

The Effect of Training and Development on Employees Performance: the case of Commercial Bank of Ethiopia

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DECLARATION

I, undersigned, declare that the work entitled — **the effect of Training and Development on Employees Performance, in Commercial Bank of Ethiopia**. 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, Fiseha Afework (Ass.Prof). 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.

Assefa Gidey

Signature

Date

LETTER OF CERTIFICATION

This is to certify that Assefa Gidey has carried out this project work on the topic — the effect of Training and Development on Employees Performance, in Commercial Bank of Ethiopia 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.

Fiseha Afework (Ass.Prof)
Advisor

Signature

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List of Abbreviation/Acronyms

ANOVA	–	Analysis of variance
SPSS	-	Statistical Package for Social Science

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Abstract

The purpose of this study is to investigate the effects of training and development on employee performance of Commercial Bank of Ethiopia. The main objective of training and development is to improve employee knowledge and the skills for their better performance. The performance is measured in terms of the improvement in motivation, efficiency and the Employee Job Satisfaction. The study was done based on primary and secondary data sources. A self-administered structured questionnaire was designed to collect the relevant information from the respondents. The collected data were analyzed using descriptive statistics and multiple regressions. Regarding the frequency of training provided, many respondents, i.e., 93 out of 282 respondents avowed that they took training for one or two times. This may retard the effectiveness and motivation of employees of the organization. Regarding the methods implemented to deliver trainings, the company mostly used a trainer centered (lecture) in which 67 percent (189 out of 282 respondents) affirmed that they took trainings through lecture.

The findings on the Effect of Training on Employee Performance are generally significant. Respondents' response shows that the job instructions prepared by the organization are clear and easy to apply, and they believe also that they receive enough guidance from their peer and supervisors.

Key words: On-the-Job training, Off-the-training, training design, employee performance

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The environment in the twenty-first century is very challenging and stiff. Organizations are giving high consideration to resources in order to create competitive advantage against competitors. Organizational resources are divided into two parts namely tangible and intangible resources. Human resources are among the intangible resources since they are less visible and more difficult for competitors to understand, purchase, imitate, or substitute for competitors and the only source of sustainable competitive advantage (Hitt et al., 2007). Beattie (2002) claimed that people are the basic source of differentiation and sustainable competitive advantage to business institutions.

Human resource management (HRM) is a concept which deals with people's practices in organizations (Guest, 1997), that mainly consists of policies, practices, and systems that influence employees' behavior, attitudes, and performance (Delaney and Huselid, 1996; Huseild, 1995). Simply put, HRM is a thought concerns with determining who works for an organization and how those employees in that organization works (Huseild and Becker, 2011; cited in Ahmed Mahrez, 2014:1). Powell and Snellman (2004) in their paper affirm that competition among countries and organizations is no longer determined by who owns more natural or financial resources, but rather who has more innovative and creative ideas. The logic is that, well managed human resource has the potential in bringing undeniable competitive advantage, contributing to organizational objectives such as quality, profits, and customer satisfaction (Huseild and Becker, 2011; cited in Ahmed Mahrez, 2014:1).

At companies with effective HRM, employees and customers tend to be more satisfied, and the companies tend to be more innovative, productive, and develop a more favorable reputation in the community (Garavan et al., 1999). Training and development of employees is one among the HRM practices, though Chang and Ho (2001) considered training and development as an expensive and unnecessary investment because most organizations are not sure about the actual

contribution of training and development toward organizational performance due to lack of evaluation. Yet, most of the literature recognized the undeniable role of training and development of employees to the growth and development of the core activities in which an organizations engages in (Noe, 2002). Training is basically useful to equip employees with timely and relevant skills (Garavan et al., 1999), and in turn improve organizational service quality, decrease labor cost and increase productivity and profitability (Kim, 2006). Theretofore, for organizations to remain competitive, they are required to equip their employees with the relevant skills that will allow them to be creative and innovative members of their organizations, and to permit them to contribute to their overall success and excellence in service delivery (Powell and Snellman, 2004; cited in Al-Nuseirat and Biygautan, 2014).

Training can be defined as a planned effort to enable employees to learn job-related knowledge, skills, and behavior (Aguinis and Kraiger, 2009). Garia (2004) also described training as an educational process where staffs of organizations can learn new information as well as re-learn and reinforce existing knowledge and skill. Dessler (2005) in turn also defined training as a process that applies different methods to strengthen employees' knowledge and skill needed to perform their job effectively. Furthermore, Bramley and Kitson (1994) define training as a planned effort by an organization to increase employee's learning work related competence.

As many of HRM experts asserted it, the effectiveness of training is dependent on the degree of organizations ability of examining the extent to which training and development system closely connected with the organizational strategy. Because as Noe and Schmitt (1986) affirms in their study, organizations are unwilling to invest in training program that has not been sufficiently evaluated in terms of its potential contribution to the organizational strategic goals and mission, and its effectiveness and uses on job to achieve the desired objective. The evaluation is carefully designed to utilize the four levels of training effectiveness; reaction, learning, behavior and result derived from the program (Hamid Khan, 2002: 49).

Organizations are increasingly lay emphasis on the contribution of the training program to organizational strategic goal and based the evaluation of training as the perquisite for investment in training program. Moreover, the effectiveness of training program in terms of its application to job is also given important consideration (Brinkerhoff, 2005; cited in Mohammed and Norsiah, n.d.: 15).

Commercial bank of Ethiopia is the largest bank in the country in terms of capital, asset and number of branches. Its vision is becoming one among the world class Banks by the 2025. However, its mission couldn't be achieved with the absence of well skilled and qualified human resources. In order to have such kind of staff, the bank has been providing short and long term trainings. In this case, this study was assessed how and in what condition the Commercial Bank of Ethiopia has been offering training to its employees. Largely, this study was examining the effect of training and development endeavors of the Bank on its employee's performance. Besides, this study was inspecting to what extent the trainings and development activities build employees satisfaction and job motivation.

1.2. Statement of the problem

As various studies indicate, organizational goals and objectives can be effectively achieved with an active and responsible contribution of its employees. Falola et al. (2014) asserts that employees are the indispensable asset and key element of gaining competitive advantage of any organization, and training is essential tool for its actualization. That is, training and development are believed to be indispensable strategic tools for effective individual and organization's performance. For this reason, organizations have been spending money on it with confidence that it will earn them a competitive advantage in the world of business (ibid). Accordingly, this study is aimed at analyzing the staff development programs conducted by the Bank.

Both developing and developed countries have suffered from the ineffectiveness of their training programs. There is a significant body of literature which discusses the reasons why training programs in developing countries do not lead to the desired outcomes. Many studies argue that most of the training and development programs in developing countries have failed to achieve their expected results mainly due to their inability to design a training program that targets specific objectives (Healy, 2001: cited in *Ahmad Al-Nuseirat and Mhamed Biygautane*). Healy (2001) states that various training programs were offered in government organizations in some developing countries, but they were very ineffective in the sense that they were very theoretical and too broad, and were not directed towards achieving any specific objectives. According to

Healy (2001), the training programs were not responsive to the needs of the employees as their needs or weaknesses have not been identified, and there was also no coordination among the different stakeholders within these organizations.

Like other business organizations, the Commercial Bank of Ethiopia has been doing a lot in training and developing its workers performance. Thus, this study was appraising the nature of trainings and development granted by the Commercial Bank of Ethiopia. Moreover, this research was examined the extent to which the training and development programs of the Bank are effective, responsive to the needs and expectation of its staff, and how this affects staff performance. By doing this, the study seeks to fill the information gap and to show if there is anything done by the bank to make adjustments on how and in what areas training could be offered. This study, therefore, sets out to assess the role of training on the human resource

1.3. Research Questions

The research will answer the following key research questions.

1. What is the effect of Training design on employee performance?
2. What is the effect of on the job training on employee performance?
3. What is the effect of off the Job Training on employee performance?

1.4. Objectives of the study

1.4.1. General Objective

The main objective of the research was to appraise the effect of training and development on employee performance of Commercial Bank of Ethiopia.

1.4.2. Specific Objectives

- To determine the effect of Training design on employee performance.
- To assess the effect of on the job training on employee performance.
- To examine the effect of off the Job Training on employee performance.

1.5. Significance of the Study

This study may serve as a source of information for further study that would be made on related topics. Besides, it was contributed time-being information to the organization about the effect of its staff training and development programs. In turn, the staff management may use the findings of this study to grasp the role of the trainings on its employee's performance, and to determine the areas where improvements through training can be done. Hence, the management of the institution could use the findings of this study in designing training and development programs depending on mission and needs of its staffs. In addition to this, it was gave the researcher the opportunity to gain deep knowledge in the area and it may be used as a ground for further study.

1.6. Scope and Limitation of the Study

1.6.1. Scope of the Study

This study was focused on the effect of training and development programs up on employee's job performance of the Commercial Bank of Ethiopia. Commercial bank of Ethiopia is one of the biggest public banks in Ethiopia having over 1003 branches throughout the country. This study was appraised only the performance of staffs employed in the branches found in South, West, North and East Addis Ababa district. Furthermore, this study is a cross-sectional study in which data was collected at one point in time.

1.6.2. Limitations of the Study

Since this study only includes branches of the Bank found in Addis Ababa districts, the findings of this study couldn't represent the characteristics of all staffs of the Bank found throughout the country.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Overview of training

Mivta (2004) stated that human resource is the very important and the back bone of every organization as it is the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization. As the Mivta Explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization. There are many factors which improves the work of employees such as flexible scheduling, training etc.

Training programs not only develops employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training programs and its employees to enhance their abilities and competencies that are needed at the workplace, (Jie and Roger, 2005).

Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue and Guzzo, 2004).

Training develops self-efficacy and results in superior performance on job (Svenja, 2007), by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan, Devadason and Zakkeer, 2006).

2.2. Benefits of Training

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. Training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. Training is required if there is a change in technology, working conditions, products, inadequate performance, and shortage of staff. Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, and increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development. (Itika, 2011)

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. (Nassazi, 2013)

There are so many benefits associated with training. (Cole, 2002) Summarize these benefits as below:

- 1) High Moral – employees who receive training have increased confidence and motivations;
- 2) Low cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- 4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provide the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Help to improve the availability and quality of staff.

2.3. Types of Training

Dubois and Rothwell, (Dubois & Rothwell, 2004) in their book states that there are various types of training. These are:-

- Remedial Training: – helps people meet the basic screening or entry-level requirements for a job.
- Orientation Training: – helps to socialize individuals into a corporate culture.
- Qualifying training: - assists individuals with meeting basic performance expectations and thus increased their productivity.
- Second-chance training: - is provided to those who may be transferred or terminated because they are not meeting organizational work standards.
- Cross Training: - is for people who are trying to master new jobs or job skills. Retaining provides upgrading to keep skills current as technological or organizational conditions change.
- Outplacement training: - prepares individuals for departure from an organization in the wake of retirement, or organizational staffing changes.

There are also other types of training, namely:-

- **Skill training:** - Focus on job knowledge and skill for: Instructing new hires, overcoming performance deficits of the workforce.
- **Retraining:** - Maintaining worker knowledge and skill as job requirements change due to: Technological innovation and Organizational restructuring.
- **Cross-Functional training:** - Training employees to perform a wider variety of tasks in order to gain. Flexibility in work scheduling, Improved coordination.
- **Team Training:** - Training self-directed teams with regard to: Management skills, Coordination skills and cross-functional skills.
- **Creativity Training:** - Using innovative learning techniques to enhance employee ability to spawn new ideas and new approaches.

- **Literacy Training:** - Improving basic skills of the workforce such as mathematics, reading, writing, and effective employee behaviors such as punctuality, responsibility, cooperation, etc.
- **Customer Service Training:** - Training to improve communication, better response to customer needs and ways to enhance customer satisfaction.

2.4. Training Design

Once training needs have been identified using the various analysis, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007).

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Hollenbeck, Gerhart, & Wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives of training can be set in any area by using one of the following four dimensions: such as Quality, Quantity, Timeliness, and Cost savings as a result of training (Sishan Solomon, 2014).

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 produce learning. (Mathis & Jackson, 2011)

2.5. Training Delivery

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization do as to able to meet organization's current and future objectives.

Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning and the subsequent return on investment. Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills.

Regardless of the method used, ensuring that training is effective is the primary goal. (Gilley, Gilley, Quatro, & Dixon, 2009) HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods (Decenzo & Robbins, 2010).

2.5.1. Methods of training

1. On-the-job training Methods:

According to Greer (2003) under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning.

Some of the commonly used methods are:

1. Coaching:

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetuates the existing practices and styles (Dessler & Varkkey, 2010).

2. Mentoring:

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching (Dessler & Varkkey, 2010).

3. Job Rotation:

In which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities (Dessler & Varkkey, 2010)

4. Apprenticeship:

Is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training (Dessler & Varkkey, 2010)

2. Off-the-job Training Methods

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression (Geer, 2003). Important methods include:

Types of off the job training

- 1. Classroom Lectures and Seminars:-** Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many Organizations offer these in-house, through outside vendors, or both. (Decenzo & Robbins, 2010)
- 2. Simulated training (Vestibule training):-** is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees' on the job. (Dessler & Varkkey, 2010)
- 3. Multimedia Learning:-** can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. (Decenzo & Robbins, 2010).

2.6. Training and Development Process

The typical first step in designing any training program would be *identification of training needs* (Goldstein and Ford, 2002). This step normally includes analysis of tasks and personnel so that gaps would be determined through an analysis of organizational needs. Following needs assessment, it is important to specify objectives of training (Reed and Vakola 2006). The overall purpose of training is to increase organizational effectiveness through increased productivity, improved quality, better human resource planning, higher morale, better health and safety,

prevention of obsolescence and enhanced personal growth. The third typical step is organizational set-up for training (Salas et al., 2006). In this step, organization is to decide if it will have its own training center or to outsource training. Away from typical debate about advantages and disadvantages of both methods, organizations need to take into considerations the support of the top management to, amount of investment, volume, continuity, flexibility and privacy desired in a training program (Tannenbaum, 2002):

2.7. Reasons for Carrying out Training and Development

Employers do not regularly consider the feelings of their employees regarding skills development. Accordingly, Frost, Vos and Dreyer (2003:147) claim that the traditional business organization is closely modeled on the military style of management, probably because armies are the largest and almost certainly the oldest human organizations. In response to this, Katcher and Snyder (2003:90) identify some of the reasons why employers need their employees to continuously learn new skills:

i) Capital improvement: Organizations tend to spend millions of rands on upgrading their plants and equipment, yet little on upgrading their human capital. Employees are an asset to the organization but employers are more concerned about reaching deadlines and profit maximization rather than employees skills development, without which employee performance could be hampered. Although the organization still achieves productivity, the focus should also be on the dedication, commitment and loyalty of employees. If employees do not receive ongoing training, up-to-date equipment will not be used optimally.

ii) Morale improvement. Employees who continuously upgrade their job skills will also improve their productivity. Developing employee skills not only plays a role in the workplace, but in the external world as well. It contributes to the full personal development of each employee and the socio-economic development of the nation at large; therefore, happy employees may be productive, but more productive employees are happier.

iii) *Ability to adapt to change*. The more skilled the workforce is, the easier it will be for the entire organization to adapt to changes that may arise in the domestic and global market place in the demand of its products and services. Sometimes employees are reluctant to adapt to change because of the uncertainty involved.

Armstrong (2006) summarizes that human resources development empowers employees of organization to increase their contribution to its success while enabling them to build their skills and capabilities simultaneously. Lastly, Training is also important in the health and safety at workplaces because professional employees are very familiar with dangers related to their work and therefore makes possible efforts to limit those dangers.

2.8. Employee performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as briefly explained hereafter. *Profitability* is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). *Efficiency and effectiveness* - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). *Productivity* is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

2.9. The relationship between Training and employees performance

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance. (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training and development programs, as one of the vital 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 ultimately contributes to supreme organizational performance. The result of Farooq. M & Aslam. M. K (2011) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. 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.

Moreover, the result of the study of Sultana. A, et.al. (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explain training is good predictor of employee performance. As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005).

According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. 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 fulfillment.

According to Wright and Geroy (2001), employee competencies changes 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 enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration Wright and Geroy (2001). Besides, Eisenberger et al. (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance.

Bartel (1994), reports that there is a positive 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 identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003) concluded that 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.

Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992) training should be planned 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 link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance..

Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, Cheramieet al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity , or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

As mentioned by Arnoff (1971), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Obisi (2001), reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees.

Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees. Mamoria (1995), further mentioned that a well trained worker is able to make a best use of organizational resources along with minimum level of wastages. As stated by Ohabunwa (1999), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success.

2.10. Factors affecting employee performance

According to Anderson (2003), the following are the factors affecting employee performance in a business organization are experience, work-home balance, manager interaction and setting goals.

Experience: hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral (Anderson, 2003). Company training should be used to enhance the employee's background. If an employee has undergone extensive training but is still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job.

Work-home balance: as much as an employer may not want to be affected by the personal life of his employees, personal problems can sometimes affect employee performance. Managers need to be sensitive to employees' personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all employees that the company values them (Anderson, 2003).

Manager interaction: if an employee does not get feedback from his/her manager, then he/she has no idea how to rate his/her performance. Managers should be trained to give positive and negative employee feedback. In negative situations, the manager should work with the employee to create a programme that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong (Anderson, 2003).

Setting goals: to help employees improve their performance, employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals (Anderson, 2003).

2.11. Job Satisfaction and Performance

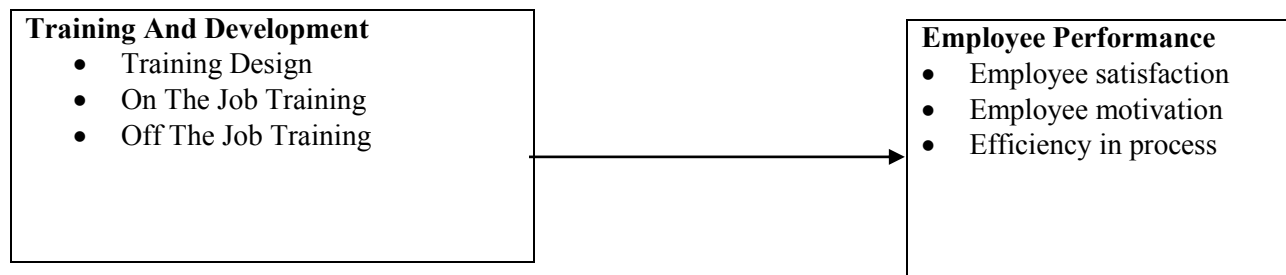
According to Lussier & Kimbal, (2009) job satisfaction is how content we are (or are not) with our jobs. The continuum ranges from high satisfaction (positive attitude) to low satisfaction (negative attitude). Job satisfaction and job performance are perhaps the two most central and enduring constructs in an individual level organizational research. This is because job satisfaction affects employee absenteeism, morale, performance and turn-over. Robbins and others, (2003) define job satisfaction as an individual's general attitude toward his or her job. Price (1997) defined job satisfaction as the degree to which employees have a positive affective orientation towards employment by the organization. Cranny and others (1992) defined job satisfaction as an effective (emotional) reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. Job satisfaction could therefore be referred to the degree to which people enjoy in doing their job. According to Aronson (2005) a satisfied, happy, efficient, dedicated and hardworking employee is the biggest asset of any organization.

2.12. Conceptual framework

The conceptual model formulates to show association of Training and development and organizations performance. In this study employees performance is dependent variable while

Training and development, namely; Training design, on the Job Training, off the Job Training and delivery Style are independent variable.

Figure 1



Source: Ichniowski *et al.* (1994)

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter basically describes how the study was carried out, the data collection methods used, its analysis and presentation. It is a very important chapter as it provides reasons to why a particular method of research, sampling, data collection and data analysis was chosen; it also gives the design of the study, population and its area of which the research was based. In short this chapter is concerned with research designs, which are the master plan specifying methods and procedures for collecting and analyzing collected data.

3.1. Research Design

In order to achieve the study objectives, the researcher was employ quantitative research approach. The quantitative one was helpful in quantifying variables which was gathered through closed ended questions and gathering and interpreting statistical data. This research is basically a cross-sectional survey research.

3.2. Sampling Techniques and Sample Size

The population size of this study consists of employees of Commercial bank of Ethiopia found in Addis Ababa city branch. To determine sample size the researcher uses simple random sampling techniques was employed to the study. Commercial bank of Ethiopia has fifteen districts throughout the country while four of them are found in Addis Ababa. The target population was employees found in four districts of the bank namely; South, West, North and East Addis Ababa district have 1410, 1333, 1174 and 1203 employees, respectively.

Table 1.1 Sample size determinations

$$n = \frac{N}{1 + N(e)^2} = \frac{5120}{1 + 5120(.05)^2} = \underline{307}$$

Where:

n = Sample Size

N = Total Population Size

e = Acceptable Level of Error (that is 5 percent)

Source: Yamane (1967)

Based on the above formula, the researcher was gathered data through questionnaire from 307 respondents chosen through proportional from each districts and the researcher was selected four branches from each district by lottery methods in order to gather data through questionnaire. Simple random sampling is selected as sampling technique just to make available equal opportunity of being selected for employees of the target districts.

3.3. Data Type and Sources

Both secondary and primary data was collected from different sources. The secondary data was collected from each selected branches, annual reports of the bank, plans and policy documents of the bank. The primary sources of this study were employees of the bank under the four Addis Ababa district city branches. The primary information intended to be collected from women employees of the selected sector are their marital status, age, education level, the reason of participating in training, degree of satisfaction of employees on the training provided to her/him, constrains face while he/she works in the bank, and so on.

3.4. Data Collection Instruments

The main emphasis of this study was examining the effect of staff training and development systems on employee's performance of Commercial Bank of Ethiopia. Hence, the study's unit of analysis was employees of the bank under four districts. Therefore, the data essential for this research was gathered mainly from employees and managers of branches through questionnaire. The questionnaire will design on Likert five point rating scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). The data needed for this study was also collected from secondary sources through reviewing different documents.

3.5. Data Processing and Analysis

Descriptive analysis used to analyze data gathered through questionnaires. The data gathered through questionnaires was fed into SPSS to make the data ready for processing through graphs, figures, tables and charts, i.e. a descriptive analysis was implemented.

3.6. Reliability

Internal consistency reliability is a measure of consistency between different items of the same construct. Cronbach's alpha is a reliability measure designed by Lee Cronbach in 1951. (Bhattacharjee, 2012) Cronbachs alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. For testing the reliability of the data instrument, Cronbach's alpha was calculated to test the reliability of the research instrument.

3.7. Validity

Validity, often called construct validity, refers to the extent to which a measure adequately represents the underling construct that it is supposed to measure, (Bhattacharjee, 2012). Validity is used to make more accurate and meaningful results.

3.8. Research Ethics

According to Creswell (2003) "as the researchers' anticipate data collectors, they need to respect the participants and sites for the research".

CHAPTER FOUR

Results and Discussion

In this chapter, data gathered through questionnaire are presented, analyzed and interpreted using percentages and frequencies with the help of Statistical Package for Social Science (SPSS). To collect relevant data, 307 questionnaires were distributed to employees of the Commercial Bank of Ethiopia, the Southern District. Among the questionnaires distributed to employees (307 questionnaires), the researcher collected 282 properly filled questionnaires in which the response rate is 91.8 percent. Twenty Five (25) questionnaires missed because in one hand some of them were incomplete on the other hand respondents failed to return back their filled questionnaire to the researcher. According to the organized questionnaires, the researcher produced the following analyses.

When it comes to investing in learning and skill development for staff, it pays to understand what workers look for from the organizations that employ them. In a recent survey in UK 40 percent of employees we spoke to told us their decision to move to a new company was influenced by the training and career development prospects on offer.

Demographic Characteristics of the Respondents

4.1.1. Sex of Respondents

The demographic data for sex shows that out of the 282 respondents 184 respondents are male and 98 respondents are female. Table 4.1 shows the majority of respondents are males that represented 65.2 percent, while female represents the remaining 34.8 percent.

Table4.1: Sex of Respondents

Sex	Frequency	Percent	Cumulative Percent
Female	98	34.8	34.8
Male	184	65.2	100.0
Total	282	100.0	

Source: Own Survey, 2016

4.1.2. Age of respondents

The table 4.2 below discloses that majorities of the respondents who are at the age of 26-35 covering almost 52.1% followed by age group 18-25(40.8 percent). This shows that the acceptable of training and development between the ages of 26-35 is positive. In different studies shows that age has their own effect on training and development of employee's readiness, acceptable and implement quickly after they took training related to their jobs.

Table 4.2: Age of respondents

Age	Frequency	Percent	Cumulative Percent
18-25	115	40.8	40.8
26-35	147	52.1	92.9
36-45	20	7.1	100.0
Total	282	100.0	

Source: Own Survey, 2016

4.1.3. Educational Level of Respondents

The table 4.3 shows those respondents' educational level ranges from college diploma to master's degree. Majority of the respondents, i.e., 83 percent of the respondents (234 out of the total 282 respondents) hold BA degree which represents. While the remaining 28 and 20 of them are masters and diploma holders, respectively. This shows that almost all employees are capable of quickly acceptable training and development and implement to their own jobs.

Table 4.3: Educational Qualification

Education level	Frequency	Percent	Cumulative Percent
Diploma	20	7.1	7.1
Degree	234	83.0	90.1
Masters	28	9.9	100.0
Total	282	100.0	

Source: Own Survey, 2016

4.1.4. Years of Service in the Company

The service year of the respondents varies from a minimum of 1 and a maximum of 15 years. The majority of respondents have served their company from 1-5 years which represents 79.2 percent (228 from the total 282 respondents). There respondents which have served their current company from 6-10 years are 41, and those who worked 11-15 years in the bank are 6 in number. This revealed that majorities of the respondents are not too experienced in which the organization is believed to provide training to its employees to escalate their working performance and in turn serve the interest of customers.

Table 4.4: Years of Service in the Company

Service year	Frequency	Percent	Cumulative Percent
<1	7	2.5	2.5
1-5	228	80.9	83.3
6-10	41	14.5	97.9
11-15	6	2.1	100.0
Total	282	100.0	

Source: Own Survey, 2016

4.2. Training Practices of the Commercial Bank of Ethiopia

4.2.1. The Criteria implemented by the Bank to Select Employees for Training

The following table, Tables 4.5, shows that 41.1 percent of the respondents (116 out of 282 respondents) were selected to take training because the training was compulsory to all employees of the company. In addition, considerable number of respondents, 90 (31.9 percent) of them attend training when they initially joined the company. This helps new entrants to be familiar with the company's culture, norms, values, rules and regulations. Other 25 (8.9 percent) respondents claimed that they took training but do not know why they were selected to attend it.

According to the organized data, only 14 employees attend training based on their request. This shows that the company is too far in providing training considering the interest of its employees which may result to employees' dissatisfaction. Furthermore, 18 respondents had attained training upon their supervisor's recommendations. Others amounted 17 respondents expressed that they got the chance to receive training because of the performance appraisal they had. From this we can infer that the trainings provided by the Commercial Bank of Ethiopia were to some extent feeble in taking in to consideration the performance appraisal and interest of its employees.

Table 4.5: Criteria Used by the Bank to Select Trainees

Criteria for Selecting Trainees	Frequency	Percent	Cumulative Percent
joining the company	90	31.9	32.1
compulsory for all	116	41.1	73.6
performance appraisal	17	6.0	79.6
supervisors recommendation	18	6.4	86.1
upon employee request	14	5.0	91.1
I don't know	25	8.9	100.0
Total	280	99.3	
Missing	2	.7	
Total	282	100.0	

Source: Own Survey, 2016

4.2.2. Frequency of Training Given to Employees of the Bank

The training frequency of the respondents is shown in the following table, Table 4.6. Majorities of the respondents cumulatively amounted 189 (67 percent) got trained for several times. While 60 of the respondents claimed that they took training only two times, the remaining 33 respondents acquire training only once. As it is discussed above, majorities of the respondents have been serving their company ranging from 1 up to 5 years. Here, 93 of the respondents claimed that they took training for one and two times which might be related with the number of years they stay in their company, on the one hand. On the other hand, if 93 respondents only took training only one and two times, the company is expected to do a lot to help improve the overall performance of its employees.

Table 4.6: Frequency of Training

Frequency of training	Frequency	Percent	Cumulative Percent
only once	33	11.7	11.7
Twice	60	21.3	33.0
several times	189	67.0	100.0
Total	282	100.0	

Source: Own Survey, 2016

4.2.3. Training Design and Methods of Training Used

The data depicted in the following tables, Table 4.7 and Table 4.8, shows to what extent the trainings were designed according to the intended objectives and whether the approaches implemented during the training helped trainers achieve the training goals.

Table 4.7: Method of training

Method of training	Frequency	Percent	Cumulative Percent
Lecture	189	67.0	67.3
Seminar	36	12.8	80.1
group exercise	33	11.7	91.8
case study	9	3.2	95.0
Demonstration	7	2.5	97.5
Other	7	2.5	100.0
Total	281	99.6	
Missing	1	.4	
Total	282	100.0	

Source: Own Survey, 2016

Table 4.8 Training Design

	N	Mean	Std. Deviation
clear view of training objective	281	4.01	.817
training objective helps participants	282	4.11	.824
training objective effectiveness knowledge, skill attitudes	281	3.83	1.046
validity of training objectives is able to link	280	3.79	.788
training objectives clarify for trainers and trainees	282	3.88	.858
expectation at the end of the training	282	4.10	.947
Valid N (listwise)	278		

Source: Own Survey, 2016

Lecture method was the major approach implemented in training the employees of the Bank, according the response of respondents. In which 67 percent (189 out of 282 respondents) affirmed that they took trainings through lecture. This may be because employees are believed to be familiar with the rules and regulations of the company and new directions. Since the company updates its services in accordance to the internal and external market competition, employees shall be also aware about the new programs and strategies that are thought to enhance customers' satisfaction. Among the total 282 respondents, 33 and 36 of them acknowledged that they have involved in seminars and grouped exercise, respectively.

Table 4.8, in its turn shows whether the training objectives were clear, participative, and effective in improving the knowledge, skills and attitudes of the employees. The approximate mean value, i.e., 4, of the gathered data revealed the trainings organized by the Bank had clear objectives and were effective in proliferation of participants' performance. However, as it is generally known in the lecture approach while the trainer dominates the training process, the participants remain passive. In this case, according to the gathered data from respondents, the participants' involvement and activity during the training were much restricted to specific issues

since majorities of the respondents, 189 out of 282 respondents, participated in trainings provided through lecture.

4.3. The Nature of Training Provided and Job Manuals Prepared by the Bank

Under this sub-topic the researcher has analyzed the On-the-Job and Off-the-Job training provided by the Bank.

4.3.1. Analysis On-the-Job Training

Table 4.9: Job Instruction and Rotation

	N	Mean	Std. Deviation
instruction clear and easy	281	3.79	.870
enough support guidance	281	3.67	.960
job instruction documented and ease to access	278	3.50	1.081
job rotation increase performance	282	4.02	1.149
Valid N (listwise)	276		

Source: Own Survey, 2016

As it is indicated in the above table, Table 4.9, the statistical mean of 4.02 indicates that the job rotation within the organization increases the overall performance of the employees. As well, according to the depicted data, majority of the respondents agreed that the job instruction prepared by the organization is clear and easy to apply, and they believe also that they receive enough guidance from their peer and supervisors, with a mean of 3.79 and 3.67 respectively. The mean 3.5 suggest that the documentation and ease access of the job instruction manual are good as well. Generally, as to the gathered data, the company's manuals are well-organized, clear and easy to comprehend and apply, and majority of them claimed that they got sufficient guidance from their peers and supervisions in time difficulties and usual day-to-day activities.

4.3.2. Analysis Off-the-Job Training

The table 4.9 shows, the majority of the respondents with mean of 3.94 agree that the type of training they have taken is applicable for the job after training. The training program considering the level of abilities and education of employees, the table shows the respondents are agree with

the mean of 3.66. As for supervisor support the use of techniques learned in training to be applicable on the job, respondents with a mean of 3.51.

Table 4.10 lecture

	N	Mean	Std. Deviation
lecture training program level of abilities and education	280	3.66	1.031
type of training applicable for the job	282	3.94	.928
supervisor support the use of techniques learned	282	3.51	1.094
Valid N (listwise)	280		

Source: Own Survey, 2016

4.4. The Effect of Training on Employee Performance

The fundamental aim of training is to help the organization achieve its goals and objectives by adding value to its key resource which is the human resource. In this section, the researcher analyzed the effect of the trainings provided by the company upon the employees overall performance mainly measured through variables of efficiency, motivation and satisfaction of the employees.

As the statistical data depicted in table 4.11, majority of the employees acknowledged that their efficiency has improved after they took training compared to their performance before the training. Accordingly, 77.7 percent (219 out of 282) of the respondents affirmed that the training they got have been helping them perform their Bank related activities quickly and efficiently. However, considerable number of respondents, i.e., 37 of them, are not sure about the effect of training in helping them accomplish their organizational tasks, while other 26 respondents claimed that the trainings they acquired didn't assisted them neither to quickly nor efficiently perform their organizational tasks. The total number of respondents who express their neutrality and disagreement are 63 in number. This is considerable one and thus the organization shall evaluate the trainings provided so far.

Table 4.11: The Role of Training in Enhancing Efficiency of Employees

training provided to perform quickly and efficiently	Frequency	Percent	Cumulative Percent
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strongly disagree	3	1.1	1.1
Disagree	23	8.2	9.2
Neutral	37	13.1	22.3
Agree	128	45.4	67.7
strongly agree	91	32.3	100.0
Total	282	100.0	

Source: Own Survey, 2016

In addition to the effect of trainings in enhancing employee's quick and efficient accomplishment of tasks, the researcher organized data to what extent the trainings provided to them augmented their work motivation. Thus, the gathered revealed that the trainings amplified employees' motivation because 166 of them express their agreement. That means after taking training the employees' motivation to do their work, increase their skill and carry out their duties is amazing. However, still many respondents, 35 of the respondents express their disappointment on the results they got after training. In addition, 78 of them are not sure whether the training they take boosts their motivation or else which means they didn't acknowledge any difference in carrying out their tasks before and after training. According to this finding, the Bank should have to be reconsidering the objectives and goals of trainings which will be provided from now onwards.

Table 4.12: The Effect of Training in Enhancing Employees' Motivation

training has empowered me to carry out my duty without difficulty	Frequency	Percent	Cumulative Percent
strongly disagree	9	3.2	3.2
Disagree	26	9.2	12.5
Neutral	78	27.7	40.5
Agree	114	40.4	81.4
strongly agree	52	18.4	100.0
Total	279	98.9	
Missing	3	1.1	
Total	282	100.0	

Source: Own Survey, 2016

Another variable identified by the researcher to measure the effectiveness of training is the satisfaction the training brings to trainers. Accordingly, the statistical data shows, as one can easily comprehend seeing the table below, Table 4.13, 78.7 percent (222 out of 282) of the respondents acknowledged that the training they too aided them learn new ways of doing tasks and in turn bring satisfaction to them. In this case, it means that the new skills they learn supported them to easily and quickly accomplish their tasks in a responsible manner.

Table 4.13: training on satisfaction

training offer me to learn new skill	Frequency	Percent	Cumulative Percent
strongly disagree	10	3.5	3.6
Disagree	8	2.8	6.4
Neutral	41	14.5	21.0
Agree	137	48.6	69.8
strongly agree	85	30.1	100.0
Total	281	99.6	
Missing	1	.4	
Total	282	100.0	

Source: Own Survey, 2016

4.5 Correlation

In this topic tray to measure the degree of association between variables that is training and employee performance in commercial bank of Ethiopia. Pearson's correlation uses to associate the independent variables and dependent variables.

Pearson correlation analysis was used in this paper to provide evidence of construct validity. Pearson correlation coefficient reveal magnitude and direction (either positive or negative) and the intensity of the relationship (-1.0 to +1.0).

The table 4.10 shows below, the coefficients of dependent and independent variables with the range of 0.309 up to 0.728 all are significant at $p < 0.01$ level.

As the result given on the table 4.10 the relationship between the independent variables, the symbol shown in the table "***" indicates that each of the variable are significant correlated with each other at a significant level of $p < 0.01$.

All independent variables are significantly correlated with the dependent variable (employee performance).

Table 4.14: Correlation Analysis

		performance	Trainingdesign	offjobtraining	ontjobtraining
Performance	Pearson Correlation	1	.626**	.728**	.505**
	Sig. (2-tailed)		.000	.000	.000
	N	282	282	282	282
Training design	Pearson Correlation		1	.490**	.309**
	Sig. (2-tailed)			.000	.000
	N		282	282	282
Off-job-training	Pearson Correlation			1	.565**
	Sig. (2-tailed)				.000
	N			282	282
On-job-training	Pearson Correlation				1
	Sig. (2-tailed)				
	N				282

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

Source: Own Survey, 2016

4.6 Multiple Linear Regression Analysis

This section presents finding obtained from statistical analysis of the data gathered through self-administered structured questionnaire.

Table 4.15: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 ^a	.636	.632	.43310

a. Predictors: (Constant), offjobtraining, trainingdesign, ontjobtraining

Source: Own Survey, 2016

Table 4.16: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	91.201	3	30.400	162.073	.000 ^a
	Residual	52.145	278	.188		
	Total	143.346	281			

a. Predictors: (Constant), offjobtraining, trainingdesign, ontjobtraining

Source: Own Survey, 2016

Result of reliability analysis

Table 4.17: Reliability Statistics

Cronbach's Alpha	N of Items
.949	30

Cronbach's alpha reliability result of the study is 0.949. This is an acceptable level.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

Regarding the frequency of training provided, many respondents, i.e., 93 out of 282 respondents avowed that they took training for one or two times. This may retard the effectiveness and motivation of employees of the organization. Regarding the methods implemented to deliver trainings, the company mostly used a trainer centered (lecture) in which 67 percent (189 out of 282 respondents) affirmed that they took trainings through lecture. From this we can infer that the participants' involvement and activity during the training were much restricted to specific issues.

The findings on the Effect of Training on Employee Performance are generally significant. Respondents' response shows that the job instructions prepared by the organization are clear and easy to apply, and they believe also that they receive enough guidance from their peer and supervisors. In addition, respondents affirmed that job rotation has the power of enhancing the overall performance of employees in their organization. Still, majority of the respondents acknowledged that their efficiency has improved after they took training. For that reason, 77.7 percent (219 out of 282) of the respondents affirmed that the training they got have been helping them perform their Bank related activities quickly and efficiently. However, considerable number of respondents, i.e., 37 of them, are not sure about the effect of training in helping them accomplish their organizational tasks, while other 26 respondents claimed that their training didn't assisted them neither to quickly nor efficiently perform their organizational tasks.

The data gathered from employees of the Commercials Bank of Ethiopia revealed that out of the 282 respondents, 166 of them express their agreement that the trainings provided under the guidance of the company amplified employees motivation. That is, since the training helps boost their skills, they carry out their tasks in a good manner. However, still many respondents, 35 of them express their disappointment on the results they got after training. In addition, 78 of them are not sure whether the training they take boosts their motivation or else which means they didn't acknowledge any difference in carrying out their tasks before and after training.

According to the respondents response, 78.7 percent (222 out of 282) of them respondents acknowledged that the training they took aided them to learn new ways of doing thinks and in turn supported them to easily and quickly accomplish their tasks in a responsible manner. Consequently, this brings to them satisfaction in their job carrier. moreover, according to the Pearson's correlation analyses, the coefficients of dependent (employee performance) and independent variable (training) ranges between 0.309 up to 0.728 in that each of the variables are significantly correlated with each other at a significant level of $p < 0.01$.

5.2. Recommendation

According to the research findings, the researcher has produced the following possible recommendations. Around 93 (out of 282) of the respondents have attended either one or two training sessions. However, there is fast change of science and technology changes in this modern time. With the change of fast change of information, definitely customers demand also changes. Thus, the company should update itself with the ongoing technological improvements to better satisfy its customers. Consequently, the company shall conduct frequent trainings to make sure its employees are serving the interest of the customers. As much it can, the company should create rooms for employees to join training sessions many times. In addition, the training methods should have to give room trainees to actively participate their views and experiences. That is, the method of training shall be trainee centered than trainer centered for the senior employees of the company. But for new/fresh employees, lecture/trainer approach is best.

Another factor the researcher needs to recommend is on the effect of training upon the employees' performance. Of course, majorities of the respondents (219 out of 282) believed that the training they took helps them accomplish their organizational tasks quickly and easily. However, considerable number of respondents, i.e., 37 of them out of the 282, are not sure about the effect of training in helping them accomplish their organizational tasks, while other 26 (out of 282) respondents claimed that their training didn't assisted them neither to quickly nor efficiently perform their organizational tasks. This is significant figure in which there is a lot to be done by the organization. The organization, thus, has to evaluate the training manuals and made an assessment of the trainings conducted so far. Normally, the training shall bring positive impact not upon the section of the employees but as much as possible upon all employees because customers' satisfaction can come if all employees serve the claimants in responsible, effective and transparent manner. Certain section of employees wouldn't bring customers satisfaction, but all employees. The training shall bring significant impact upon the employees' organizational tasks and thus shall have to be designed in a remarkable way.

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Appendix

Addis Ababa University

School of Commerce

Masters of Arts program in Human Resource Management

Questionnaire prepared for employees of commercial bank of Ethiopia

Dear respondents;

The purpose of this questionnaire is to collect data regarding the effectiveness of training on the employees' performance of the Commercial Bank of Ethiopia, south district. The researcher is conducting this study for partial fulfillment of MA degree in Human Resource Management. Your genuine response for the following questions is extremely important for the successful completion of this study. The information you provided will be used only for academic purpose and will be kept highly confidential. We would like to thank you in advance for cooperation and for sacrificing your time on behalf of Addis Ababa University.

Directions for filling the questionnaires

-  Do not write your name
-  Put “√ or ×” mark in the box provided for choice questions
-  Your response will be utilized only for the purpose of this survey.

Part I: Background Information

1. Sex? ☐ Female ☐ Male
2. Educational level: ☐ Diploma ☐ Degree ☐ Masters
☐ PhD () ☐ Other (Specify) _____
3. In which age group are you? ☐ 25 and below ☐ 26-35 ☐ 36-45
☐ 46-55 ☐ 56 & above
4. How long have you been working for your current organization?
☐ Below 1 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ Above 15
5. What is the frequency of training program you have participated in one year?
☐ Only once ☐ twice ☐ Several times ☐ never

6. What are the methods of facilitation at the training you have attended?
- A) Lecture () D) case study ()
- B) Seminar () E) demonstration ()
- C) Group exercise () F) if any other specify(-----)
7. How were you selected for training?
- ☐ On joining the company ☐ Supervisors recommendation
- ☐ Compulsory for all employees ☐ upon employee request
- ☐ Performance appraisal ☐ I don't know
- ☐ Based on competition

Part II: questions related to training and development on employees performance

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

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

Training Design on Employee Performance

S. No	Questions Items	1	2	3	4	5
1	There is a clear view of training objectives in conducting training program in your company.					
2	Training objectives helps participants to be focused					
3	Training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees					
4	Validity of training objectives is able to link the training needs and training which is to be delivered					
5	Training objectives clarify for trainers and trainees precisely what their goals are in training					
6	There is expectation to be achieve at the end of the training					

Questions on the Type of Training

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

S.No	Questions Items	1	2	3	4	5
1	Orientation training is well planned					
2	The induction training is conducted timely					
3	Induction training provides an excellent opportunity for newcomers to learn					
4	Induction training is of sufficient duration					
	Job instruction					
5	The instructions are clear and easy to apply					
6	I received enough support and guidance that I need from my peers and supervisors to fulfill my potential					
7	Job instruction are well documented and ease of access					
	Job rotation					
8	Employees job rotation within the organization helps in increasing my overall performance					
9	Job rotation boosts my moral and self confidence					
	Off the job training					
10	The lecture training programs are designed at level of abilities and education of employees					
11	The type of training I have taken is applicable for the job after the training					
12	Supervisors support the use of techniques learned in training that employees bring back to their jobs					

Questions on Effects of Training on Employee Performance

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

S.No	Questions Items	1	2	3	4	5
1	The training provided by the bank helped me to perform my work quickly and efficiently.					
2	Because of the knowledge, skills and attitudes that received from the training, I can accomplish activities effectively.					

Question concerning Training and Employees Motivation

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

S.No	Questions Items	1	2	3	4	5
1.	After undergoing staff training, I now can work on important tasks					
2.	I now take responsibility for job outcomes after being trained					
3.	Employee trainings at commercial bank of Ethiopia imparts skills on long term thinking					
4.	I now find my work more interesting and passionate after being training					
5.	Training has empowered me to carry out my duty without any difficulty					

Questions Concerning Training and Employees Job Satisfaction

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

S.No	Questions Items	1	2	3	4	5
1	After my training at work, now I enjoy good relationships with the my organization's customers					
2	After I have taken training, I am using my skills and talents better.					
3	Employee training offers me an opportunity to learn new skills					
4	Training provided by the Bank support for additional training & education					
5	Employee trainings offer opportunities for staff promotions					