incidents. These methods are selected by supervisors or leaders based on the evaluation policies of the organization. Also the selection of measure method could be based on the concept of being preferred by the performance management system in practice in any organization. Aguinis (2006), identified three basic approaches to

performance measurement: **Approach of traits** is during the year approach and deals with measuring the individual characteristics indicating the performance; **Approach of behavior** deals with evaluating the ways employee uses to carry out his/her job; **Approach of results** that is an end of the year evaluation approach and deals with evaluating the employees based on achievement of targets.

2.4. Relationship between Training & Development and Employee Performance

In previous studies provide that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al.,2003). training and development programs, as one of the very important human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation extra contribution to supreme organizational performance (Guest,1997). The positive correlation between training and employee performance as $r=.233$. Thus, Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. (Farooq and Aslam, 2011)

Organization will be aware of its workers are not performing well and a thus their knowledge, skills and attitudes needs to be shaped according to the firm needs by training. There are some reasons for poor performance of the employees like workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training interference that helps organization to solve all problems and improve employee motivational level to participate and meet firm expectations by showing desired performance. This employee superior performance occurs only because of good quality training program that leads to employee motivation and their needs fulfilment. (Swart et al, 2005).

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

There is an affirmative correlation between effective training program and employee productivity, however to make it possible, Swart et al., (2005), it is the responsibility of the managers to recognize the factors that hold back training program effectiveness and should take necessary measures to neutralize their effect on employee performance (Bartel,1994). In addition, high level of employee commitment is achieved if training achieves learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006), research work. (Ahmad and Bakar, 2003)

Generally, the effect of training program on employee has direct relationships of employee performance as well organizational commitment. According to Lang (1992), training should be designed in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989), proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the connection between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance. The significant difference between the organizations that train their employees and those organizations that do not train their employee is employee performance and competency (Becker et al, 2011).

2.5. Empirical Review

Many researchers' have tried to assess and look at the effect of training on employee performance. Each of the researches has its own distinctions and conducted with different context and in different country.

According to Tahir et al.(2014), it is important for organization to obtain skilled and capable employees for better performance, and employees will be then competent when they have the knowledge and skill of doing the task so that training and development would provide opportunities to the employees to make a better career life and get better position in organization. In doing so, organizations efficiency would be increased. The researcher also tried to give emphasis on training since employees are the resources and assets of an organization if they are skilled and trained they would perform better than those who are unskilled and untrained.

Employee performance is a function of organizational performance since employee performance influences general organizational performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Elnaga and Imran, 2013). While others have extended to a general outlook of organizational performance. (Tharenou, Saks, and Moore, 2007)

For organization training is so important for survival and also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem solving skills. In general, from different literatures and summary of some researchers' findings we can understand that there is a relationship between training& development and employees' performance. When we say training it has four processes, these are training need assessment, training design, training delivery and training evaluation. (Falola et al.(2014)

2.6. Conceptual Framework

Based on the review of literature and the hypotheses, a conceptual framework has been developed to represent the relationship between training and development and employees' performance.

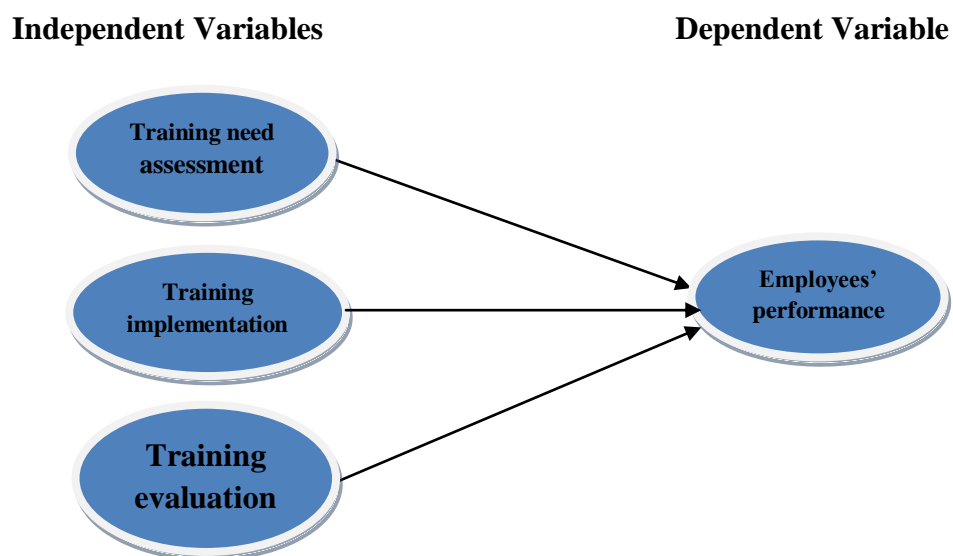
The factors influence employees' performance in this study consists of need assessment, implementation (delivery) and the evaluation of training and development (T&D). In order to investigate the effects of training and development on employees' performance the study formulates hypotheses listed below.

Hypothesis 1: Training need assessment significantly affects employee of performance

Hypothesis 2: Training implementation significantly affects employee of performance

Hypothesis 3: Training evaluation significantly affects employee of performance

Figure 2.3. Conceptual Framework



CHAPTER THREE

3. METHODOLOGY OF THE STUDY

3.1. INTRODUCTION

This chapter discusses the research methodology used in the study. It focuses on the area description, research design and approach, source of data, method of data collection, sampling design as well as data analysis method and model specification.

3.2. Area Description

The study had conducted at FEACC located in Addis Ababa. At present FEACC is accountable to the House of People's Representatives (HOPR) with its head office located in Addis Ababa operating through six core directorates, eight support directorates'/units/services/offices. In addition it operates through two branch offices established in two chartered cities of Addis Ababa and Dire Dawa.

FEACC also operates in close partnership and collaboration with various stakeholders, including development partners and anti-corruption coalitions such as the ethics liaison units of public offices, police, courts, institution of ombudsman, human rights commission, auditor general, parliament, the prime minister's office, civic society, the media, religious groups, professional associations, mass organizations, etc.

3.3. Research Design and Approach

Research design refers to the overall strategy that a researcher chooses to integrate the different components of the study in a coherent and logical way; it constitutes the blueprint for the collection, measurement, and analysis of data (Saunders et al., 2016).

This study applied both quantitative and qualitative data (mixed method research) in order to find the effect of T&D practice on FEACC employees' performance. A mixed method approach was one in which the researcher collects, analyzes, and "mix" or "integrates" both quantitative and qualitative data in a single study to understand a research problem (Creswell, 2003). Hence, by applying the mixed method the researcher has ensured the strength of the findings towards being more objective and generalize able to the entire population.

This study had used descriptive and explanatory research design in order to identify the Effect of Training and Development Practices on Employee performance. This is because; descriptive research aims to accurately and systematically describe a population, situation or phenomenon (Shonn Mc Combes, 2020). It answers what, when and how questions. And explanatory research design is appropriate for studies that establish causal relationship between variable.

3.4. Source of Data

According to William et al. (2010), there are two types of data; primary and secondary. The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand (Kothari, 2004). Secondary data is defined as Data that have been previously collected for some purpose other than the one at hand. For the purpose of this study in order to obtain relevant information both primary and secondary data had used.

For collecting primary data the study had used questionnaires and well structure interviews from the employees of the FEACC. The questionnaire was based on those variables that are stated above and the mentioned research questions. This is because questionnaires are advantageous in collecting large number of data from large number of respondents and help respondents to fill the questionnaire at their convenient time without the interviewer bias. And the study also will use interview because interview has a higher response rate and it clarify the questions well if the questions are not clear, since questionnaire doesn't.

The secondary data sources are collected from different published and unpublished materials such as reference books, handouts, journals and the internet. In addition organization reports, annual reports, HR manuals and strategies of the FEACC.

3.5. Method of Data Collection

The study had developed questionnaire from different papers with slight adjustment to best fit with the existing situation of the study. The questionnaire was closed-ended questions that were measured by a five-point Likert scale (From Strongly Agree to Strongly Disagree).

The next method in collecting data the researcher was to use Semi structure interview. This was also schedule to gather information on the subject from the team leaders of Learning and Development human administration directorate to find out the management view on the training process of the FEACC.

3.6. Reliability and Validity of the Instrument

Validity refers to the extent to which a test measures what we actually wish to measure. Reliability has to do with the accuracy and precision of a measurement procedure (Kothari, 2004). The questionnaire was pre-tested with 13(10%) employees to test the content validity of the instrument and also to check the clarity, length, word ambiguity and structure and their suggestion were incorporated before the final distribution of the questionnaire.

First the reliability and validity of research instrument was checked. In this study the researcher had distributed questionnaires to examine employee response on different questions in accordance of the scope of the study then after the questionnaires carefully filled, the researcher personally collected and arranged the completed questionnaires and was arranged for data discussion and analysis.

Finally, the collected data inserted into data set and make ready for data analysis and discussion by using Statistical Package for Social Science (SPSS). As a final point the result was summarized, tabulated and interpreted appropriately and lastly conclusions and recommendations were forwarded.

3.7. Target Population, Technique and Sample Size

3.7.1. Population

As discussed above, this research had aimed at effect of Training and development practices on FEACC employees' performance. So the total populations of the research were the employees' of the FEACC (including head office, Addis Ababa and DreDawa branches). Though, incorporating all employees' idea on the analysis was better for conclusion and generalization, economically and operationally it is very difficult to contact all employees in the research. Therefore, the target populations of the research are the employees' who are in head office and Addis Ababa branch. In addition, the study also excluded the general service directorate for the convenience of the research since they were not participate in the training programs that are given by the FEACC and also their functions were not focused on the main tasks of FEACC.

3.7.2. Sampling Technique

Since the target population of the study was the FEACC head office and Addis Ababa branch, the researcher had used stratified random sampling method to select samples from the random population through questionnaires. Once the strata's were identified simple random sampling technique was employed to select each participants of the research. Auka et al.(2013) posit that stratified random sampling ensures that all the groups (categories) are adequately sampled and this facilitates comparison among the groups.

In addition to that purposive sampling technique was used in selecting the participants for interview. Directors and team leaders were the main focuses for interview.

3.7.3. Sample Size

The research had focused only on those employees who are working in Addis Ababa and who are those in the core directorates. Therefore, the target population of the study was 200 employees of core directorates who are working in Addis Ababa.

In order to determine the sample size, the study had used the formula below based on 95% of confidence interval and 5% of acceptance error.

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2(N - 1) + z^2 \cdot p \cdot q}$$

Where,

N = is size of total population;

n = is size of sample.

P = is sample proportion, q = 1-p;

Z = is the value of the standard variants at a given confidence level and to be worked out from table showing area under Normal Curve; At 95% confidence level the value of Z = 1.96

e = is acceptable error.

Source: (Kothari, 2004)

$$n = \frac{(1.96)^2 \times (0.5) \times (0.5) \times 200}{0.05^2 \times (200 - 1) + 1.96^2 \times (0.5) \times (0.5)} = 131.75$$

$$n \approx \underline{\underline{132}}$$

Therefore, from the target population of 200, the sample size is 132 employees were selected. The total sample size was allocated to the FEACC population size as indicated in the table below.

Table 3-1 Sample Size Allocation

No.	Name of Offices	No of Employees	samples $n_x = \frac{Nx}{N} \times n$
1	Commissioner office	6	4
2	Research and change management directorate	13	9
3	Corruption prevention directorate	36	24
4	Human administration directorate	9	6
5	Ethical education and communication affairs direct	19	12
6	Ethics infrastructures coordination directorate	18	12
7	Asset registration and disclosure directorate	20	13
8	Information communication technology	9	6
9	Finance procurement and property administration	18	12
10	Legal	1	1
11	Internal audit directorate	3	2
12	Addis Ababa branch office	16	10
13	Training centre directorate	21	14
14	Budget, planning and project team	8	5
15	Woman, children and youth affairs directorate	2	1
16	Ethics Officer	1	1
	Total	200	132

Thus, the study had taken a total of 132 sample size from each department accordingly as shown in the table above.

3.8. Data Analysis Methods

For data analysis, Statistical Package for Social Science (SPSS) was used. Descriptive and inferential statistical analysis was used. Descriptive statistics such as frequency, percentage, means, standard deviations and appropriate graphic presentations used to obtain a general understanding of the respondents' demographic characteristics like sex, age, educational level, service year and employment group.

Inferential statistics (Pearson Correlation and multiple regressions) was employed. Correlation analysis was conducted to examine the relationship between the independent variables (training and development) and the dependent variable (employee performance). Multiple regression analysis was conducted to examine the significance contribution of each independent variable on employee performance. Lastly major findings were interpreted based on the result.

3.9. Model Specification

Multiple regression models have been used in order to identify the effects of independent variables over the dependent variable. The model considers training needs assessment, training implementation/delivery and training evaluation as the explanatory variables and employees' performance as dependent variable. For the analysis of the employees' performance of FEACC, the multiple linear regression models are used as follows:-

Employees' Performance = f (training needs assessment, training implementation/delivery, training evaluation)

Hence, the equation for Employees' Performance is:-

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \epsilon_i$$

Where:- Y_i is Employees' Performance (the dependent variable)

X_{1i} is training need assessment

X_{2i} is training implementation/delivery

X_{3i} is training evaluation

β_0 is constant term (the intercept)

β_1 is the coefficient of training need assessment

β_2 is the coefficient of training implementation/delivery

β_3 is the coefficient of training evaluation

ϵ_i is the error term

3.10. Ethical Issues

The study had conducted in such a way that it considered ethical responsibility. Ethical responsibility include, providing information about the study for respondents (like who's conducting the research, for what and who were benefited), also the study provided anonymity, means the information from the respondents were confidential and were not used for any personal interest.

CHAPTER FOUR

4. DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

4.1. INTRODUCTION

In this chapter the results obtained from FEACC and the data obtained through semi structured interviews which are forwarded to directors, team leaders, experts and secretaries are presented. The first demographic characteristics of the respondents' information include demographic profile and general information on training. This is followed by presentation of results of the descriptive and inferential analysis conducted on the data gathered. Finding has been present as organized in accordance with the study objectives.

4.2. Response Rate and Demographics Data

4.2.1. Response Rate

As stated in the previous chapter, the questioners were distributed to a total of 132 employees' of FEACC. However, only 126 (95%) questionnaires were appropriately filled and returned. Out of the total sample 6 questionnaires were not returned.

4.2.2. Respondents Department and Job Position

The questionnaire schedule began by asking the respondents to indicate department and position within the organization. This is important in identifying the different training needs for different levels of employment. In our study it was different department and position that is listed below as shown in table 4.1.

Table 4-1 Demographic Profile of Respondents Based on Department and Job Position

	Respondents Position				Total
	Director	Team-Leader	Experts	Secretary	
Commissioner office	0	0	1	2	3
Legal	0	0	1	0	1
Internal audit directorate	1	0	1	0	2
Addis Ababa branch office	1	0	7	0	8
Training centre directorate	1	1	12	0	14
Budget, planning and project team	0	1	3	1	5
Woman, children and youth affairs directorate	0	0	1	0	1
Ethics Officer	0	0	1	0	1
Research and change management directorate	0	0	7	1	8
Corruption prevention directorate	0	4	20	0	24
Human administration directorate	0	2	4	0	6
Ethical education and communication affairs direct	0	1	10	0	11
Ethics infrastructures coordination directorate	1	0	9	1	11
Asset registration and disclosure directorate	0	0	12	1	13
Information communication technology	0	0	5	1	6
Finance procurement and property administration	0	1	10	1	12
Total	4	10	104	8	126

Source: Own Computation Using SPSS 20

When we see the composition of respondents on job position from the above table the biggest respondent were experts which is 104 (82.54%) followed by team leaders which is 10 (8%). Whereas directors and secretaries are contains 4 (3.17%) and 8 (6.35%) respectively. So that it is possible to say that the composition of respondents is fair regarding to their job position.

4.2.3. Respondents Gender and Age Composition

The data obtained from the questionnaire, shown in the table, reveals that out of the 126 respondents 75 were male and the remaining 51 were female. This explains that the number of male respondents were greater than female respondents who were participated in the study. With regard to respondents` age category, 53 respondents were between 21- 30 years representing 42.1% and the next higher groups were between the age of 31-40 years representing 28.6% and they were 36 in number. The third groups of respondents were from 41- 50 years representing by 22.2% which is 28 in number and the fourth group were above 51 years representing 7.1%. So from this we can infer that the majority groups of respondents are less than 31 years of age and next to that from 31 to 40 years of age take the second more number of respondents.

Table 4-2 Demographic Profile of Respondent Based on Age and Gender

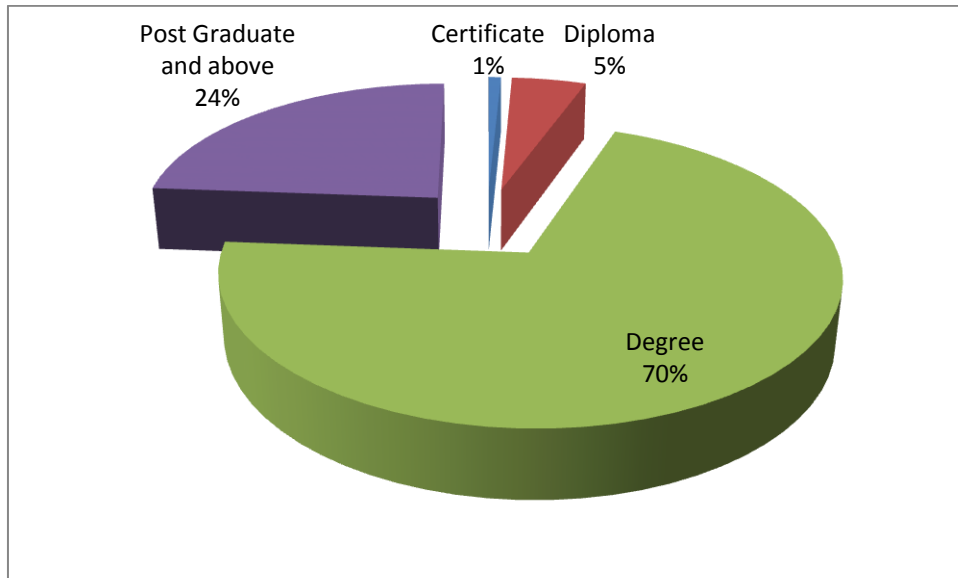
		Sex of Respondent		Total
		Male	Female	
Age of Respondents	From 21 to 30	32	21	53
	From 31 to 40	20	16	36
	From 41 to 50	17	11	28
	51 and above	6	3	9
Total		75	51	126

Source: Own Computation Using SPSS 20

4.2.4. Respondents Educational Background

The data of educational background of respondents is shown in graph 4.1 in terms of their educations levels which are certificate, diploma, first degree, and post-graduate and above.

Figure4.1. Respondents Educational Background



Source: Own Computation Using SPSS 20

It is evidenced that the employees of Federal Ethics and Anti-Corruption Commission (FEACC) hold a range of educational qualification from certificate to post graduate and above level. The majority of the respondents which represents 70% (89 in number) were Degree holders followed by post graduate and above which represents 24% (30 in number), while the remaining 5% (6 in number) of the respondents were diploma holders.

4.2.5. Respondents Year of Experience

The other necessary thing to the study was looking the year of experience that respondents have in the organization that enable as to identify for how long and how often that the organization give training and for what year of employees it give a very attention on giving training.

Table 4-3 Employees Response on Years of Experience in FEACC

Description	Frequency	Percent	Valid Percent
Less than 2 years	29	23.0	23.0
From 2 to 5 years	40	31.7	31.7
From 6 to 10 years	31	24.6	24.6
More than 10 years	26	20.6	20.6
Total	126	100.0	100.0

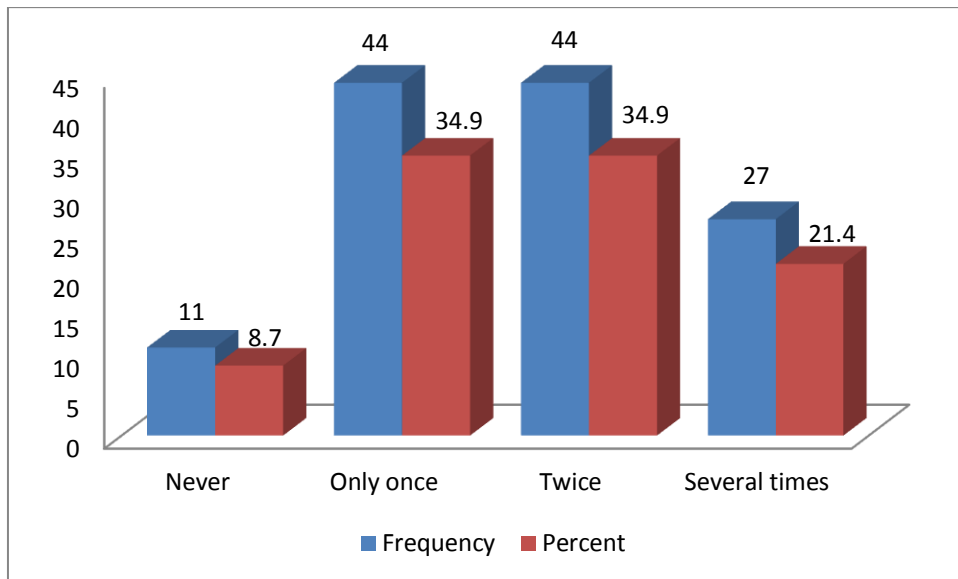
Source: Own Computation Using SPSS 20

The above table indicates that the majority 40 (31.7%) of the respondents have been working in FEACC from 2 to 5 years and 31 (24.6%) have been working form 6 up to 10 years in FEACC. Similarly 26 (20.6%) were above 10 years in the organization and the rest 29 (23.0%) have been working for less than 2 years.

4.2.6. Results of Frequency of Training Program Participated in One Year

The frequencies at which respondents are attend training programs are shown in Graph 4.2 below, the result indicated that out of the 126 respondents who took training since they joined the commission, 21.4% (27 in number) of the employee are trained several times, the number of respondents who are trained only once and twice are same in number i.e. 34.9%(44 in number) and 8.7% (11 in number) they never take training. As the data shows majority of the employees have attended training at least once but still it shows lack of proper data management because the number of employees who attend training once and twice took the major place.

Figure 4.2 Employees Response on Frequency of Training Participation in One Year



Source: Own Computation Using SPSS 20

4.3. Results of Empirical Analysis

4.3.1 Reliability Test

Reliability is the degree to which measures are free from error and therefore yield consistent results (i.e. the consistency of a measurement procedure). If a measurement device or procedure consistently assigns the same score to individuals or objects with equal values, the instrument is considered reliable.

The study uses Cronbach's coefficient alpha which is the most common method of assessing internal consistency reliability estimates. This coefficient varies from 0 to 1 and a value of .70 or higher is an acceptable reliability estimates (Nunnally and Bernstein, 1994).

The test results of internal consistency reliability of the independent and dependent factors are above 0.7 score as shown in the table 4.4 below.

Table 4-4 Reliability Test Result

Description	Cronbach's Alpha	Number of Items
Training and Development Need assessment	0.860	5
Training and Development Implementation (Delivery) Practice	0.910	8
Training and development Evaluation Practice	0.762	5
Employees Performance	0.924	7

Source: Own Computation Using SPSS 20

4.3.2. Training and Development Need Assessment Practice

Objective One: Assess the Training and Development Need Assessment Practice

The study assesses whether a formal training needs assessment is conducted and how training needs assessment is conducted at FEACC. As it is shown in the table 4.5, 50 (39.7%) of the respondents agreed that there is a proper formal needs assessment in their organization. In the contrary, 35 (27.8%) of the respondents believes that the training needs assessment of the commotion is not conducted properly and the remaining respondents 41 (32.5%) respond some times.

Table 4-5 Does Your Organization Conduct Formal Training Need Assessment (TNA) Properly?

	Frequency	Percent	Valid Percent
Yes	50	39.7	39.7
No	35	27.8	27.8
Some Times	41	32.5	32.5
Total	126	100.0	100.0

Source: Own Computation Using SPSS 20

As the table above shows the number of respondents who said “Yes” are larger than who said ”No” the different between the answers is 15. Thus, from this we can understand that there is a formal training need assessment practice in the commission however; the training need assessment practice is not conducted properly.

Table 4-6 which of the following methods are used to determine training need in your organization

Description	Frequency	Percent	Valid Percent
Questionnaire	63	50.0	69.2
Direct observation of immediate supervisor	1	.8	1.1
Through a job description	21	16.7	23.1
Personal face to face interview with employees	4	3.2	4.4
Performance appraisal result	1	.8	1.1
Group interview with managers and supervisors	1	.8	1.1
Total	91	72.2	100.0
Missing	35	27.8	
Total	126	100.0	

Source: Own Computation Using SPSS 20

As the above table indicates, among the respondents who are agreed that there is a proper formal training need assessment in the organization 63 (50.0%) agreed that the need assessment of training needs of employees’ is done using a questionnaire. 21 (16.7%) of the respondents said that it is done using Through a job description and 4 (3.2%) of respondents said it is done using Personal face to face interview with employees and the remaining 1(0.8%) said that it is done using direct observation of immediate supervisor, performance appraisal result and group interview with managers and supervisors.

According to the data gathered from the interview conducted with the training and development need assessment, HRM directorate director confirms training need assessment occur based on the gap of employees performance in their job in accordance with the plan. The directorate fills request form and sent to the commission however the training need and the budget most of the time are not balanced so it persuade the directorate to distinguish the training need in accordance with the objectives of the commission as per the budget. Due to budget all training need cannot be considered so the director prioritize and be applied then the commissioner will decide.

However some employee of the commission assumed, no training need assessment occur to fill the gap of the employee performance. A lot of employees assumed that before the budget year starts the commission ask over the employee in what topic training you need then the training will be given based on the employee request, but there is no effective performance assessment and distinguish in what area should the training should be given based on the employee performance gap.

Table 4-7 Items Employees Response on Training Need Assessment

Items	Strongly Disagree		Disagree		Neutral		agree		Strongly Agree		Total	Mean
	F	%	F	%	F	%	F	%	F	%		
The organization review its strategies and objectives to reveal valuable information for training	16	12.7	28	22.2	39	31.0	40	31.7	3	2.4	126	2.89
The Training needs analysis methods used by HRM of FEACC produce relevant findings on performance gaps	21	16.7	35	27.8	35	27.8	34	27.0	1	0.8	126	2.67
The Training needs analysis methods of the HRM of FEACC enable to clearly identify the required training that employees' need to perform their job	11	8.7	43	34.1	32	25.4	35	27.8	5	4.0	126	2.84
The Training need assessment conducted in HRM of FEACC is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities	22	17.5	23	18.3	45	35.7	35	27.8	1	0.8	126	2.76
The HRM of FEACC Looks the performance appraisal report to prepare the training program	16	12.7	45	35.7	49	38.9	15	11.9	1	0.8	126	2.52

Source: Own Computation Using SPSS 20

Table 4.7 shows the employees' response regarding the needs assessment of training in their organization. They are asked whether their organization's training need analysis method review the organization's strategies and objectives, 44 (34.92%) of the respondents disagree and strongly disagree; while 43 (34.12%) of the respondents agree and strongly agree and the rest 39 (31.0%) of the respondents remain neutral. In regarding to the question for the training needs analysis methods used by HRM of FEACC produce relevant findings on performance gaps 56 (44.44%) of respondents disagree and strongly disagree; while respondents who agree and strongly agree are 35 (27.8%) which is equal with the respondents remain neutral.

The study also raises question to identify whether the training need assessment method implemented in FEACC enable clearly to identify the required training that employees' need to perform their job. The majority of the respondents to this question, which is 55 (43.65%), disagree and strongly disagree; whereas the rest 40 (31.74%) and 32 (25.4%) of respondents agree and strongly agree, and remain neutral respectively. For the question whether their organizations training need assessment is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities, the majority of respondents disagree and strongly disagree, and remained neutral with equal in number 45 (35.7%) and 36 (28.57%) of respondents are agreed and strongly agree.

The highest number of respondents, which is 65 (51.58%), recorded in disagree and strongly disagree for the question that says if the HRM of FEACC looks the performance appraisal report to prepare the training program; whereas 16 (12.70%) of the respondents agree and strongly agree and the rest 49 (38.9%) remain neutral.

According to the data gathered in the above even the HRM of FEACC sometimes made training need assessment; they did not prepare training according to the knowledge gap since we can see that the majority of questionnaire responses fall on disagree and neutral replies. In order to investigate whether the observed mean value is significantly below or above the expected average (which is obtained by finding the average value of if all respondents say strongly disagree (which is 1) and if all respondents say strongly agree (which is 5) when mean value of population is not known; i.e. $(1+5)/2$ equals 3 (Yalew Edawek (2011, p.257)) one sample t test implemented.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
TNA	126	2.7381	.82693	.07367

One-Sample Test

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TNA	-3.555	125	.001	-.26190	-.4077	-.1161

The one-sample test result shown in the above table indicates that training need assessment practice in FEACC is below the expected mean value (3) with -3.555 t value at 0.001 p value; which is below 0.05 significant levels. This implies that training need assessment practice in FEACC did not conducted properly as required to identify the gaps. When we see the data gathered through interview confirms the result obtained through questionnaire.

According to the interview the HRM department replied that training need assessment has been performed as much as possible. But, every possible effort has been exercised to give the training based on the information gathered despite the budget constraint makes difficult to provide training according to the training need assessment result. Even though the HRM claims this, most of the employees in the commission confirm that training has not provided as their request.

4.3.3. Training and Development Implementation (Delivery) Practice

Objective Two: Assess Training and Development Implementation (Delivery) Practice

In order to assess training and development implementation (delivery) practice in FEACC eight measurement variables in five point likert scale were used. The result obtained is shown in the table below.

Table 4-8 Employees Response on Training Implementation (Delivery) Practice

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree		total	Mean
	F	%	F	%	F	%	F	%	F	%		
The HRM of FEACC gives both on-job and off-job training	11	8.7	25	19.8	17	13.5	57	45.2	16	12.7	126	3.33
The delivery method that the HRM of FEACC used is suitable to get the necessary knowledge and skills	10	7.9	32	25.4	40	31.7	42	33.3	2	1.6	126	2.95
The HRM of FEACC implements participatory training delivery method	14	11.1	29	23.0	30	23.8	48	38.1	5	4.0	126	3.01
The trainers in HRM of FEACC can transfer and demonstrate the training appropriately	9	7.1	16	12.7	24	19.0	65	51.6	12	9.5	126	3.44
The trainer was capable and knowledgeable about the subject matter	5	4.0	17	13.5	29	23.0	60	47.6	15	11.9	126	3.50
The training materials and teaching aids are complete and appropriate to the level of trainees	5	4.0	18	14.3	35	27.8	53	42.1	15	11.9	126	3.44
The training environment is conducive to conduct training.	8	6.3	28	22.2	26	20.6	53	42.1	11	8.7	126	3.25
The training delivery method has enabled me to transfer the skills acquired back to my job.	11	8.7	27	21.4	24	19.0	58	46.0	6	4.8	126	3.17

Source: Own Computation Using SPSS 20

As the above table shows from the items listed under Training Implementation practice, the item with the question that said if the HRM of FEACC gives both on-job and off-job training majority 73(57.93%) of the respondent agreed and strongly agreed; whereas 36(28.57%) of respondent disagree and strongly disagree and the remaining 17 (13.5%) remains neutral. The lowest mean value (2.95) was observed for the question whether the delivery method that the HRM of FEACC used is suitable to get the necessary knowledge and skills. For this question 42 (33.33%) of respondents are disagree and strongly disagree; while 44 (34.92%) and 40(31.7%) of respondents agree and strongly agree, and remained neutral respectively.

The question about the HRM of FEACC implements participatory training delivery method 53(42.06%) of respondents are agreed and strongly agreed; whereas 43 (34.12%) of respondents are disagree and strongly disagree. In addition to this for the questions if the trainers in HRM of FEACC can transfer and demonstrate the training appropriately and if the trainer was capable and knowledgeable about the subject matter the majority 77 (61.11%) and 75 (59.52%) of the respondents are agreed and strongly agreed respectively. With the mean of (3.44) respondents answered for the question if the training materials and teaching aids are complete and appropriate to the level of trainees and the majority 65(51.58%) of the respondents are agree and strongly agree and 35(27.8%) of respondent remain neutral.

In identifying whether the training environment is conducive to conduct training or not, respondents were asked. For this issue the majority 64(50.79%) of respondents are agreed and strongly agreed; while 36(28.57%) of respondents disagreed and strongly disagreed. Lastly the respondents were asked whether the training delivery method has enabled them to transfer the skills acquired back to their job 64(50.79%) of respondents are agreed and strongly agreed and 38(30.16%) of respondents are disagreed and strongly disagreed.

When we see the result obtained the training and development implementation practices in FEACC were implemented properly since the majority of questionnaire responses fall on agree and strongly agree. In order to investigate whether the observed mean value is significantly below or above the expected average (which is 3) one sample t test implemented.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
TIP	126	3.2599	.83809	.07466

One-Sample Test

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TIP	3.481	125	.001	.25992	.1122	.4077

The one-sample test result shown in the above table indicates that training and development implementation practice in FEACC is above the expected mean value (3) with 3.481 t value at 0.001 p value; which is below 0.05 significant levels. This implies that training and development implementation method in FEACC is conducted properly and convenient to get the necessary knowledge and skills. The result also supported with data gathered through interview.

According to the interview on the training and development delivery implementation in HRM directorate based on the training need assessment distinguishes the topics and sent the topics to trainer firms, then HRM will go after to check the progress and responsible to accomplish the training that were selected and execute the training. Different directors and team leaders are also acknowledged that training implementation practice is appropriate since the training materials and teaching aids, the training environment and the delivery method are convenient to transfer the required skills and knowledge. But, on the other hand the employees raise that the trainings that were given during the budget year are not privileged to all commission workers, and not related to their job, and as well as the training were not given at the right time. It seems just only for sake of the report to say training has given for the employee.

4.3.4. Training and Development Evaluation Practice

Objective Three: Assess Employee Training and Development Evaluation Practice

In order to assess training and development evaluation practice in FEACC five measurement variables in five point likert scale were used. The result obtained is shown in the table below.

Table 4-9 Employees Response on Training and Development Evaluation

Item	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	Mean
	F	%	F	%	F	%	F	%	F	%		
The HRM of FEACC examine the trainees before and after the training	32	25.4	48	38.1	32	25.4	12	9.5	2	1.6	126	2.24
The HRM of FEACC collect opinion the trainees about the training through questioners at the end of the training	13	10.3	29	23.0	21	16.7	55	43.7	8	6.3	126	3.13
The HRM of FEACC checks the training has been given to the concerned employee	17	13.5	31	24.6	42	33.3	34	27.0	2	1.6	126	2.79
The HRM of FEACC checks to what extent were the learners objectives achieved?	22	17.5	36	28.6	48	38.1	19	15.1	1	0.8	126	2.53
The HRM of FEACC evaluates how successful the trainer's in implementing their action plans?	11	8.7	31	24.6	40	31.7	40	31.7	4	3.2	126	2.96

Source: Own Computation Using SPSS 20

Among the respondents 80(63.49%) of the respondents said that the HRM of FEACC doesn't examine the trainees before and after the training; while 14(11.11%) of respondents confirm that the HRM of FEACC examine the trainees before and after the training and the remaining 32 (25.40%) of respondents are neutral. The result indicates that the HRM department has not properly implemented to examine the training before and after to assess whether the required knowledge and skill obtained by the trainees. For the question that says the HRM of FEACC collect opinion of the

trainees about the training through questioners at the end of the training 63(50%) of the respondents are agreed and strongly agreed; whereas 41(32.54%) of the respondents are disagreed and strongly disagreed and the rest 21(16.7%) of the respondent were neutral. Thus, this shows us the FEACC asks the trainees through questioners to evaluate the training and this type of evaluation method is only evaluates the reaction of the trainees' towards that specific training.

48(38.09%) of the respondents are disagree and strongly disagree for the question that says the HRM of FEACC checks the training has been given to the concerned employee; whereas 36(28.57%) of the respondents were agreed and strongly agreed and the rest 42 (33.33%) remained neutral. For the question that were asked to the employee was if the HRM of FEACC checks to what extent were the learners objectives achieved 58 (46.03%) of respondents are disagreed and strongly disagree; while only 20 (15.87%)of respondents are agreed and strongly agreed and the rest48(38.1%) of respondents remain neutral. Lastly the employees asked if the HRM of FEACC evaluates how successful the trainer's in implementing their action plans and for this 44(34.92%) of respondents are agreed and strongly agreed; whereas 42(33.33%) of respondents are disagreed and strongly disagree and the rest 40 (31.74%) of respondents are neutral with the mean value of 2.96.

When we see the result obtained from the questionnaire the training and development evaluation practice in FEACC was not implemented properly since the majority of questionnaire responses fall on disagree and strongly disagree. In order to investigate whether the observed mean value is significantly below or above the expected average (which is 3) one sample t test implemented.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
TDE	126	2.7286	.74338	.06623

One-Sample Test

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TDE	-4.099	125	.000	-.27143	-.4025	-.1404

The one-sample test result shown in the above table indicates that training and development evaluation practice in FEACC is below the expected mean value (3) with -4.099 t value at 0.000 p value; which is below 0.05 significant levels. This implies that training and development evaluation practice in FEACC did not conducted properly as required to identify whether the required knowledge and skill obtained by the trainees. When we see the data gathered through interview confirms the result obtained through questionnaire.

According to the interview the HRM directorate replies that training and development evaluation were implemented focusing on the entire training transaction, the training atmosphere, and the trainer performance through questionnaire. From this it is possible to understand that the HRM department has not properly implemented training and development evaluation to examine whether the required knowledge and skill obtained by the trainees which improves their performance. But employees those who are not from HRM department said, even though the directorate collects feedback after the training about the entire training transaction, the training atmosphere, and the trainer performance through questionnaire corrective measures have not been taken in accordance with the feedback collected.

4.3.5. Relationship between Training and Development and Employees' Performance

Objective Four: Assess the Relationship between Training and Development and Employees' Performance

The study assesses the relationship between training and development and employee's performance using Pearson product-moment correlation, r_{xy} . The relationship between independent variables and dependent variable was sought. That is the relation between TNA, TIP and TDE and employee performance. In order to determine the strength of the relationship among training and development and employee performance Alwadael (2010) criteria was applied as indicated in the table below.

Table 4-10 Alwadael (2010) Criteria in determining the Strength of the Relationship

Correlation strength	Positive value	Negative value
Small	$r=0.1$ to 0.29	$r= -0.1$ to $- 0.29$
Medium	$r=0.3$ to 0.49	$r= -0.3$ to $- 0.49$
Large	$r=0.5$ to 1.0	$r= -0.5$ to $- 1.0$

Source: Own Computation Using SPSS 20

The range of possible correlation coefficient values is form -1 to $+1$. A positive relationship means when scores increase (or decreases) in one variable, they increase (or decrease) in the other variable- thus, scores change in the same direction. A negative relationship means the scores change in the opposite direction. Having the above ideas in mind, the relation between training and development and employee performance is analysed hereunder.

Table 4-11 Correlations

		TNA	TIP	TDE	ETDonP
TNA	Pearson Correlation	1	.763**	.742**	.753**
	Sig. (2-tailed)		.000	.000	.000
	N	126	126	126	126
TIP	Pearson Correlation	.763**	1	.696**	.833**
	Sig. (2-tailed)	.000		.000	.000
	N	126	126	126	126
TDE	Pearson Correlation	.742**	.696**	1	.734**
	Sig. (2-tailed)	.000	.000		.000
	N	126	126	126	126
ETDonP	Pearson Correlation	.753**	.833**	.734**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	126	126	126	126

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

Source: Own Computation Using SPSS 20

The results in the above table indicate that, there is positive and significant relationship between training need assessment and employee performance ($r = 0.753$, $p < 0.01$), therefore, as it is cited on (Alwadael, 2010) r value 0.75 indicates strong association between training need assessment and employee performance. The correlation of training delivery implementation and employee performance shows positive a significant relationship ($r = 0.833$, $P < 0.01$). Therefore delivery implementation has also strong association with employee performances. While correlation of training evaluation and employee's performance shows positive and significant relationship ($r = 0.734$, $P < 0.01$). Therefore training evaluation has also strong association with employee's performances.

4.3.6. Effects of Training and Development on Employees' Performance

Objective Five: Assess the Effects of Training and Development on Employees' Performance

In order to determine the effects of training and development on employee's performance multiple linear regression analysis has been conducted between employee's performance as dependent variable against TNA, TIP and TDE as independent variables. Under this include information about model summary, goodness fit of the model, variance inflation factor and the quantity of variance that is explained by independent variable.

Table 4-12. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.865 ^a	.748	.742	.43008

a. Predictors: (Constant), TDE, TIP, TNA

In this model summary R square value of the simple linear regression is given by 0.748. This indicates that 74.8% of variance in employee performance is explained by training design, while 25.2% of variation in employee performance can be attributed to other variables which are not considered in this study.

Table 4-13 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	67.127	3	22.376	120.971	.000 ^b
Residual	22.566	122	.185		
Total	89.694	125			

a. Dependent Variable: ETDOnP

b. Predictors: (Constant), TDE, TIP, TNA

The result in table 4.13 above shows that the predictor variables training need assessment (TNA), training implementation (delivery) practice (TIP), and training and development evaluation (TDE) jointly significantly predict employee performance ($F(3,122)=120.971, P < 0.01$).

Table 4-14 Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.099	.163		.611	.543
TNA	.168	.081	.164	2.082	.039
TIP	.552	.074	.546	7.416	.000
TDE	.265	.081	.232	3.275	.001

a. Dependent Variable: ETDonP

Source: Own Computation Using SPSS 20

According to the above regression coefficient table 4.14, there is a significant positive relation between training and development need assessment and employee performance ($B = .168, t = 2.082, p < 0.05$). This supports hypothesis 1 that training need assessment affects employee performance. There is also a significant positive relation between training and development implementation (delivery) and employee performance ($B = .552, t = 7.416, p < 0.05$). This supports hypothesis 2 that training implementation (delivery) affects employee performance. Similarly there is a significant positive relation between training and development evaluation and employee performance ($B = .265, t = 3.275, p < 0.05$). This supports hypothesis 3 that training and development evaluation affects employee performance.

The unstandardized coefficients B column shows the coefficients of the independent variables and constant. Thus, the linear model of this study is summarized below as:

$$Y_i = 0.099 + 0.168 X_{1i} + 0.552 X_{2i} + 0.265 X_{3i}$$

Where, Y_i = employee's performance, X_{1i} = training need assessment, X_{2i} = training implementation (delivery) practice, and X_{3i} = training and development evaluation.

Thus, the largest influence on the performance of employees is the training implementation (delivery) practice factor (0.552), followed by training and development evaluation factor (0.265); whereas training need assessment factor (0.168) has the lowest influence.

4.4. Interpretation and Discussion

The purpose of training and development is to acquire and improve knowledge, skills and attitudes towards work related tasks. Training and development focus on improving the knowledge, ability and attitude of organization's employee. It is the integrated use of training, organization and career development efforts to improve individual, group and organizational effectiveness.

The way in which a firm plans, organizes and structures its training affects the way employees experience the training, which in turn influences the effectiveness of the training. Therefore, training shall be prepared and implemented through using a systematic training process to improve employees' knowledge, skills and attitude which is required for the job.

The key elements for the successful implementation of training are need assessment, design, implementation (delivery) and evaluation of training. According to Rikkua and Chakrabartyb (2013) training needs assessment is primary elements to determine who needs to be trained, where training is needed, what training needs to be taught and conducted.

In FEACC the training need assessment practice has not been properly performed in identifying employees' performance gap. This is supported by the result obtained by one-sample test that training need assessment practice in FEACC is below the expected mean value ($t = -3.555$, $p < 0.05$). Unless training need assessment performed properly in identifying employees' performance gap, the expected result could not be

achieved. Amos and Natamba (2015), in their study found that identifying training needs in the training process, having clearly training objectives, articulated training content and applying off the job training techniques significantly influence on job performance.

Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. When choosing a delivery mode, it is important to consider the audience and budget constrictions.

In FEACC training has been implemented in participatory training delivery method suitable to get the necessary knowledge and skills. The training environment is also conducive to conduct training and in meeting the required goal. This implies that training and development implementation method in FEACC is conducted properly and convenient to get the necessary knowledge and skills. The result also supported by one-sample test that training implementation method practice in FEACC is above the expected mean value ($t= 3.481, p<0.05$).

After delivering training evaluating its effects of the training program is crucial to obtain feedback for future improvement. According to Borate et al. (2014) measuring the training and development effectiveness has two major factors: the training program and the evaluation of the training. With the information gathered through the evaluation, the organization will be able to ascertain whether the training conducted was effective. Therefore, an organization must first identify the outcomes or criteria of evaluation to determine the effectiveness of a training program (Arthur et al., 2003; Noe, 2016).

When we see the evaluation practice of FEACC, it was not implemented properly since the majority of questionnaire responses fall on disagree and strongly disagree. The result is supported by one-sample that training and development evaluation practice is below the expected mean value ($t=-4.099, p<0.05$). This implies that training and development evaluation practice in FEACC did not conducted properly as required to identify whether the required knowledge and skill obtained by the trainees.

There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart et al.(2005), this employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfilment.

The values generated in the correlation for training needs assessment ($r=0.753$, $P<0.01$), implementation ($r= 0.833$, $p<0.01$) and evaluation ($r=0.734$, $p<0.01$) are significantly and positively correlated with employees' performance which is similar result with study conducted by Farooq and Aslam (2011) and Abbas and Yaqoob (2009) depicts the positive correlation between training and employee performance.

Multiple regression model has used in investigating the effect of training and development on employees' performance. The result obtained from the model indicates that all the independent variables have significant positive relation with the dependent variable. This implies that as the training need assessment, implementation and evaluation increased by one point the employees' performance will increase by 0.168, 0.552 and 0.265 respectively. The result is similar with Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity.

Generally, the effect of training program on employee has direct relationships of employee performance as well organizational commitment. The study reveals that employees' performance is improved through the implementation of training need assessment, implementation and evaluation with due consideration. Therefore, training should be planned in such a way that it results in organizational commitment.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1. INTRODUCTION

This chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objective of the study. The objective of this study was to determine the effect of training and development on employees' performance at Federal Ethics and Anti-Corruption Commission (FEACC).

5.2. Summary of Findings

This study was conducted in the Federal Ethics and Anti-Corruption Commission (FEACC) with the general objective of effect of training and development practices on employee performance on the organizations. Questionnaire was the main source of data. These questionnaires are distributed for 132 employees of the FEACC. Among them, 126 clean questionnaires were collected and used to analyse the data. An interview was also conducted with the 5 directors and team leaders of the FEACC.

The data were analyzed using descriptive and explanatory statistics, such as one sample test, correlation and regression. The major findings were presented and summarized as follow.

Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. According to Chris (2011), employee training is essential for the organization to develop the performance of the employees and the organization should evaluate the training program as per the objectives and missions.

The organization and individuals achieve performance and improvement through training. One of the main advantages of training and development is that it could enhance the skills base, equip workers with expertise and change the way that they worked. Training as a planned learning process aiming to improve the competency of trainees so as to positively change their behaviors and provide benefits to their organizations and other stakeholders. Employees are expected to have the necessary knowledge, experience and skills to do the desired actions that are properly placed, cross-trained to understand each other's roles as well as ready to use and share what they know.

There are different models that show the steps in the training and development process, though the contents are more or less the same. According to Kulkarni (2013), there are four steps: Assessment of training needs, designing of training programs, Implementation (Delivery) of training programs and Evaluation of training programs. In order to assess the existing training practice of the FEACC, the study emphasized on the training and development process include training needs assessment (TNA), training implementation/delivery (TIP) and training evaluation (TDE). And all of them were checked individually on the analysis.

The analysis indicates that there are some respondents who took the training several times while some of them took the training only a couple of times and still there are who never take, this clearly demonstrates that there is a gap in allocation of employees for training program, as it is indicated in the interview this is due to lack of proper data management. Also according to the finding, majority of the respondent claimed that their organization is not providing them with on time training. Even if the FEACC HRM have a training program in place and give training to the employees several times they failed to give this training at the right time.

Training needs assessment, training implementation/delivery and training evaluation shall be implemented in order to achieve the expected improvement and fill the gaps on the skills and knowledge of employees through training. In this regard FEACC has shortfalls in conducting training needs assessment (with mean value 2.74) and evaluating the result of training (with mean value 2.73). In contrary training implementation/delivery method (with mean value 3.26) has performed in convenient manner.

The values generated in the correlation for training needs assessment ($r=0.753$, $P<0.01$) are significantly and positively correlated with employees performance. And the regression result which shows the relative contribution of training needs assessment i.e. (Beta=0.168) with (Sig. = .039) makes the moderate contribution to explaining the dependent variable employees performance.

Training implementation has correlation coefficient ($r= 0.833$, $p<0.01$) which show positive and significant relation with employees performance. And, when we see the regression result (Beta=0.552) with (Sig. = 0.000) which can infer that training implementation has positive and significant effect on employees performance. However to make it possible, Swart et al., (2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. High level of employee commitment is achieved if training achieves learning outcomes and improves the performance, both on individual and organizational level (Ahmad and Bakar, 2003). We can found this on the research work of (Kim, 2006).

On the other hand training evaluation practice has a correlation result ($r=0.734$, $p<0.01$) and regression result (Beta=0.265) with (Sig. = 0.001) in which we can conclude that training evaluation has positive and significant relationship to explaining the dependent variable of employees performance.

Finally, an overall bundle internal factor which includes needs assessment, training implementation/delivery and training evaluation have a strong positive relationship with employee's performance in FEACC.

5.3. Conclusion

The primary objective of this study was to assess the effect of training and development on employee performance in FEACC. The study has been successful in accomplishing the three research objectives. Thus, based on the finding of the study the following conclusions are drawn:

The result regarding whether the organizations conduct a formal training needs assessment properly reveals that 32.3% and 27.6% of the respondents believed that the training needs assessment of the FEACC is not conducted properly and training need assessment is not completely collected respectively. To identify the training needs of employees FEACC use a questioner. In addition the director of HRM uses a direct questioning of the directors to identify the areas of gaps in which training is needed. Based on the results of analysis training needs assessment methods of the commission did not identified the gaps properly. The interview made with the director and team leaders also indicated that even if their training process is started with the identification of training needs. The training need assessment practice of the commission did not identify the gaps and conducted properly and this is may be due to the lack of HRM management to properly identify the performance gaps that should be filled with trainings.

The implementation of the training practically given is not pre determined in accordance with the nature of the job rather the training given is considering participating as many worker as possible. In fact the training given is may appropriate for some departments or directorate but for the majority the training is not appropriate. On the other hand the trainings that were given during the budget year are not privileged to all commission workers, and not related to their job, the training that were given is not at the right time, and considered the status of the employee. It is just only for sake of the report to say we have given training for the employee.

About the evaluation process there is the practice of collecting feedback on the training in the FEACC HRM however there is no any action taken and corrective measure in accordance with the feedback collected i.e. the effectiveness of training evaluation in the commission is not satisfactory. In addition before the training there is no proper training need assessment and most employee do not get the training they apply for, the trainers that were selected and attend, the HRM do not confirm that the training that were given is based on their request. So it's difficult to differentiate the change in employee's performance that was caused by the training.

In the process of employee's performance according to the information we get from HRM directorate director, first the director distinguish the gap of the employee in accordance with their performance before the training is delivered how ever there is no assessment or checking up of the training if it does bring change in the performance of the employees.

From the statistical analysis the researcher found that training need assessment has a significant positive relationship with and as well as significant positive effect on employees' performance in FEACC. Thus, we can conclude that a positive change in training need assessment practice can bring positive improvement on employees' performance.

On the other hand, training implementation practices has also a positive relationship with performance as well as significant effect on employees' performance in FEACC. In this regard the commission has opportunity to get high level of employees' performance since it has better contribution than other internal factors in this study.

Additionally, training evaluation practices has a positive relationship and significant effect on employees 'performance. So, a positive change in the training evaluation has a corresponding positive change in performance of employees' which was statistically acceptable and validated.

In overall from the four process of training practice, In order to assess the existing training practice of the FEACC the study emphasized on the training and development process include training needs assessment, training implementation/delivery and training evaluation all has a positive effect on employee performance in FEACC.

5.4. Recommendation

The findings from this study point out a need for the management of the concerned Commission to improve the current training and development practice in an attempt to inspire employee for higher levels of performance. Based on the finding and analysis of the study, the following recommendations are proposed.

- ✓ Since the commission do not have a proper training need assessment, the training delivered is not considering the employee knowledge gap. Due to lack of training need assessment employee are not improving performance in their Job and not amplified in their competency though the trainings delivered. Without training need assessment it is not possible to meet with the objectives of the commission. The commission should give due attention otherwise provide trainings for the employee, it will be only waste of resources. In addition, on top of developing their skills managers should be orientated on the purpose of providing trainings to employees and why need identification takes the bigger chunk of the training process.
- ✓ The Commission should pay due attention in data management system towards training management practices i.e. the commission should have an up to date records of those who took training several times from those who do not and never took any trainings to reduce the tendency of giving trainings repeatedly to the same employee. Without enhancing the skill and competency of the employee equally, it is very difficult to meet the objectives of the commission. This study recommends so that the commission has delivering the training equally.
- ✓ The commission should give the training at the right time in order to bring the desired outcome. Even though the training is implemented in a proper way, if it is not given on right time it would be a waste of resource. So this study recommends the commission should consider in delivering the trainings on right time.
- ✓ Since there is no evaluation on employee's performance before and after the training delivered, the commission cannot have up to date information about the impact of the training delivered. The commission so as to have clear information about the impact of the trainings delivered, it should evaluate the employee status in accordance with performance before and after the training. In the absence of this practice it is difficult to differentiate the actual performance gap of employees which will be filled by training. Hence, the commission should improve their performance assessment system and should be properly linked so that they can identify the exact performance deficiency caused by the absence of skills or knowledge that can be remedied by training

- ✓ Since the training given is not planned in accordance with the nature of the job but rather the training given is to consider participating as many workers as possible, the commission cannot meet the training with the objectives of the commission. The commission should focus right training for right employee.
- ✓ Though there is feedback collected after the training delivery from each trainee or employee, the commission do not implement and take action in accordance with the feedback collected. Due to this the training and development practice are not fruitful, employee lose satisfaction, and mistakes are not improved, discourage employee to attain for further trainings, it cause waste of resources, no changes on job performance, impossible to fill the knowledge gap. Hence, it is recommended that the commission should take action in accordance with the feedback collected after training delivery.
- ✓ Finally in order to have an effective training and development practice, the commission should conduct each and every process properly. The existence of training and development programs in place by itself doesn't assure the increasing of employee performance and the effectiveness of the training and development program unless it is in accordance with the employee knowledge and skill gap. Therefore, since each processes are interrelated they need to be conducted with due care. On time delivery of the training, analyse employee knowledge gap, training need assessment mode training, and effective data collection management to allocate the training need so as to reach equally and so no should also be given the necessary attention in order to make the training practice effective and productive.

5.5. Suggestion for Further Research

The study was limited due to effect of training and development practice on employee performance. However, future researches should examine the importance of effective training in accordance with employee job satisfaction, performance appraisal and motivation so that the effectiveness of employee can be enhanced and more research to find determinant factors on employees performance on other training and development practice may occur as well.

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Appendix- 1
Addis Ababa University
School of Commerce
Masters of Human Resource Management Program
Research Questionnaire

Dear Respondent,

This study is carrying out as partial primary and secondary sources, for the completion of master of Human Resource management (HRM). This questionnaire is designed for the purpose of gathering information regarding “**The effect of training and development Practice on employee performance the case of Federal Ethics and Anti-Corruption Commission**”. As part of my study I would like to gather some information from you which will help me in an in depth study of the project. The final paper will be written based on the information you have provided is intended to serve for research purpose. Therefore, you are kindly requested to provide accurate information. All information will be treated with strictly, confidentiality and shall only be used for the purpose of this academic research.

Thank you for your cooperation.

SimegnKetsela

General direction:

- ✓ No need of write your name anywhere on this questionnaire.
- ✓ Please, carefully read each of the questions make a tick for part (1) and circle the appropriate number for part (2).
- ✓ Note that: 1=(Strongly Disagree), 2=(Disagree), 3=(Neutral), 4=(agree), 5= (Strongly Agree).
- ✓ If you have any difficulty on how to fill this questionnaire, please contact me via through the following address:

Name: SimegnKetsela

Phone: 0912390971

Email: ketselasimegn3@gmail.com

PART ONE

Demographic Information (respondent personal characteristics)

1. Directorate_____

2. Position_____

3. Sex: Male Female

4. Age: 21- 30 31-40 41-50 51 and above

5. Marital Status

Single Married Divorced/Separated

6. Educational Background

Certificate Diploma Degree Post graduate & above

7. Years of experience in your current organization Less than 2 years

2 to 5 years 6 to 10 years More than 10 years

8. What is the frequency of training program you have participated in one year?

Only once twice Several times never

Part Two: Training Need Assessment

1. Does your organization conduct formal Training Need Assessment (TNA) properly?

Yes

No

Some times

2. If your answer to Q1, is yes, which of the following methods are used to determine training need in your organization

a) Questionnaire

b) Direct observation of immediate supervisor

c) Through a job description

d) Personnel face to face interview with employees

e) Performance appraisal result

f) Group interview with managers and supervisors

Listed below are statements that represent your perceptions towards training need assessment.

N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

No.	Description	1	2	3	4	5
1	The organization review its strategies and objectives to reveal valuable information for training					
2	The Training needs analysis methods used by HRM of FEACC produce relevant findings on performance gaps.					
3	The Training needs analysis methods of the HRM of FEACC enable to clearly identify the required training that employees' need to perform their job.					
4	The Training need assessment conducted in HRM of FEACC is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities					
5	The HRM of FEACC Looks the performance appraisal report to prepare the training program					

Part Three: Training Implementation (Delivery) practice

Listed below are statements that represent your perceptions towards Training Implementation (Delivery) practice.

N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

No.	Description	1	2	3	4	5
1	The HRM of FEACC gives both on-job and off-job training					
2	The delivery method that the HRM of FEACC used is suitable to get the necessary knowledge and skills.					
3	The HRM of FEACC implements participatory training delivery method.					
4	The trainers in HRM of FEACC can transfer and demonstrate the training appropriately.					
5	The trainer was capable and knowledgeable about the subject matter.					
6	The training materials and teaching aids are complete and appropriate to the level of trainees.					
7	The training environment is conducive to conduct training.					
8	The training delivery method has enabled me to transfer the skills acquired back to my job					

Part Four: Training and Development Evaluation

Listed below are statements that represent your perceptions towards Training and Development Evaluation.

N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

No.	Description	1	2	3	4	5
1	The HRM of FEACC examine the trainees before and after the training					
2	The HRM of FEACC collect opinion the trainees about the training through questioners at the end of the training					
3	The HRM of FEACC checks the training has been given to the concerned employee					
4	The HRM of FEACC checks to what extent were the learners objectives achieved?					
5	The HRM of FEACC evaluates how successful the trainer's in implementing their action plans?					

Part Five: Training and Development effect on Employee Performance.

Listed below are statements that represent your perceptions towards the training practice of your organization and changes in your performance after attending training.

N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

No.	Description	1	2	3	4	5
1	Training programs establish a clear view of work roles.					
2	Training programs encourage team performance.					
3	Training programs improved my skills, knowledge and attitude on the job.					
4	The training provided by the HRM of FEACC helped me to perform my work effectively and efficiently.					
5	I realized change on my performance after taking form training in my organization.					
6	I have enough training that enables me to do my job as required					
7	The type of training I have taken is applicable for the job after the training?					

ውድ ምላሽ ስጭዎች:

ይህ ጥናት ለሁለተኛ ድግሪ (master of Human Resource management (HRM)) የመመረቂያ ጽሁፍ ማሙያነት ታስቦ የተዘጋጀ መጠይቅ ነው። ይህ መጠይቅ የኮሚሽኑ ባለሙያዎች ስልጠና ያመጠውን ለውጥ (The effect of training and development Practice on employee performance the case of Federal Ethics and Anti-Corruption Commission) በተመለከተ መረጃ ለመሰብሰብ ዓላማ ታስቦ የተዘጋጀ ነው። ስለሆነም የእናተ መረጃ ጥልቅ ጥናት እንዳደርግ ከፍተኛ አስተዋጾ ያደርጋል። ስለዚህ በቅንነት ላይ የተመሰረተ ትክክለኛ መረጃ እንዲሰጡ እጠይቃለሁ። እርስዎ የሚሰጡት መረጃ በታማኝነት እና በሚስጥር በመውሰድ ለዚህ የትምህርት ምርምር ዓላማ ብቻ የሚውል ይሆናል።

ለትብብርዎ አመሰግናለሁ፤
ስመኝ ቀፀላ
0912390971

ክፍል አንድ
የተጠያቂው የግል መረጃ

1. ዳይሬክቶሬት _____
2. የስራ መደብ _____
3. የታ: ወንድ ሴት
4. እድሜ: 21- 30 31-40 41-50 51 እና በላይ
5. የጋብቻ ሁኔታ: ያላገባ ያገባ የተፋታ
6. የትምህርት ደረጃ
 ስርተፊኬት ዲፕሎማ ዲግሪ ከድግሪ በላይ
7. አሁን ባሉበት መስሪያ ቤት ያለዎት የአገልግሎት ዘመን: ከ2 ዓመት በታች
 2 እስከ 5 ዓመት 6 እስከ 10 ዓመት ከአስር ዓመት በላይ
8. በአመት ውስጥ ምን ያህል ስልጠና ወስደዋል?
 አንድ ጊዜ ሁለት ጊዜ ብዙ ጊዜ በፍፁም አልወሰድኩም

ክፍል ሦስት፡- የስልጠና አተገባበር መረጃ

1.በፍፁም አልሰማምም 2.አልሰማምም 3.ገለልተኛ 4.እስማማለሁ 5.በጣም እስማማለሁ

ተ.ቁ	ዝርዝር	1	2	3	4	5
1	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት በስራ ላይ እና ከስራ ውጪ ሆኑ ስልጠናዎችን ይሰጣል					
2	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት የሚዘጋጀው ስልጠና በትክክል የሚፈለገውን እውቀትና ክህሎት እንዲገኙ አስችሏል					
3	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት አሳታፊ የሆነ የስልጠና ዘዴን ይጠቀማል					
4	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት ለስልጠናው የሚመጡ አሰልጣኞችን በአግባቡ ያቀርባሉ					
5	አሰልጣኞች ስለሚያሰለጥኑት ስልጠና በቂ እውቀትና ችሎታ አላቸው					
6	የአሰልጣኝ ተቋሙ የስልጠና ቁሳቁሶችን እና የትምህርት መርጃ የተሟሉና የስልጠናውን ደረጃ ያሟሉ ናቸው					
7	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት የሚመርጠው የስልጠና ቦታ ለስልጠና የተመቻ ነው					
8	የስልጠናው አቀራረብ ዘዴ በስራዬ ላይ የሚያስፈልገውን ክህሎት እንድጠቀም አስችሎኛል					

ክፍል አራት፡- አጠቃላይ የስልጠና ግምገማ ውጤት መረጃ

1.በፍፁም አልሰማምም 2.አልሰማምም 3.ገለልተኛ 4.እስማማለሁ 5.በጣም እስማማለሁ

ተ.ቁ	ዝርዝር	1	2	3	4	5
1	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት ስልጠኞችን ከስልጠና በፊትና በኋላ ይመዘናል					
2	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት በስልጠናው ማብቂያ ስለስልጠናው መጠይቅ በማዘጋጀት አስተያየት ይወስዳል					
3	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት ስልጠናው ለሚያስፈልጋቸው ሰራተኞች መዘጋጀቱን ያረጋግጣል					
4	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት ስልጠናው በሚገባ ግቡን መምታቱን ያረጋግጣል					
5	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት አሰልጣኙ የስልጠናው ትግበራ በተቀመጠው መሰረት መፈፀሙን ፍተሻ ያደርጋል					

ክፍል አምስት:- ስልጠና በሥራተኞች አፈፃፀም ላይ የሚያመጣው ተጽእኖ

1.በፍፁም አልሰማማም 2.አልሰማማም 3.ገለልተኛ 4.አስማማለሁ 5.በጣም አስማማለሁ

ተ.ቁ.	ዝርዝር	1	2	3	4	5
1	የስልጠናው ፕሮግራም የስራውን ዓላማ በግልፅ ያማክላል ነው					
2	የስልጠናው ፕሮግራም ተባብሮ መስራትን ያበረታታ ነው					
3	የስልጠና መርሃ ግብሩ ክህሎትን፣ እውቀትንና አመለካከትን እንዲሻሻል አስችሎኛል					
4	የኮሚሽኑ የሰው ሀብት አስተዳደርና ልማት ዳይሬክቶሬት ያቀረበው ስልጠና በስራዬ ላይ ብቁና ውጤታማ እንደሆነ አስችሎኛል					
5	በኮሚሽኔ የወሰድኩት ስልጠና በችሎታዬ ላይ ለውጥ እንዳለኝ እንዳውቅ አረድቶኛል					
6	ስራው በሚጠይቀው መሰረት ስራዬን እንድሰራ በቂ ስልጠና አግኝቻለሁ					
7	የወሰድኩት ስልጠና በስራዬ ላይ ሊተገበር የሚችል ስልጠና ነው					

Appendix - 2
WORK PLAN

Time Schedule and Activities

Table.1. Description of activities and time schedule

No.	Activities/tasks	Date G.C
1	First draft partial thesis proposal /Introduction, Methodology and Literature/	November 02/2019
2	Submission of first draft full thesis proposal	November 29/2019
3	Submission of Final proposal	December 20/ 2019
4	Proposal defense	January 04/2019
5	Proposal modification	January 10/2020
6	Pretesting the data collection instrument	January 17/ 2020
7	Summery, conclusion and recommendations	February 21/ 2020
7	Final write up and submission of final document	April 03/2020
8	THESIS DEFENESE	May 11/2020–May 26/2020
9	Submission of Final thesis	June 01/ 2020