



**“ASSESSING THE EFFECT OF TRAINING AND
DEVELOPMENT ON
EMPLOYEES’ PERFORMANCE:**

A CASE OF GULELLE SUB CITY ADMINISTRATION SECTORS “

**A Thesis Submitted in Partial Fulfillment of the Requirements for
The Award Degree of Master in Human Resource Management**

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EMPLOYEES’ PERFORMANCE;
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DECLARATION

I declare that the project entitled “**Assessing the Effect of Training and Development on Employees’ Performance: A Case of Gulelle Sub-City Administration sectors**” is my original work and has not been presented for a degree in any other university, and that all sources of material used for the project have been duly acknowledged.

By: **Amsalu Tegege**

Signature_____

Date_____

Acknowledgement

The first tank goes to the Almighty God for that He provides me the time, knowledge, skills and soon. In turn I have accomplished all the responsibilities in my life, specially this study, in breathtaking way.

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Abstract

Effective employees training minimize the gap between actual required skill to do the job and existing skills in new employees. The main purpose of training and development is by improving the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets. The problem related to training in many organizations is that the outcomes of training are not properly evaluated. Therefore; the objective of the study was to assess the effect of training and development on employee performance in context of Gulelle Sub-city administration sector. Training design, objective and delivery style are used as a variable. This paper is quantitative in nature. The study use survey research design. The research is based on primary data. The primary data was collected using self-administered questioners distributed to 141 respondents taken as sample size from different sectors. The researcher used SPSS 20, descriptive statistics, correlation and regression analysis to analyze the data collected and to evaluate the relationship between the two variables. The result of the study signifies that there is a positive and significant relationship between training and employee performance in the context of Gulelle Sub-city administration sector's training and development was found to be a positive predictor of employee performance, administrators should engage in increasing the qualities and quantities of the training program so as to increase their employee's performance.

Key words: *Training and development, training design, delivery style, training method sand employee performance*

INTRODUCTION

1.1. Background of the Study

Human resource management is about recruiting, hiring and managing employees. However, an effective human resource system entails many more aspects of the organization, including organizational culture and ensuring health and safety. With an understanding of these components of an HR management system, business owners and managers can effectively structure their business processes. Training and development programs are essential for every organization for its long term planning and strategy. These programs help organization to achieve its objectives in time and enhance the skills and competencies of workforce (Khan *et al.*, 2012).

Employee performance is influenced by many factors like company's overall policies, working conditions, training and development of employees, relations between employee and employer etc. (Aktar *et al.*, 2012). Employee performance can be enhanced by various ways. Employee performance plays a crucial role for any organization or company, its positivity leads to success while if there its negativity may lead to failure. It is usually perceived that if employees are satisfied with their job or working conditions their performance will be much better than those employees who are not happy with their work. Employee performance can be measured by various ways like productivity, absenteeism and employee satisfaction (Osunde, 2015).

Due to fast pace global and technological development the firms are now facing new

changes as well as challenges. Technological advancements have moulded the need of capabilities and competencies required to perform a particular tasks. Thus, to cope with these challenges, more improved and effective training programs are required by all corporate. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Wei-Tai, 2006).\Human resource management is about recruiting, hiring and managing employees, however, an effective human resource strategy. These programs help organization to achieve its objectives in time and enhance the skills and competencies of workforce (Khan *et al.*, 2012). Several organizations think that staff training simply increases the cost of organization, because the organization has to allocate staff training budget every year. But this concept has been changed now, because of cost of non-training is always higher than the cost of training. Training and development programs enable the employees to get necessary skills to use new technologies (Imran *et al.*, 2014). Effective employees training minimize the gap between actual required skill to do the job and existing skills in new employees (Simons and Richardson, 2012). Proactive, motivated and well trained staff makes the organization productive and prosperous. Training and development enhances the organization towards its strategic goals and objectives (system entails many more aspects of the organization, including organizational culture and ensuring health and safety. With an understanding of these components of an HR management system, business owners and managers can effectively structure their business processes. Training and development programs are essential for every organization for its long term planning and (Niazi, 2011).

1.2. Background of the Organization

Gulelle sub-city administration sectors invest considerable amount resource to train their workers. The main problem here is that not how much the sectors are spend for training for their employees, but how much sectors are effective on training and development .

Gulelle is one of the ten sub-cities in Addis Ababa city administration. It covers an area of 3119.1 hectares .At present the sub city divided into ten Districts/ Woredes according to the 2007 census the total population with this sub-city 267381.To the knowledge of the researcher there are no studies which examine the effect of T&D on employee's performance conducted in the sectors.

Thus, the purpose of the study is to assess the effect of training and development on employee performance using Gulelle sub city administration sector as a case study and provide suggestions to the administration as how it can make best use of training development programs to make their employees perform well on their job.

1.3. Statement of the Problem

Training is imparting a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning (Cole,2002). The main purpose of training and development is by improving the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets (Meyer&Smith,2002).

Consequently, every government office is required to develop the capacity and potential of all its employees irrespective of their status through training and development by

identifying training and development needs of employees and preparing the necessary plan and budget for training and development programs.

Despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource development issues in developing countries and increasing concerns from organizational customers towards low quality services in the administration sector. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found (Debrah & Ofori 2006),.

The other problem related to training in many organizations is that the outcomes of training are not properly evaluated. Examining the outcomes of a program helps in evaluating training effectiveness and to identify the programs' strengths and weakness. This includes determining whether the program is meeting the learning objectives and whether the training transferred to the job occurring (Noe et al , 2008). In view of the challenges confronting companies there is increasing realization of the effect of human resource training and development. Though some researchers believe that training and development and its effect towards enhancement of employee performance as well as organizational performance is very important. Amir and Amen (2013), the majority of governmental, private and international organizations fail to recognize the importance of training to increase their employees' productivity and when the economy slows or when profits decline, many organizations first seek cuts in their training budgets. This will leads to high job turnover then increase the cost to hire new employees which lower down the organization's profitability.

For example, Saleem et al. (2011) stated that good training and development system help organizations make sure those employees in every organization can understand the condition in which the company is in and keeps them updated to have the required skill that they need to perform their day to day activity. This shows human resource training and development provides an opportunity for human resource department to play a more strategic role in employee performance enhancement.

Recent studies of training and development practice in Ethiopia public organizations show that they do not give much attention to the training and development of employees and the effectiveness of the program. Rather the practice shows that more attention has been paid to the preparation of documentation and written programs than to the actual management (Bahiru, 2011).

Currently many organizations in Ethiopia invest considerable amount of resource to train their people. The organization is expected to be effective from the investment that they invest for training, simply invest huge amount of Birr for training is not enough. Organizations must measure the return on investment to check how much they are effective from it. According to(Malik, et al,2011), organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce.

Though there are enormous researches conducted on the practice of training and development and its effect on employee performance, no research has been undertaken to examine whether the available researches can be applied to Gullele. sub-city. Hence, conducting this research is important to know the effect of employee training and

development toward enhancement of employee performance in this particular organization and to forward possible recommendations.

Thus, the researcher's motive is raised to fill these gaps too.

1.4. Research Question

The main research question that can be addressed in this study is 'Assessing the effects do training and development has on employee's performance of Gulelle Sub City?'

The study also will answer the following specific research questions.

- ✓ How does the current training and development practice look like in **the study area?**
- ✓ Does training and development design have a significant effect on the employees' performance in the study area?
- ✓ Does training and development objective have a significant effect on the employees' performance in the study area?
- ✓ Does training delivery method have any significant effect on the employees' performance in the study area?
- ✓ Does training and development has an effect on employees' performance in **the study area?**

1.5. Research Objective

1.5.1 General Objective

The general objective of the study is to assess the effect of training and development on employee's performance in Gulelle Sub-City Administration.

1.5.2. Specific Objective

- ✓ To assess current training and development practice look like in the sub-city.
- ✓ **To see whether training and development design have a significant effect on the employees' performance in the study area.**
- ✓ **To see whether training and development objective have a significant effect on the employees' performance in the study area.**
- ✓ **To see whether training delivery method have any significant effect on the employees' performance in the study area.**
- ✓ To analyze training and development has an effect on employees' performance in the Sub-City.

1.6. Significance of the Study

The study deals with the practice of training and development to identify its effect on employee performance. The primary important of the study is that it to find out issues of employee training and development how it affects the performance of employees in Gulelle Sub-City administration sectors. The result of the study will serve as an input for Sub-city sectors to re-examine how much they were effective in their training programs towards improving the performance of the workforce.

The researcher has also benefitted from the knowledge and practice experience obtained through the research in partial fulfilment of the requirement of Masters of Art Degree.

1.7.Scope of the Study

This study was carried out to assess the effect of training and development on employee's performance on Gulelle Sub-City sectors. The study is delimited on the effect of training and development have played in the last three years between 2014-2016 DC .According the analysis and occlusion will be based on the period. The study is delimited to the Gulelle Sub-City sectors only and that is not included the rest of nine Sub-Cities and Wereda Administration .It is better of the study includes all the governmental administration to conclude the effect of training and development on employee performance of the Sub- City in general.

1.8. Limitation of the Study

The main constraints facing the researcher are time and resource limitations. The other problem was unwillingness of some respondents to give valuable and reliable information. These limitations prohibit the researcher from reviewing adequate published and documented data regarding practices of training and development in the organization and its effect on employee performance.

1.9.Definition of key concepts

Human resource management is the way organizations manage their staff and help them to develop (McCourt & Eldridge 2003,) in order to be able to execute organizations' missions and goals successfully.

Human resource development is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and

fulfilment of organizations members as they work to accomplish the goals of the organization (Pace, Smith & Mills 1991, 6).

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992).

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

Employee performance

Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

1.10. Organization of the Study

The study is organized into five chapters. The first chapter discusses background information, the research problem, objectives, and significance of the study, scope, limitation of the study and definition of key concept. Chapter two is concerned with the various literatures reviewed in order to enhance the knowledge about the area. Chapter three discussed the research methodology that is adopted for the study with relevant justifications. Chapter four presents the findings on the effect of training development on employee performance in Gulelle sub-city administration. Chapter five consist findings, conclusions and recommendations.

II

LITERATURE REVIEW

2.1. Introduction

Many factors can affect the performance of individual employees; therefore the role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance. Therefore, any organization that wants to succeed, and to continue to succeed, has to maintain workforce, who are willing to learn and develop continuously. Training and developing human capital is very important in the effective management and maintenance of a skilled workforce .As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance (Kraiger et al, 2009). Training leads to an increase in the quality of labor, by equipping employees with greater skills and knowledge (and possibly fostering greater effort. And it is also one of the ways of improving organization's effectiveness by making workers to improves their skills, enabling them to undertake more complex tasks or complete tasks better or faster (Laplagne ,et al, 1999).

Usually, before training programs are organized efforts are being made through individuals and organizational appraisals to identify the training needs . After the training programs, an evaluation is carried out to ascertain the effectiveness of the organization from the training in line with the need, which had been identified earlier (Olaniyan et al, 2008).

2.2. Theoretical Review

This study is inspired by human capital theory by Garrick (1999) which states that people are worth investing in as a form of capital. People's performance and the result achieved can then be considered as a return on investment and assessed in terms of costs and benefit it is a theory that can explain work place learning. As Sen (1997) explain human capital concentrates on the agency of human being through skill, knowledge, effort in increasing production, abringing employee up to, but not beyond, the desired standard or competence. The theory is relevant to the study since employee work performance is expected to be determined through training, which requires funding as an investment. As employee upgrade their skills, they maintain the mastery of their subject area likely to bear fruit. Employee's value is determined from their forwarding arguments or choosing a more informed way and respect by other on their ideas hence making their organization gain a competitive advantage over others because human capital gained through training can be source of competitive advantage.

2.2.1 .Training

Effective training and development programs aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peers cooperation and participation by the subordinates. This team work enable employees to actively participate on the job and produces better performance, hence improving organizational performance.

Training programs not only develops employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training programs for 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 enable 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 by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan, Devadason and Zakkeer, 2006).

Training refers to a planned intervention aimed at enhancing the elements of individual job performance. It is all about improving the skills that seems to be necessary for the achievement of organizational goals. Training programs may also help the workforce to decrease their anxiety or frustration, originated by the work on job (Chenet al., 2004). Those workers who feel themselves to be unable to perform a task with the desired level of performance often decide to leave the firm (Chen et al., 2004), otherwise their stay at firm will not be to productivity (Kanelopoulos and Akrivos, 2006). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads

to appreciation by the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers and employees who learn as a result of training program.

2.2.2. The Concept of Development

According to Armstrong (2006), development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that reparse people to exercise wide or increased responsibilities. It does not concentrate on improving performance in the present job. Harrison (2000) defined development as a learning experience of any kind whereby individuals or groups acquire knowledge, skills, values and behaviours. It is more of career xxiv based than job oriented and is concerned with the longer-term development and capable of the individual. Development does not cover only those activities, which improve job performance, but also those which bring about growth of the individual; assists personality in the development towards maturity and realization of their potential capabilities so that they become not only good employees but better women and men. It therefore refers to the future-oriented or driven training, and on personnel growth of the employee. As the job and career development is concern, employees need new skills and capabilities. There is therefore, the need for employee development which helps the individual to improve ability to handle a different types of assignments; enhances performance at all levels in their current jobs; assists to maintain good performance of employees throughout their career exploring their full potential; answer accessibility of required numbers of personnel with the needed skills so as to achieve the current and

anticipated future demands of the organization and also to provide the opportunities for the employees to achieve their career ambition, and to answer that the managerial resources of the organization are put to optimum use. According to Ltika (2002), development sees the employees as being suitable resources with a variety of skills and places within the organization and it is also concerned with giving the individual the right mix of skills, exp Employee performance

According to Hawthorne studies and many other research works on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

2.2.3 Training and Development

Dessler (2006) defined the training as giving new and different skills to the employees for performing their jobs. Armstrong (2009) suggests that " training can refer to the practice of equipping employees with skills, knowledge, and abilities, with the aim of building organizational capabilities and increasing organizational performance".

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

According to Neelam et al., (2014) Training and development is defined as the planned learning experiences that teach employees how to perform current and future jobs. These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem. Training is a systematic restructuring of behavior, attitude and skills through learning- education, instruction and planned experience. The cardinal purpose of training is to assist the organization achieves its short and long term objectives by adding value to its human capital. Training and development are not undertaken for the sake of training, but rather are designed to achieve some needs.

In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning (Marmer 1999). Therefore, Training and development in today's employment setting is far more appropriate than training alone since human resources can

exert their full potentials only when the learning process goes for beyond the simple routine (Pallavi, 2013).

As cited on Abeeha and Bariha, (2012) while considering a training process its essential to explore who is taking part in trainings, style and design of training and all about the main objectivity of the trainings being achieved or not (Choo & Bowley, 2007). Stephen & Bowley (2007) focus on the outcome of capital invested on training processes that further raise the efficiency of the employees and the organization. The quality of a trainer is also a key element which affects the training productivity The course design for the training and the trainer selection speaks about the success and the failure of the training itself.

2.2.4.Benefits of Training

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. There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

- 1) High morale – employees who receive training have increased confidence and motivations;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

- 3) Lower turnover – training brings a sense of security at the workplace which 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 provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Help to improve the availability and quality of staff. How a greater level of job satisfaction along with superior performance;

2.2.5.Importance of Training and Development

The recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development (Afshan et al., 2012).

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development.

Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). Also Training of employees is necessary to increase the productivity and economic growth. High returns on investment can be getting through high level of education and training. As the technologies changes the employee's skills should be changed as computerization has made more important than manual skills (Anam, 2013).

In contributing to the overall goal of the organization, training and development processes are implemented as this benefits not just the organization but also the individuals making up that organization. For the organization, training and development leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training and development improve job knowledge while also helping in identifying with the goals of the organization (Neelam et al., 2014).

According to Pallavi (2013), Training and development programs play a vital role in every organization. These programs improve Employee Performance at workplace, it updates Employee Knowledge and enhances their personal Skills and it helps in avoiding Managerial Obsolescence. With the use of these programs, it is easier for the management to evaluate the job performance and accordingly take decisions like employee Promotion, rewards, compensations, welfare facilities, etc. These training programs also help the managers in succession planning, employee retention and motivation. It creates Efficient and Effective employees in the Organization. The need for training & development is determined by the employee's performance deficiency, computed as follows:

Training & Development need = Standard performance – Actual performance

Training enhances the overall performance of an organization in various ways. The major areas where employees are normally trained in an organization are Soft- skill Development, Personality Development, Interpersonal Relationship, Problem solving techniques, Managerial and Supervisory Training Program, quality improvement programs, technical processes, quality circle programs, Time management skills, employee efficiency development programs, violence prevention programs, regulatory compliances, goal setting and implementation of programs, workplace safety management, workplace communication, and so on. Training and Development programs improve the quality of work-life by creating an employee supportive workplace.

As cited on Joseph (2009), Implementation of formal training and development programs offers several potential advantages to quality job performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality (Ambler, 2006).

The general benefits received from employee training are: Increased job satisfaction and morale, Increased motivation , Increased efficiencies in processes, Resulting in financial gain, Increased capacity to adopt new technologies and methods, Increased innovation

in strategies and products and reduced employee turnover.(Amir and Amen, 2013). Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance.

2.2.6.Methods of training

According to (Olaniyan et al, 2008) the method of training can be classified

- a) On the job training/coaching -This relates to formal training on the job. A worker becomes experienced on the job over time due to modification of job behaviours at the point of training or acquisition of skills.
- b) Induction/orientation - This is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations.
- c) Apprenticeship - A method of training where an unskilled person understudies a skilled person.
- d) Demonstration-Teaching by example, whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job.
- e) Vestibule - This is done through industrial attachment for the purpose of skills and technology transfer. It is therefore achieved through placement of an individual within another area of relevant work or organization. The effect is the acquisition of practical and specialized skills or it is a type of training which occurs in special facilities that replicate the equipment and work demands of jobs (Mathis, et al, 2008).
- f) Formal

Training - A practical and theoretical teaching process which could be done within or outside an organization. When training is carried out inside an organization, it is called an in house training. Off-house training is carried out in professionalized training areas like: Universities, Polytechnics and Professional Institutes.

In fact the method that employ by the organization has its own effect on the effectiveness of the organization from the training expenditure. As a result, companies are increasingly searching for the right blend of training methods to maximize the effectiveness of learning. Others are looking for more cost-effective alternatives to online learning which for some enterprises has proven to be a more expensive route than anticipated. Coaching by line-managers and on-the-job training are now playing an increasingly important role in the current financial climate (Blain, 2009). Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole (Alipour et al, 2009).

According to (Alipour et al, 2009) training methods could be classified as cognitive and behavioural approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the job training methods. On the other hand, behavioural methods allow trainee to practice behaviour in real or simulated

fashion. They stimulate learning through behaviour which is best for skill development and attitude change. These methods can be called as on-the-job training methods.

2.2.7. Developing Training and Development Programs

Developing and designing T&D program is another important stage developing an effective employee training program is vital to the long-term success of any business. Training programs are carefully planned and properly implemented can provide multiple benefits for employees and the company. Clear understanding of policies, job functions, goals and company philosophy lead to increased motivation, morale and productivity for employees, and higher profits for your business. Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of your training program will assist in creating a clearly defined and effective program (<http://smallbusiness.chron.com/developing-effective-employee-trainingprogram.html>)

Training program should be designed based on principles. That means general principles have to be taken in to consideration while designing training programs. Tracy (1984:6-7) listed out the following principles of designing training programs:

1. Training requires the full commitment and support of top management, supervisory personnel and collective bargaining unit.
2. Training programs and activities must focus on problems that can be solved by training. Remediation of deficiencies in knowledge, skill and attitude; not on management problems, performance deficiency attributable to inappropriate performance standards, inadequate supervision, dissatisfaction with working conditions, etc.

3. Training programs must meet both organization and employees needs, and they must encompass all types and levels of employees and cut cross all divisions and unit of the organization.
4. The pattern and arrangement of training opportunities must compliment and implement the philosophy of the organization.
5. Training programs must be developed through a systematic process. They must be built on a firm foundation of precisely defined job performance requirement. And the material used must be structured to provide integrated skills building.
6. Training programs must employ delivery systems that are selected on the basis of training effectiveness, available technology, cost effectiveness and results.
7. Training programs must be validated to insure effectiveness prior to full scale implementation.
8. Training programs include evaluation and feedback channels and mechanisms to permit refinement, updating and continuing effectiveness
9. Training programs must provide ample opportunities for trainees to apply and practice newly acquired skills and knowledge. Thus, there are steps and principle in training and development program that follow the same pattern in any organization i.e. identifying trainees, selecting trainers, determining the type of training method or technique appropriate for the intended purpose, defining the extent or level of training, describing which principles of training should be followed, and deciding where should the training be conducted. Type of training program According to Josh (2013) there

are 3 type of training programmes designed by the organizations can be of any one of the types stated below.

1. Job training: - the purpose of job training is to increase the knowledge of workers about the job with which they are concerned so that their efficiency and skill of performance are improved. In job training workers learn correct methods of handling machines and equipment, avoiding accidents, removing bottlenecks etc...
2. Refresher training: - at the time of initial appointment, employees are formally trained for their jobs , but with the passage of time , they may forget some of the methods which were taught to them or some of the methods or all of them may have become out dated because of technological development. Hence refresher training is arranged for existing employee in order to enable them to refresh and improve their knowledge.
3. Promotional training: - many organizations have adopted a policy of filling some of the vacancies at higher levels by promoting existing employees. When existing employees are promoted in an organization, they are required to shoulder new responsibilities of the new position to which they have been promoted.

2.3. Employee Performance

The vital resource to any organization is its workforce. They have a regular role to play which comprises of the organization's success which cannot be underestimated. Afshan et al. (2012), define performance as; "The achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers". Many studies conducted earlier

revealed that human resource management practices have been strongly and positively related to employee performance and developments areas. There has been a lot of research to support the fact that employee performance can improve through training by building a sense of teamwork among employees (Mary Jane) ,and to develop specialized financial skills. Also employee's capabilities are enhanced when the organization is started to spend in improving the knowledge and ability of its employee's through training so in return more effective employees are produced and also provides efficacious relationship between employees and the employer . The evidence also proposes that training has a significant benefit to employee performance when joint with innovation. The research, performed by HR, reported that providing staff with training in how to deal with absenteeism occupy a huge part in improving absentee rates at their organizations. (Patricia Lotic, 2014) . Another study on the topic "training the knowledge worker: a descriptive study of training practices in Irish software companies ", gives the findings of a survey of 200 employees across 39 software companies. The study collected the information the types of training and the influence of training on knowledge retention. The end result shows that training narrate positively with the expectations of employee. The good training programs lead to increased employee job satisfaction. Almost one third of respondents believe that that the training provided by their organization does not structure in a way, based on employee feedback on requirements (Thomas Acton, Willie Golden, (2003

2.4.Emprical Evidences

Most of the time organizational success relied on the skills and abilities of its employees, and this means that organizational success depends to an extent on considerable and

continuous investment in training and development. This would ensure an adequate supply of staff that is technically and socially competent. According to Tahir et al. (2014), it is important for organization to get 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 researchers 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.

Furthermore on a study conducted by Kasau (2014) to assess the relationship between training and performance showed that employees should be trained to equip with positive attitudes towards work and training should also be done with an objective of building the “how” to deliver quality services to the customers. For the employees to perform well, they should be trained and then positioned for any personal growth opportunities available in the company. Falola et al., (2014) also argued as training is important for the survival of any organization. It is 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. The researcher found the following different studies conducted by different researchers on the impact of training and development on employees’ performance helpful to strengthen the literature.

Hameed, and Waheed A. (2011) wrote a research evaluating the theoretical framework and models that are linked with the development of employee and the impact of those models on the performance of employee. The authors stated that the employees are essential elements for an organization. The employee performance has such a significant impact that an organization's success or failure is dependent on it. For that reason, companies are highly engaged in employee development and investing large lump sum of money in this regard. The research had proposed certain identified key variables.

2.5. 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. 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. Farooq. M, & Aslam. M. K's (2011) study's findings 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 a firm is able to meet its employees' 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.

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 .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 moulded 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 fulfilment.

According to Wright and Geroy (2001), employee competencies changed 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 achieve learning outcomes and improves the performance, both on individual and organizational level. 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).

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 behaviour and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees.

2.6. Factors That Inhibit the Proper Practices of Employees Training and Development

Training and Development faces different problems and obstacles in organizations. Atiyah (1993) argues that the effectiveness of most training programs in developing countries is generally low, due to the inadequate need analysis or assessment, irrelevant curricula, un participative training techniques and lack of reinforcement. Moreover, training is not considered an important function to be conducted regularly; instead, it sponsors symposia, occasions or events in which a number of theoretical papers on current topics are presented to a large invited audience. Obviously, it is important to understand factors that hinder the practices of employee training and development in any service render organizations. According to Noe (2002), organization strategic goal, training policy, support of managers for training activities and training budget are some of the factors which should be considered in organizations before choosing training and development as a solution to performance deficiency.

Organization's Strategic Goal: - one of the important purposes of organizations strategic goal is the identification of knowledge, skill and abilities that will be needed by employees in the future as both jobs and the organization change. The other important purpose of organizational strategic goal is it indicates the overall organization's mission and vision through participatory communications among all staff members. Clear understanding of both short and long term goals also contributes an important role for organizational objectives. Similarly, both internal and external forces are that will influence the training of workers which needs to be considered (Noe, 2002). Training Policy: - is one of the important factors which play a great role in facilitating the

implementation of employees training and development if it is formulated properly by the organization. When training program is designed it is important to ensure whether the organization has a training policy or not. Monappa and Salyadain (1999) briefly explained that, an organization's training policy should represents the commitment of its top management to training and is expressed in the rules and procedures which govern or influence the standard and scope of training in the organization. Support of Managers for Training Activities:- the key factors for training success are a positive attitude among peers and managers about participation in training activities, managers and peers willingness to provide information to trainees about how they can use knowledge, skill or behaviours learned in training on the job and opportunities for trainees to use in their jobs. If managers are not supportive, employees are unlikely to apply training in to their jobs. In addition to this, as affirmed by Sah (1992) low priority to training and poor communication reduces training performance effectiveness by lowering morale and lower commitment to the goals of the organization.

Training Budget: - it is a statement of what the organization intends to spend on training in a given period of time (Truelove, 2000). In this regard it is expected that every organization are intended to allocate budget for training activities. A training budget for each internal program of an organization has to be prepared in a proper way which would include cost of facilities like training room, food, transport, guest faculty and cost of teaching materials (Monappa and Saidayain, 1999). In contrast to the above statement, many organizations are reluctant to allocate sufficient budget for training because they assumed that the result of training on organization's achievement is not immediate (Kaila, 2006). However, it will be readily essential that if managers, supervisors and

departments are closely work with training department during the preparation of a training budget because training is an essential service function for organization activities. In addition to this, if training budget is planned in a proper manner an organization can be free from misuse of resources. In summary, it could be said that T&D should play a strategic, proactive and influencing role, rather than just simply an implementing and reactive role. Top management support and leadership and line mangers' participation are very important requirements for successful strategic T&D. Unfortunately, SHRD does not exist in many organizations for many reasons, such as the organization's lack of or ill-defined strategic objectives and the cost of T&D is often considered high in many organizations. Some organizations do not analyse T&D needs properly and evaluating the training programme outcomes stage is ignored or just focused on employee satisfaction and reaction (Stone, 2002).

2.7. Theoretical framework

Being the intellectual property of the firm, employees proves to be a good source of gaining competitive advantage (Houger, 2006), and training is the only way of developing organizational intellectual property through building employees competencies. Hence on the basis of the above review of literature, following proposition could be drawn:

Proposition: Those employees who receive periodical effective training sessions are more able to perform well on the job by increasing the quality of work, hence achieving organizational goals and gaining competitive advantage (Amir and Amen; 2013).

According to Amir and Amen (2013), the relationship between training and development and employee performance can be depicted in the following model.

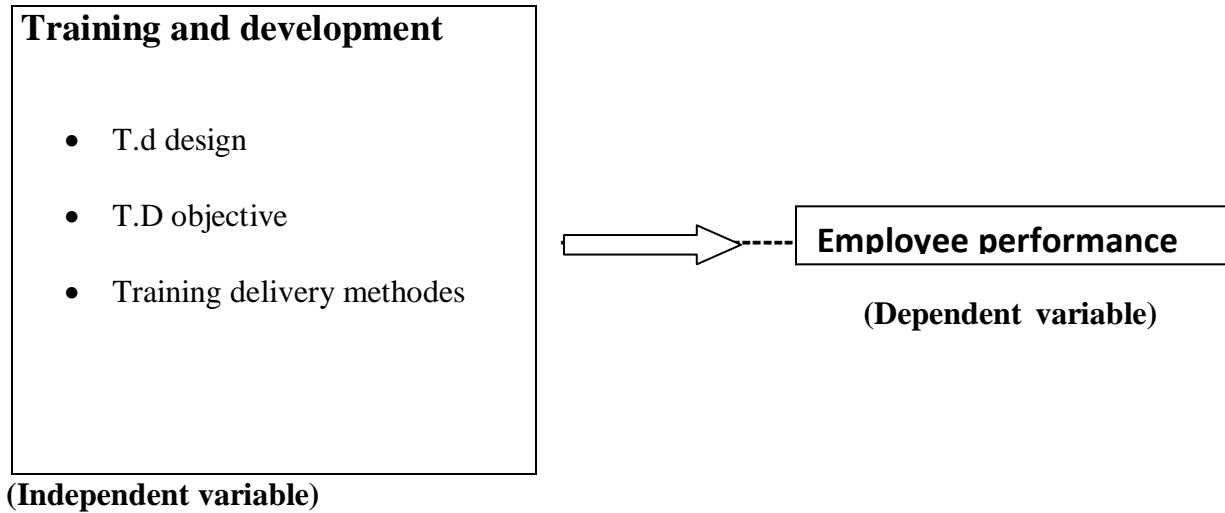


Figure 2.1 Conceptual Framework Of The Study.

III

Research Methodology

3.1. Research Design

Research design deals with planning the strategy or overall design of the study. This study use survey research design. Ogutu (2012) posits that a survey research method is probably the best method available to social scientists who are interested in collecting original data for purposes of describing a population which is too large to observe directly. In this survey, independent variables will be selected rather than observations and analyses of relationships among the variables carried out in their natural settings. The approach allowed ascertaining of widespread opinions under natural conditions (Auka, Bosire&Matern, 2013).

The survey design allows investigation of possible relationships between variables. In this way the survey design was more appropriate for the study because it enables data collection from broader category as well as comparisons between variables. The dependent variable in this study is the employee performance while the independent variables are employee training and Development

3.2. Types and Sources of Data

This study utilized cross-sectional survey in which all relevant data were collected at a single point in time. A quantitative approach of doing research was used. Questionnaires were used as the survey instrument. Quantitative approach enables to answers questions through a controlled deductive process, allowing for the collection of numerical data, the prediction, the measurement of variables, and the use of statistical procedures to analyze

and develop inferences from that data. The sources of data for this study were primary sources. Primary data can be obtained by conducting a survey; a survey can be described simply as a means of gathering information, usually through self-report using questionnaires. In this study a survey has been conducted on employees in Gulelle Sub-City Administration Sector

3.3. Study Population

The target population of the study is full time or permanent employees from all sectors of the Sub-City which comprise technical officer, administrative staff, secretaries, archives (record officers), accountants, logistic staff and offices assistants are targets of the study. These targets of the study are selected because of the easy access to data, cost effectiveness and easy manageability of the study. The total population of the study is 1197 employees (as of October 2016 payroll).

The researcher uses the following sample determination table to determine the representative sample size which was developed by Carvalho (1984), as referred from marketing research book written by Naresh Malhotra (2007). The following table shows the breakdown of population range the small, medium, and large sample that can be drawn for the study.

As it can be seen from table 1, the population of this study i.e. 1197 lies under the category that ranges from 501-1200 sample of 125 will be taken to cover defective questioner the researcher distributed additional 16 questioners which is determined high for such range of population by Carvalho(1984).

Table 1. Sample Size Determination

Population size	Sample Size		
	Low	Medium	High
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	20	125	200
3021-10000	80	200	315
10001-35000	125	315	500
35001-15000	200	500	800

Source: from marketing research book written by Naresh Malhotra (2007).

3.4.Sampling Technique

To obtain the specified number of samples from the population probabilistic method of random sampling method will be applied. Random sampling gives all the member of the population equal chance of being selected increasing the representativeness of the samples.

3.5. Data Collection methods

The primary data was collected through the use of survey questionnaire .The use of questionnaire was adopted because it ensures that data collection was standardized such that each respondent got the same question and in the same format. Questionnaires were also enable collection of original data from the sample of the population within a short time and at low cost for purposes of describing the entire population (Ogutu, 2012). Structured questionnaire be applied according to the research questions. The questionnaire consisting of 5 likert scale. The Five likert scale is as follows • Strongly Disagree • Disagree • Neutral • Agree • Strongly Agree. The questionnaire also consisting of two special sections namely section (A) and section (B). In Section (A) personal as well as company information based on nominal and ordinal scaling will be used. On the other hand, section (B) comprises of the closed ended questions regarding Training and development and employee based on 5 likert scale supervisor.

3.6. Data Analysis and Presention

Cooper and Schindlier (2000), described data analysis as the process of editing and reducing accumulated data to a manageable size, developing summaries, seeking for patterns and using statistical methods. The questionnaires was coded before entering the data into statistical package for social sciences SSPS for analysis. To form a relationship

between the variables, descriptive analysis, simple regression and correlation were used. That illustrates the dependency of training and development on employee performance as well as the extent of dependency. The data were also presented in form of Tables.

3.7. Research Validity

Validity refers to the extent of accuracy of the results of the study. Validity of the results can either be internal or external. Internal validity refers to the analysis of the accuracy of the results obtained. External validity refers to the analysis of the findings with regards to whether they can be generalized (Ghuri & Grønhaug 2005, 65). To check the reliability of the questionnaire the researcher also used reliability test by using Cronbach alpha to check the consistency of the questions with the topic of the study.

3.8. Research Reliability

Reliability refers to the stability of the measure used to study the relationships between variables (Ghuri & Grønhaug 2005, 81). The questions in the questionnaire were designed taking into consideration the issues related to the problem and goals of the study and theories on the subject. It is therefore believed that the responses and results from this study are reliable the reliability of questionnaire has been conducted by using pilot test. The researcher test the questionnaire to see if it obtains the result that is required for the study. During pilot testing 10 employees were selected and based on the result of the questionnaires the items were redesigned and the finalized and also distributed to other employees which did not participate in the pilot study.

3.6 Ethical Consideration

The study was conducted by considering ethical responsibility. This includes providing information to the respondents the purpose of the study and the use of the information as well. Every person involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. The following ethical considerations were at the base of this research. a) Fairness. b) Openness of intent. c) Disclosure of methods. d) Respect or the integrity of the individuals e) Informed willingness on the part of the subjects to participate voluntarily in the research.

IV

DATA ANALYSIS AND SUMMARY OF RESULT

4. Data Presentation and Analysis

. This chapter presents analyze and interpret the data obtained from the primary source. The primary data was obtained from the questionnaire which is designed to collect the necessary data to answer the research questions. The questionnaire was administered for 141 employees working in Gullel Sub-City

The data collected mainly through questionnaire. After collecting the data from the sample taken it will be described, analyzed and synthesized in tables, with the help of SPSS.

4.1 Employees' General Information/ Basic Demographic Data

Table 4.2 Back ground information of respondent

No	Item	Frequency	Percent	Valid percent	Cumulative percent	
1.	Gender of Respondents	Male	83	58.9	58.9	58.9
		Female	58	41.1	41.1	100
		Total	141	100	100	
2.	Age of Respondents	18-25	15	10.6	10.6	10.6
		26-35	93	66	66	76.6
		36-45	19	13.5	13.5	90.1
		46-55	11	7.8	7.8	97.9
		56-60	3	2.1	2.1	100
		Total	141	100	100	
3	Marital	single	49	34.8	34.8	3.8

	status	Married	82	58.2	58.2	92.9
		separated	3	2.1	2.1	95
		Divorced	4	2.8	2.8	97.9
		Widowed	3	2.1	2.1	100
		Total	141	100	100	
4	Educational level	under grade 10	14	9.9	9.9	9.9
		certificate	6	4.3	4.3	14.2
		Diploma	32	22.7	22.7	36.9
		First degree	84	59.9	59.9	96.5
		second degree	3	2.1	2.1	98.6
		other	2	1.4	1.4	100
		Total	141	100	100	
5	work experiance	< 1 Year	21	14.9	14.9	14.9
		1-5 year	63	44.7	44.7	59.6
		6-10 year	39	27.7	27.7	87.2
		11 year & above	18	12.8	12.8	100
		Total	141	100	100	

According to the data figured out in table 2, 58(41.1%) respondents are females whereas the remaining 83(58.9) respondents are male. This implies that 41.1%% of the respondents is female and 58.9 % of the respondents is male. Thus, the contribution of females in the organization is less than the males, however it is really appreciable.

Regarding the age distribution among the respondents as shown above in the table, 15(10.6%) respondents found on the range from 18 to 25, 93(66%) respondents ranged from 26 to 35, 19(13.5%) respondents ranged from 36 to 45, 11(7.8%) respondents ranged from 46 to 55 and the remaining 3(2.1%) ranged from 56 to 60. Generally, 108 respondents are ranged from 18 to 45, which are almost youth and are in early adulthood.

Thus, this figure suggests that the organization requires provision of training and development for its staff.

Besides, 23 respondents are ranged from 36 to 60. In turn, the organization has noticeable human power who are aged and equipped with high level of experience and knowledge. As a result the organization can use these employees, experts, as trainers and mentors as well.

Related to respondents' marital status as cited above in the table, 49(34.8%) respondents are single and 82(58.2%) respondents are married. Whereas 3(2.1%) respondents are separated in different cases and 3(2.1%) respondents are divorced. The remaining 4(2.8%) respondents are widowed. Therefore, most of the employees in the organization are married and only 3 of those who are once married are divorced. And this showed that most of them have stable life which in turn brings positive impacts in work place.

As the data presented in table 3 as regards respondents' educational back ground (qualification), 14(9.9%) respondents are under grade ten, 6(4.3%) respondents are certificate holders, and 32(22.7%) respondents are diploma holders. Whereas, 84 (59.6%) respondents are qualified with fist degree and 13 respondents are qualified with second degree. And the remaining 2(1.4%) are grouped in other category

This data could reveal that the organization is staffed with significantly qualified.

Related to their work experience, the data cited in the above table exhibited that 21(14.9%) respondents have less than one year work experience, 63(44.7%) respondents have one to five years of work experience, 39(27.9)% respondents have six to ten years of work experience and the remaining 18(12.8%) respondents have eleven years and

above work experience. In other word, 84 respondents have five years and below five years of experience and 39 respondents have work experience which is ranged from 6 to 10. And only the remaining 18 respondents have more than ten years of experience. This implies that most of the employees in the organization do not have noticeable work experience and/ or they are not well experienced. Thus, the organization needs to facilitate trainings and development for its employees. However, the organization has 18 and above number of employees who are really highly experienced and knowledgeable on different areas, if it can utilize them well they could serve as trainers, mentors and group leaders.

4.2 The Training and Development Design

Table 4.3 The training program is desinged based on the requirement of the job or employes deficiency of ability for the job

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	25	17.7	17.7	17.7
Agree	88	62.4	62.4	80.1
Valid Neutral	9	6.4	6.4	86.5
Disagree	19	13.5	13.5	100.0
Total	141	100.0	100.0	

Source: presented data

As cited above in table 4.6, the training program is designed based on the requirements of the job and/ or employees' deficiency of job performance is labelled as strongly agree and agree by 25(17.7%) and 88(62.4%) respondents correspondingly. But only 9(6.4%)respondents and 19(13.5%) respondents respectively labelled it neutral and disagree. None of them said that strongly disagree.

Thus, the data confirmed that the organization had the experience of designing trainings based on the requirement of the job and/ or based on the employees' deficiency on job performanc

Table 4.4; Does the management request feedback from trainees during their trainng process

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	11.3	11.3	11.3
Agree	70	49.6	49.6	61.0
Valid Neutral	10	7.1	7.1	68.1
Disagree	39	27.7	27.7	95.7
strongly disagree	6	4.3	4.3	100.0
Total	141	100.0	100.0	

According to the data presented in table 4.7, 16(11.3%) respondents said that they strongly agree and 70(49.6%) respondents said that they agree to the issue that the management request feedback from trainees' during their training process. But 39 (27.7%)respondents said that they disagree as 6(4.3%) respondents said strongly disagree. Whereas, 10(7.1%) respondents labelled it neutral, showing that they are not certain whether the management request feedback from the trainees or not.

Therefore, the data discussed above indicated that the organization requested feedback from trainees' during their trainings; however its practice was not to the required extent.

*Table 4.5*The training is applicable for the job after the training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	33	23.4	24.1
	Agree	55	39.0	64.2
	Neutral	16	11.3	75.9
	disagree	30	21.3	97.8
	strongly disagree	3	2.1	100.0
	Total	137	97.2	100.0
Missing	System	4	2.8	
Total		141	100.0	

Regarding the applicability of the training for the job after once the training held, 33(23.4%) respondents and 55(39%) respondents assumed that the training was applicable labelling strongly agree and agree respectively. Whereas, 30(21.3%) respondents and 3(2.1%) respondents assumed that the training was not applicable labelling disagree and strongly disagree correspondingly. The remaining 16 respondents labelled it neutral which showed that they were uncertain whether the training was applicable or not.

Thus, the data discussed above showed that trainings delivered in the organization were applicable for the job which had been affirmed by many of the respondents. But the organization still needed to work on the applicability of trainings for the job of the trainees.

Literatures also suggest that organizations need to identify employees' deficiencies on performing their job which in turn helps the organization to design and deliver trainings focusing on the applicability. Effective training and development programs aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance.

Besides scholars believed that training develops self-efficacy and results in superior performance on job by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan, Devadason and Zakkeer, 2006).

All in all both the data obtained through employing questionnaire and reviewing literatures the organization should take trainings applicability into consideration while designing.

Table 4.6; Do you have enough training that enables you to do your job as required

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	11.3	11.3	11.3
Agree	57	40.4	40.4	51.8
Neutral	11	7.8	7.8	59.6
Disagree	37	26.2	26.2	85.8
strongly disagree	20	14.2	14.2	100.0
Total	141	100.0	100.0	

Related to havening enough training, 16(11.3%) respondents and 57(40.4%) respondents assumed that they had enough training that enabled them to do their job well as required. However, 37(26.2%) respondents and 20(14.2%) respondents said disagree and strongly disagree respectively to show that they didn't get enough trainings that could enable them to do their job. And other 11(7.8%) respondents said that they were not certain whether they had enough trainings or not.

This data revealed that about half of the employees didn't get enough trainings and it confirmed that these employees looked for other more trainings to equip them relevant skills, knowledge and capabilities in general.

As discussed above an organization should identify the skills, knowledge and capabilities required which should be attained from trainings. In other words, as academics in the field affirmed that training refers to bridging the gap between the current performance and the standard desired performance the organization should give much emphasis on equipping trainees with relevant skills, knowledge and capabilities than the number of trainings carried out.

Table 4.7: Does the training program evaluate during or at the end of the program

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	13	9.2	9.2	9.2
Agree	46	32.6	32.6	41.8
Neutral	19	13.5	13.5	55.3
Disagree	50	35.5	35.5	90.8
strongly disagree	13	9.2	9.2	100.0
Total	141	100.0	100.0	

In the above table it is also identified that most of the respondent 63(44.7%) are disagree and strongly disagree that the training program evaluate during or at the end of the program. On the contrary only 59(41.8%) of the respondent are strong agree and agree that training program evaluated at the end of the program while 19(13.5%) remain neutral.

Table 4.8; To what extent your organization has a system of conducting formal training and development needs assessment

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	14.9	14.9	14.9
Agree	66	46.8	46.8	61.7
Neutral	11	7.8	7.8	69.5
Disagree	31	22.0	22.0	91.5
strongly disagree	12	8.5	8.5	100.0
Total	141	100.0	100.0	

Regarding needs assessment for training and development, 87(61.7%) respondents ensured that the organization had a system for needs assessment program conducted formally for the preparation of training and development. While 31(22%) respondents and 12 (8.5%)respondents43(30.5%) said that they disagree and strongly disagree for that the organization had a system for needs assessment program conducted formally to design and provide training. The rest 11(7.8%)of the respondents were uncertain whether the organization had a system for needs assessment program.

Thus, the data revealed that the organization conducted formal needs assessment for training and development although prioritising is still questioned.

4.3 Training and Development Objectives

Table 4.9:training and development objective

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	52	36.9	36.9	36.9
Agree	68	48.2	48.2	85.1
Valid Neutral	15	10.6	10.6	95.7
Disagree	6	4.3	4.3	100.0
Total	141	100.0	100.0	

As the data shown in table 4.12, 120(85.1%) respondents witnessed that the organization set objectives for training and development. These respondents consisting two groups of 52(36.9%) and 68(48.2%) respectively said strongly agree and agree to that the organization set objectives for the training and development. But 15(10.6%) respondents said disagree while only 6(4.3%)respondent said strongly disagree. The other 9

respondents labelled it neutral in order to show they were not sure of the organization set objectives for training and development.

Therefore the data discussed revealed that the organization set objectives for trainings and development which were given to its employees.

Table 4.10: Does your organization set objectives for training and development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	28	19.9	20.3	20.3
	Agree	68	48.2	49.3	69.6
	Neutral	18	12.8	13.0	82.6
	disagree	23	16.3	16.7	99.3
	strongly disagree	1	.7	.7	100.0
	Total	138	97.9	100.0	
Missing	System	3	2.1		
Total		141	100.0		

Besides, the presented data in the table above exhibited that 28(19.9%) respondents and 68(48.2%) respondents respectively said strongly agree and agree to that the training and development objectives were set and in the consideration of the organization's goal. While 23(16.3%) respondents said disagree, only 1 respondent said strongly disagree. But 18(12.8%) respondents were not still sure of whether the training and development objectives were set and inconsideration of the organization's goal or not.

In general, 17% of respondents assumed that the organization did not set objectives of trainings based on the organization's goal. However 68.1% % of respondents to the contrary assured that the objectives of trainings were set in to consideration of the organization's goal.

Thus, the data revealed that the organization set objectives of the trainings on the basis of its goal.

Table 4.11: T&D objective were set and in consideration of the organization goal

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	27	19.1	19.1	19.1
Agree	81	57.4	57.4	76.6
Neutral	14	9.9	9.9	86.5
Disagree	17	12.1	12.1	98.6
strongly disagree	2	1.4	1.4	100.0
Total	141	100.0	100.0	

As the data cited in the table, 108(76.6%) respondents ensured that the objectives/ purposes of the training were clear. Among these respondents, 27(19.1%) of them said strongly agree while 81(57.4%) of them said agree. However, 17(12.1%) respondents said disagree and 2(1.4%) respondents said strongly disagree. The remaining 14 (9.9%) respondents labelled it neutral which in turn implied that they were not sure.

In addition to setting objectives of trainings based on the organization's goal the above discussed data confirmed that the objectives were clear.

Table 4.12 :T& D program you hav taken with clear objecives provide you greater job satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	26	18.4	18.6	18.6
Agree	53	37.6	37.9	56.4
Neutral	14	9.9	10.0	66.4
Disagree	45	31.9	32.1	98.6
strongly disagree	2	1.4	1.4	100.0
Total	140	99.3	100.0	
Missing System	1	.7		
Total	141	100.0		

Related to job satisfaction resulted from the training and development taken, 79(56.4%) respondents assured that they got greater job satisfaction. This was confirmed by 26 (18.4%)respondents and 53(37.6%) respondents labelled strongly agree and agree correspondingly. Although 46(31.9%) respondents said disagree and 2(1.4%) respondents said strongly disagree. And 14(9.9%) respondents labelled it neutral.

In other words (56.4%) of respondents affirmed that they got job satisfaction resulted from trainings they had taken in the organization, however significant number of respondents measures (33.5%)assumed that they did not get job satisfaction as output of trainings delivered.

Table4.13: Training Delivery Methods

F	I found that different training methods listed below to be relevant and of good quality	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
		F	%	F	%	F	%	F	%	F	%	
1	Job rotation	9	6.4	27	19	16	11.3	56	39.7	3	2.3	141
2	Coaching	11	7.8	49	34.8	10	7.1	55	39	1	11.6	141
3	Mentoring	19	13.5	43	30.5	6	4.3	45	31.9	2	1.9	141
4	Orientation	42	29.8	59	41.8	8	5.7	24	17	8	5.7	141
5	Lectures	43	30.5	60	42.6	5	3.5	27	19.1	6	4.3	141
6	Seminars/Conference/Workshops...	12	8.5	46	32.6	15	10.6	46	32.6	2	1.5	141
7	Demonstration	17	12.1	32	22.7	9	6.4	53	37.6	3	2.1	141
8	Group work	30	21.3	83	58.9	5	3.5	16	11.3	7	5	141

Source: presented data

According to the data presented in the above table, job rotation was labelled strongly agree and agree by 9(6.4%) and 27(19.1%) respondents respectively confirming that it was relevant and of good quality as training delivering method. Yet, 56(39.7%) and 33(23.4%) respondents labelled disagree and strongly disagree to the relevance and quality of job rotation as a method. The other 16(11.3%) respondents labelled it neutral assuming that they were not even sure.

Thus, job rotation as method of training was assumed that it was not relevant and of good quality and this was confirmed by 89 respondents (63.1%).

Coaching as method of training labelled strongly agree and agree by 11(7.8%) and 42 (34.8%) respondents believing that it was relevant and of good quality as well for the trainings taken by the employees in the organization. Even though 55(39%) respondents said disagree and 16(11.3%) respondents said strongly disagree. Whereas 10(7.1%) respondents said neutral.

Concerning mentoring as method of training, 19(13.5%) respondents and 43(30.5%) respondents respectively said strongly agree and agree so as to show that they found mentoring relevant and of good quality as method of training. However, significant number of respondents taking 45(31.9%) and 28(19.9%) sequentially said disagree and strongly disagree affirming that they found mentoring irrelevant and of not good quality as a method. The remaining 6 respondents indicated that they were not certain whether mentoring is relevant and of good quality as method of training.

Therefore, only 61 respondents from the whole respondents got mentoring relevant and of good quality method of training for trainings they took in the organization. However,

73(51.8%) of respondents confirmed that mentoring was not relevant and of good quality method of training for those trainings given.

As the data cited above in the table, 101(71.6%) respondents, 42 and 59 respectively, said strongly agree and agree to orientation as method of training was relevant and of good quality for trainings held in the organization. But 24 (17%) respondents and other 8(5.7%) respondents said disagree and strongly disagree assuring that they found orientation as method of training irrelevant and of not good quality as well respectively. The rest of the respondents, 8 in number, said neutral to this.

Therefore, the discussion of the data above revealed that orientation was effective and of good quality method of training, although this method was found irrelevant and of less quality for only 40 (% of) respondents.

Lectures as training method indicated strongly agree and agree by 43(30.5%) respondents and 60(42.6%) respondents respectively which confirmed 103(73%) respondents found lectures relevant and of good quality method for the trainings delivered in their organization. Although 27(19.1%) and 6(4.3%) respondents assumed that they found it less relevant and of not good quality method for the trainings they took in the organization. On the other hand 5 respondents assured that they were not sur

Seminars/Conference and/ or Workshops as method of training were labelled strongly agree and agree by 12(8.5%) and 46(32.6%) respondents respectively which indicated that these respondents found them relevant and of good quality as methods for the training had been taken, whereas, 46(32.6%) and 22(15.6%) respondents said disagree and strongly disagree assuming these methods less relevant and of not good quality. The

remaining 15(10.6%) respondents said neutral in order to show that were not even sure whether they found seminars/ conferences and/or workshops were relevant and of good quality for the trainings they had taken

According to the data presented in the table, 17(12.1%) respondents and 32(22.7%) respondents labelled strongly agree and agree to demonstration as relevant and of good quality training methods although 53(37.6%) respondents and 30(21.3%) respondents respectively said disagree and strongly disagree. The rest 9 labelled it neutral.

In other words 49 (% of) respondents got demonstration relevant and of good quality as method of training for the trainings which were given. However, 91 (% of) respondents found demonstration irrelevant and of less quality method of training.

Therefore, demonstration as method of training for most trainings delivered in the organization was not relevant and of good quality.

Regarding group work as relevant and of good quality method of training was labelled strongly agree and agree by 30(21.3%) respondents and 83(58.9%) respondents sequentially. Nevertheless 16(11.3%) respondents and 7(7%) respondents said disagree and strongly disagree. And the rest 5(3.5) respondents indicated that they were inexact if group work was relevant and of good quality method of training for the trainings they had taken. This is in short; group work was more relevant and of good quality as method of training for trainings provided by the organization to train it employees and it was confirmed by 80% respondents.

All in all, demonstration was relevant and of good quality method of training for the trainings that the organization deliver to its employees.

4.6 Employee's Performance

Table 4.14: Do you think that work knowledge is increased through training programs?:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	38	27.0	27.0	27.0
Agree	81	57.4	57.4	84.4
Neutral	7	5.0	5.0	89.4
Disagree	10	7.1	7.1	96.5
strongly disagree	5	3.5	3.5	100.0
Total	141	100.0	100.0	

According to the data cited in the table above 38(27%) and 81(57.4%) respondents respectively confirmed that they strongly agree and agree with the thought that work knowledge is increased through training programs. The other 7(5%) respondents neither agreed nor disagreed. Whereas the remaining 10(7.1%) and 5(3.5%) respondents respectively labelled disagree and strongly disagree for that work knowledge is increased through training programs.

Therefore, the data revealed that employees in the organization believed that effective training empower them with work knowledge that they could apply in their daily task. In other words they thought trainings add their work performances.

Table4.15: The training provided by the organization helped me to perform my work quickly and efficiently

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	31	22.0	22.0	22.0
Agree	74	52.5	52.5	74.5
Neutral	6	4.3	4.3	78.7
Disagree	27	19.1	19.1	97.9
strongly disagree	3	2.1	2.1	100.0
Total	141	100.0	100.0	

Related to the training provided by the organization and its help to employees' performance of work 31(22%) and 74(52.5%) respondents witnessed that the training provided by their organization helped them to perform their work quickly and efficiently marking strongly agree and agree correspondingly. However 30 respondents marked disagree and strongly disagree parted 27(19.1%) and 3(2.15%) respectively. And the remaining 6 respondents marked neutral so as to show that they are uncertain whether the training provided by the organization helped them to perform their work quickly and efficiently or not.

As the data discussed, 105 (74.5%) of respondents assumed that the trainings given to in the organization enabled them to perform their work quickly and efficiently, however only 30 (21.2% of) respondents believed that the trainings did not help them to perform their work quickly and efficiently.

As a result, the data indicated that trainings provided by the organization enabled most of the employees, who had taken those trainings, to perform their work quickly and efficiently

Table4.16 Because of the knowledge skill and attitude that received from the training i can accomplish activites without waste

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	24.1	24.1	24.1
Agree	72	51.1	51.1	75.2
Neutral	5	3.5	3.5	78.7
Disagree	26	18.4	18.4	97.2
strongly disagree	4	2.8	2.8	100.0
Total	141	100.0	100.0	

As cited above in the table, 34(24.1%) and 72(51.1%) respondents respectively said that they strongly agree and agree for that they could accomplish their activities (tasks) without waste or with less waste as a result of the knowledge, skills and attitudes that received from the training. However, 26(18.4%) respondents said that they disagree and 5 respondents said that they strongly disagree. And the remaining 5(3.5%)respondents said that they are uncertain as they could accomplish their task without waste or not.

In general speaking, 84 (% of) respondents believed that they acquired knowledge, skills, and attitudes resulted from the trainings provided to them and in turn they assumed that they could accomplish their activities (tasks) without waste or with less waste. For that reason, the data could show us that trainings could provide knowledge, skills, and attitudes which helped significant number of employees to accomplish their tasks without waste or with less waste.

Table 4.17 Do you think that job performance directly enhances the customer satisfaction at services and products of the company

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	17	12.1	12.1	12.1
Agree	39	27.7	27.7	39.7
Neutral	12	8.5	8.5	48.2
Valid Disagree	53	37.6	37.6	85.8
strongly disagree	19	13.5	13.5	99.3
55.00	1	.7	.7	100.0
Total	141	100.0	100.0	

Regarding the relationship between job performance resulted from effective trainings and customer satisfaction, the figure cited above in the table showed that 39.7 (% of) respondents thought that job performance directly enhance customer satisfaction. However,51.1 (% of) respondents including 12 respondents who were not certain assumed that job performance does not directly enhance customer satisfaction.

Thus, the data discussed revealed that job performance does not directly enhance customer satisfaction, nonetheless it contradicted with theories developed by scholars in the area.

Table4.18: Do you consider that the training reduce the employees turn over rate of the origination?

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	5.7	5.7	5.7
Agree	25	17.7	17.7	23.4
Neutral	9	7.1	7.1	30.5
Valid Disagree	60	42.6	42.6	73.0
strongly disagree	39	27.0	27.0	100.0
Total	141	100.0	100.0	

As cited above in the table, 23.4(%of) respondents believed that trainings reduce employees' turnover rate and they ensured this saying strongly agree and agree respectively. However, very noticeable number of respondents, 60(42.6%) and 39(27%) respondents respectively, didn't believe that trainings can reduce employees'. And 9(7.1%) respondents neither believe nor disbelieve that trainings can reduce employees' turnover rate.

This meant that only 23.4 (% of) respondents thought that trainings reduce employees' turnover. Besides literatures affirmed that training reduce employees' turnover rate because of better job performance, job satisfaction, getting recognition and better job position which resulted from the trainings that employees take. Unlikely, 69.6 (% of) respondents believed that trainings do not have a role on reducing employees' turnover.

Therefore, the finding contradicted with literatures and scholars' belief. And trainings couldn't play a role on reducing employees' turnover as the data could reveal based on the organization's experience.

Table 4.19: The training provided by the organization helped me to perform my work quickly and efficiently

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	13	9.2	9.2	9.2
Agree	42	29.8	29.8	39.0
Neutral	13	9.2	9.2	48.2
Disagree	51	36.2	36.2	84.4
strongly disagree	22	15.6	15.6	100.0
Total	141	100.0	100.0	

As we can see the data presented in the above table, 13(9.2%) respondents and 42 (29.8%) respondents respectively assumed after the training delivered employees became

committed, saying strongly agree and agree. However, large number of respondents that held 51(36.2%) and 22(15.6%)in number, said disagree and strongly disagree correspondingly. Other 13(9.2%)respondents labelled it neutral to confirm that they were not sure. In short, only 45 (%) respondents believed that the trainings provided by the organization could make employees committed to their job but the remaining 86 (% of employees to the contrary assumed that trainings did add employees commitment to their job.

Therefore, likewise the finding regarding the relation between trainings and employees turnover the finding related to the impact of trainings on employees commitment to their job opposed the literatures and scholars' views.

Table 4.20:Is the type of training you have taken applicable for the job after the training

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	26	18.4	18.4	18.4
Agree	52	36.9	36.9	55.3
Neutral	10	7.1	7.1	62.4
Disagree	38	27.0	27.0	89.4
strongly disagree	15	10.6	10.6	100.0
Total	141	100.0	100.0	

Regarding the applicability of the type of training, 26(18.4%)respondents and 52(36.9%)respondents assured that the type of trainings which they had taken was applicable to their job and they labelled it strongly agree and agree. While 38(27%) respondents and 15(10.6%) respondents said disagree and strongly disagree. But 10(7.1%) respondents showed that they were not sure.

Generally, we could say that most of the trainings given to the employees were applicable for their job at the work place.

Table 4.21: Does the training increase your motivation to the job you do

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	14.9	14.9	14.9
Agree	68	48.2	48.2	63.1
Neutral	6	4.3	4.3	67.4
Disagree	37	26.2	26.2	93.6
strongly disagree	9	6.4	6.4	100.0
Total	141	100.0	100.0	

Related to employees' motivation to the job, the data presented in the table indicated that 21(14.9%) respondents and 68(48.2%) correspondingly said strongly agree and agree ensuring the training increased their motivation. On the other hand, 37(26.2%) respondents said disagree and 9 respondents said strongly disagree. The rest of the respondents which counted 6(4.3%) said neutral.

This figure simply showed that 63(% of) respondents thought that trainings increased employees' motivation to their job although 32.6 (% of) respondents did not share this idea. Therefore, it revealed that trainings increased motivation for most employees who had taken the trainings.

Table 4.22: Does training improve your skills, knowledge, attitudinal changes, new capability/ competence?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	22	15.6	15.6	15.6
Agree	72	51.1	51.1	66.7
Neutral	7	5.0	5.0	71.6
Disagree	37	26.2	26.2	97.9
strongly disagree	3	2.1	2.1	100.0
Total	141	100.0	100.0	

Beside the motivation and commitment, the above table showed the presented data regarding skills, knowledge, attitude and capability in general. In this regard, 94(66.7%) respondents assumed that training improves their skills, knowledge, attitudes and capability. Whereas 42(28.3%) respondents assumed that training does not improve their skill, knowledge, attitudes, and capability. And the remaining 7(5%) respondents described that they are uncertain. Thus, the trainings improved the skill, knowledge, attitudes and capability of employees, however could not work the same for few employees.

Table 4.23 Does the training lead you to be satisfied with your job?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	26	18.4	18.4	18.4
Agree	52	36.9	36.9	55.3
Neutral	9	6.4	6.4	61.7
Disagree	39	27.7	27.7	89.4
strongly disagree	15	10.6	10.6	100.0
Total	141	100.0	100.0	

In addition to these, the data figured out in the above table showed that 26(18.4%) respondents and 52(36.9%) respondents labelled strongly agree and agree to trainings led them to satisfaction on their job. Even though, 39(27.7%) respondents and 15(10.6%) respondents consecutively said disagree and strongly disagree. And 9(6.4%) respondents said neutral to it.

Therefore, the data revealed that the trainings provided to employees could lead them to job satisfaction; nevertheless it could not work for some of the employees who had taken the trainings.

Do you think the method of training used by the organization is effective?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	21	14.9	14.9	14.9
Valid Agree	68	48.2	48.2	63.1
Valid Neutral	6	4.3	4.3	67.4
Valid Disagree	37	26.2	26.2	93.6
Valid strongly disagree	9	6.4	6.4	100.0
Total	141	100.0	100.0	

Concerning the effectiveness of the methods of training applied by the trainers, 21(14.9%) respondents and 68(48.2%) respondents sequentially said strongly agree and agree affirming that they were effective. Nevertheless, 37(26.2%) and 9(6.4%) respondents assumed that the methods of trainings used were not effective. And the remaining 6 respondents were not certain.

In other words, 87 (63%) of respondents assumed that methods of trainings employed for the trainings delivered effective. But these methods of training were not effective to 46 (32.6% of) respondents.

Therefore, we could say that most of the methods of trainings used for the trainings given to the employees of the organization were effective except for few trainees which might have relation with individuals' difference on interest, attitude, experience, knowledge and skills... and soon.

The relationship between training and development dimensions and employees performance

Correlations

		TDesign	TDOjective	TrMethod	Perform ance
T&D design	Pearson Correlation	1	.299**	.342**	.467**
	Sig. (2-tailed)		.000	.000	.000
	N	141	141	141	141
TD Objective	Pearson Correlation	.299**	1	.729**	.738**
	Sig. (2-tailed)	.000		.000	.000
	N	141	141	141	141
TrMethod	Correlation	.342**	.729**	1	.709**
	Sig. (2-tailed)	.000	.000		.000
	N	141	141	141	141
Performance	Pearson Correlation	.467**	.738**	.709**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	141	141	141	141

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

- The results in the above table indicate that, there is positive and significant relationship between training design and employee performance ($r = 0.467$, $p < 0.01$), therefore, as it is cited on (Alwadael, 2010) r value 0.46 indicates moderate association between training design and employee performance.
- The correlation of delivery style and employee performance shows positive and significant relationship since the r value 0.709, $P < 0.01$. Therefore delivery style has also strong association between employee performances.
- The correlation of training objective and employee performance shows positive and significant relationship since the r value 0.738, $P < 0.01$. Therefore training objective has also strong association between employee performances.

Regression

Simple Linear Regression

In order to determine how training design explains employee performance, and how training delivery and training methods explains employee performance simple linear regression was used.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.808 ^a	.653	.646	4.74542

a. Predictors: (Constant), Training delivery methods, training and development design, training and development objective, Types of training

- As it is indicated from the data, correlation between training design, methods, objective and employee performance is given by 0.808. Additionally, R square and adjusted R square value of the simple linear regression is given by 0.653 and 0.646, respectively. This is interpreted as 65.3% of variance in employee performance is explained by training design, methods, objective.
- The F-statistic also showed that the variation in employee performance that is explained by training design methods, objective expressed by R square is statistically significant. (F=85.987, P<0.01)

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5809.041	3	1936.347	85.987	.000 ^a
	Residual	3085.101	137	22.519		
	Total	8894.142	140			

a. Dependent Variable: training and development

b. Predictors: (Constant), Training delivery methods, training and development design, training and development objective, Types of training

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.826	2.371		4.566	.000
	TD	.477	.112	.228	4.253	.000
	TDO	1.113	.183	.448	6.071	.000
	TrM	.402	.099	.305	4.068	.000

a. Dependent Variable: Performance

4.24 Correlation

		training design	training objective	Training delivery methods	employee performance
training and development design	Correlation	1.000	.816	.754	.725
	Significance (2-tailed) (P-Value)	.	.000	.000	.000
	Df	0	138	138	138
training and development objective	Correlation	.816	1.000	.809	.741
	Significance (2-tailed) (P-Value)	.000	.	.000	.000
	Df	138	0	138	138
Training delivery methods	Correlation		.809	1.000	.836
		.754			
	Significance (2-tailed) (P-Value)	.000	.000	.	.000
	Df	138	138	0	138
employee performance	Correlation	.725	.741	.836	1.000
	Significance (2-tailed) (P-Value)	.000	.000	.000	.
	Df	138	138	138	0

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

The results in the above table indicate that, there is positive and significant relationship between training design and employee performance ($r = 0.725$, $p < 0.01$), therefore, as it is cited on (Alwadael, 2010) r value 0.72 indicates very strong association between training design and employee performance.

The correlation of delivery style and employee performance shows positive and significant relationship since the r value 0.836, $P < 0.01$. Therefore delivery style has also very strong association between employee performances.

The correlation of training objective and employee performance shows positive and significant relationship since the r value 0.741, $P < 0.01$. Therefore training objective has also very strong association between employee performances.

Simple Linear Regression

In order to determine how training design explains employee performance, and how training delivery and training methods explains employee performance simple linear regression was used.

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.969 ^a	.938	.936	.20993

a. Predictors: (Constant), Training delivery methods, training and development design, training and development objective, Types of training

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	91.042	4	22.760	516.445	.000 ^b
	Residual	5.994	136	.044		
	Total	97.035	140			

a. Dependent Variable: training and development

b. Predictors: (Constant), Training delivery methods, training and development design, training and development objective, Types of training

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.223	.051		4.325	.000
training and development design	.905	.040	.948	22.887	.000
training and development objective	.014	.050	.013	.272	.786
Types of training	-.039	.049	-.063	-.809	.420
Training delivery methods	.044	.047	.073	.933	.352

a. Dependent Variable: training and development

As it is indicated the above table, correlation between training design, methods, objective and employee performance is given by 0.969. Additionally, R square and adjusted R square value of the simple linear regression is given by 0.938 and 0.936, respectively. This is interpreted as 93.8% of variance in employee performance is explained by training design, while 6.2% of variation in employee performance can be attributed to other variables which are not considered in this study. If another factor is presented, it would further explain 93.6% as shown by the Adjusted R square. The F-statistic of 516.445 at 4 and 136 degrees of freedom is statistically significant at 96% confidence level; which implies the variation in employee performance that is explained by training design expressed by R square is statistically significant.

CHAPTER V

RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Findings

- ❖ Besides, 75 % and above of the employees in the organization are at the age of 18 to 25 years. In turn, the organization still requires regular training and development to enhance employees' performance.
- ❖ The organization should provide more training to improve its employees' performance as long as 75 % and above of the employees have less experience and for the frequent changes of work procedures and technology as well. On the other hand, the organization should utilize the significant number of employees (13%) who are highly qualified and empowered with high level of experience and knowledge as trainers, mentors and group leaders.
- ❖ When designing trainings, organization/ the management should focus on applicability of trainings for actual work of the employees, however many of the trainings delivered were applicable.
- ❖ When designing trainings, organization/ the management should focus on applicability of trainings for actual work of the employees, however many of the trainings delivered were applicable.
- ❖ In other words (56.4%) of respondents affirmed that they got job satisfaction resulted from trainings they had taken in the organization, however significant number of respondents measures (33.5%) assumed that they did not get job satisfaction as output of trainings delivered.

- ❖ As regards employees' qualification and experience, the organization is staffed with significantly qualified employees although most of them have less work experiences. But as stated earlier, the organizations had about 13% of employees who are highly experienced and knowledgeable on different areas so that the organization has got great opportunity to utilize these employees as trainers, mentors and group leaders as well.
- ❖ Regarding objectives of trainings, the findings confirmed that the organization set objectives for trainings delivered. And the objectives of trainings set were on the basis of the organization's goals. Moreover, objectives of the trainings set were clear.

5.2. Conclusions

- ❖ Regarding employees sex distribution, the organization had less number of females than males. However it is really appreciable.
- ❖ On the other hand, the organization has noticeable human power who are aged and equipped with high level of experience and knowledge. As a result the organization can use these employees, experts, as trainers, group leaders and mentors as well through the provision of trainers' trainings.
- ❖ Concerning employees marital status and stability of life as a result, most of the employees have stable life which in turn could bring positive impacts in the work place.
- ❖ The organization had the experience of designing trainings based on employees' deficiency on their job performance and/ or the requirement of the job. And it requested feedbacks from the trainees who had been taking, during trainings took place, however its practice was not to the extent required.
- ❖ Related to the applicability of trainings for the job, findings revealed that the delivered trainings which were applicable though it was not to the level required. All in all the organization should take trainings applicability into consideration while designing trainings.
- ❖ In addition to the above issues, the provision of trainings by the organization was not enough for about half of the employees. Thus, the organization needed to provide more training so as to equip its employees with relevant skills, knowledge and capabilities.

- ❖ On job satisfaction aspect, the data revealed more than half of employees who had taken trainings got greater job satisfaction; nonetheless the trainings could not enable significant number of employees to get job satisfaction.
- ❖ On the other hand the findings of the study could reveal that orientation, lectures, and group work were effective and of good quality methods of trainings for the trainings delivered in the past three years that the study was delineated to. However orientation and lectures as method of training had limitation to satisfy very few trainees.
- ❖ The study investigated that the employees believed that effective training empower employees with work knowledge that they could apply in their daily task. In other words they thought trainings add their work performances.
- ❖ On the contrary to theories developed by scholars in the area, the findings of the study showed that most of the employees did not think that job performance directly enhance customer satisfaction.
- ❖ The other contradiction that the study investigated was that trainings couldn't play a role on reducing employees' turnover based on the organization's experience.
- ❖ The study also investigated that trainings could provide knowledge, skills, and attitudes which helped significant number of employees to accomplish their tasks without waste or with less waste. As a result of trainings delivered in the period to which the study bounded enabled most employees to perform their work quickly and efficiently.
- ❖ The study revealed that the trainings provided to employees could lead them to job satisfaction; nevertheless it could not work for some of the employees who had taken the trainings. Finally, from the research conducted, we can conclude that the

correlation analysis result showed that training is positively and significantly correlated with employee performance ,

- ❖ Training design has a positive and significant relationship with employee performance . Delivery style of the program and training objective also has a positive and significant relationship with employee performance . Therefore, training and development has a positive and significant effect on employees' performance.

.5.3. Recommendations

- ❖ The organization should keep up the experience of designing trainings based on employees' deficiency on the job performance. It should also work more on requesting feedbacks from trainers while train takes place.
- ❖ The management should the provision of trainings was not enough for about half of the employees. Thus, the organization needs to provide more training so as to equip its employees with relevant skills, knowledge and capabilities.
- ❖ The management should evaluate trainings to check whether they attain the objectives set. More specifically, the management needs to measure the required impact of training on employees' job satisfaction that trainees are expected to acquire, however more than 50% of employees in the organization got greater job satisfaction resulted from trainings delivered.
- ❖ The organization/ management should take the training, the trainees and training objectives into consideration when choosing methods of trainings; however orientation, lectures, and group work were effective and of good quality methods of trainings for the trainings delivered in the past three years. The management and/ or trainers should know that the difference among trainees force them to different

methods of training accordingly their level of education, experience, attitudes and soon.

- ❖ The management/ the organization should work hard to change the employees view on that the impact of job performance to customer satisfaction and the relation between training and employees' turnover. Besides, employees' belief on to the relation between training and commitment should be changed.
them to job satisfaction; nevertheless it could not work for some of the employees who had taken the trainings.
- ❖ All in all, as long as employees of the organization believed that effective training empower employees with desired work knowledge, skills and capability in general, the management should budget enough money, time and human resource (trainers) for training and development of its employees in a regular manner or for each fiscal yea
- ❖ Finally, since training and development was found to be a positive predictor of employee performance, administrators should engage in increasing the qualities and quantities of the training program so as to increase their employee's performance.

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Annex

**ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE GRADUATE
PROGRAM MASTERS IN HUMAN RESOURCE MANAGEMENT**

Questionnaire for Employees of Gullel Sub City Administration

- ✓ This questionnaire is designed to request information for purely academic purposes. This is to enable the researcher, Amsalu Tegegne final year student of Addis Ababa University School of Commerce to complete his thesis on the topic; assessing the effect of training and development on employee performance in the case of Gullel Sub City., in pursuance of Master of Human Resource Management Degree. I would like to thank you in advance for your co-operation and for scarifying your valuable time.

N.B: 1. You don't need to write your name.

2. The researcher has scheduled to get the filled questionnaire back three days.3.

All information given would be treated with at most confidentiality.

SECTION A

- ✓ BASIC DEMOGRAPHIC DATA (PLEASE PUT “√” INSIDE THE BOX)

1. Age

18 – 25 26 – 35 36-45 46-55 56-60

2. Gender

Male Female

3. Educational background;

High School Complete Diploma

First Degree Master's Degree

Other please specify, _____

4. Marital status

Single Married Separated Widowed Divorced

5. How long have you been working with Gulelle Sub- city administration?

<1 year 1-5years 6-10 years ≥11 Years

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

Please Tick “” on one of your answer and there is no right or wrong answers.

Questions / descriptions Strongly agree , Agree ,Neutral Disagree ,Strongly Disagree

TRAINING AND DEVELOPMENT

SECTION B The training and Development Design

	Questions / descriptions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	The training program is designed based on the requirements of the job or employee deficiency of ability for the job.					
2	The objective/purpose of the training was clear					
3	The training is applicable for the job after the training					
4	Do you have enough training that enables you to do your job as required?					
5	Does the training program evaluate during or at the end of the program					
6	To what extent your organization has a system of conducting formal training and development needs assessment					

SECTION C TRAINING AND DEVELOPMENT OBJECTIVES

Questions / descriptions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Does your organization set objectives for training and development?				
2	T&D objectives were set and in consideration of the organization's goal.				
3	T&D program you have taken with clear objectives provide you greater job satisfaction				
4	The objective/purpose of the training was clear				

SECTION D TRAINING DELIVERY METHODS

		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	I found that different training methods listed below to be relevant and of good quality					
1	Job rotation					
2	Coaching					
3	Mentoring					
4	Orientation					
5	Lectures					
6	Seminars, / Conference/workshops...					
7	Demonstration					
8	Group work					

SECTION B. QUESTIONNAIRE ON Employee performance

Questions / descriptions Strongly agree ,Agree ,Neutral Disagree ,Strongly Disagree

Employee performance

No	Questions / descriptions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Do you think that work knowledge is increased through the training programs?					
2	The training provided by the organization helped me to perform my work quickly and efficiently.					
3	Because of the knowledge, skills and attitude that received from the training, I can accomplish activities without waste					
4	Do you think that job performance directly enhances the customer satisfaction at services and products of the company?					
5	Because of the good training practices, I am					

	committed for my work and for the organization.					
6	Do you consider that the training reduces the turnover rate of the company					
7	Is the type of training you have taken applicable for the job after the training?					
8	Does the training increase your motivation to the job you do?					
9	Does training improves your skills, knowledge, attitude change, new capability					
10	Does the training lead you to be satisfied with your job?					
11	Do you have enough training that enables you to do your job as required?					