

ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT



**THE EFFECT OF TRAINING AND DEVELOPMENT ON
ORGANIZATIONAL PERFORMANCE: THE CASE OF AWASH BANK
S.C.**

**A THESIS SUBMITTED TO DEPARTMENT OF MANAGEMENT IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE IN MANAGEMENT**

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Addis Ababa University
College of Business and Economics
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DEDICATION

This thesis is dedicated to my sister.

DECLARATION

The thesis titled “**The Effect of Training and Development on Organizational Performance: The Case of Awash Bank S.C.**” is entirely my own creation, I, Bisrat Gizaw Woldeamanuel, therefore declare. With the help and direction of my advisor, I completed the research for my thesis on my own. This research has not been submitted for any degree or diploma at this school or any other. It was completed in order to fulfill a prerequisite for the Master of Science in Management degree.

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This is to confirm that Bisrat Gizaw Woldeamanuel worked under my direction and supervision to complete his research project on the subject of “**The Effect of Training and Development on Organizational Performance: The Case of Awash Bank S.C.**” By signing this document, I vouch for the suitability of his work to be submitted for the Degree of Master of Science in Management.

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LIST OF ABBREVIATIONS AND ACRONYMS

AB	Awash Bank
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
IT	Information Technologies
NBE	National Bank of Ethiopia
OT	Objectives of the Training
OP	Organizational Performance
S.C.	Share Company
SD	Standard Deviation
SPSS	Statistical Package for Social Science
ST	Selection of Trainees
TC	Training Content
TD	Training Design
TDL	Training Delivery
TE	Training Evaluation
TM	Training Methods
TNA	Training Needs Assessment
VIF	Variance Inflation Factor

ABSTRACT

This study's primary objective was to examine how Awash Bank S.C.'s organizational performance was impacted by training and development. To gather and analyze primary data, the researcher utilized a cross-sectional explanatory study design together with quantitative research approaches. A survey tool was modified from prior literatures in order to gather primary data. A total of 200 surveys questionnaires were issued to the staff of 16 chosen Awash Bank S.C. branches or to managers, IT specialists, and clerical staff using stratified and purposive sampling approaches; however, only 194 questionnaires representing a 97.0% response rate were fully completed and returned. To determine the effect of the training and developments factors (i.e., training needs assessment, objectives of the training, training content, training methods, selection of trainees, training delivery, and training evaluation) on organizational performance, descriptive statistics, correlation, and multiple regression analysis were used to analyze the survey data. The result of the study showed that in Awash Bank S.C. at a 95% confidence level, the four training and development components have a favorable and significant impact on organizational performance. Training evaluation was the most important to have a favorable and substantial effect on organizational performance, followed by training methods, objectives of the training, training content, training needs assessment, selection of trainees and training delivery respectively. In addition, 89.6% of the variances in organizational performance in the bank were explained by the seven dimensions of training and development variables. The study suggested that in order to assist workers of the bank to do their job well, increase efficiency, and organizational performance, they need to receive adequate training relevant to their jobs. As a result, the management of Awash Bank S.C. should be aware of how crucial it is to offer training, as well as how important it is to assess performance after training has been completed, as doing so will result in a positive change in both their performance and the performance of the bank as a whole.

Key words: Training Needs Assessment, Training Design, Training Delivery, Training Evaluation, Organizational Performance, Awash Bank S.C.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Training is the essential duty of human resource management. Training is the methodical application of formal methods to assist individuals in acquiring the knowledge and skills required for them to satisfactorily perform their jobs (Armstrong, 2020). Since human resources are an organization's most valuable asset, training is the most crucial part of HRM when it comes to maximizing their utilization (Mahapatro, 2022). It may occur in a variety of situations, either on- or off-the-job, and inside or outside the firm. Training increases opportunities for networking and knowledge about a certain sector or area (Wang et al., 2021).

According to Vidyavihar (2019), training is a process within a short period that uses a systematic and orderly approach, in which non-managerial staff or personnel acquire expertise and skills for specific purposes. Meanwhile, development is a process with in a long period that uses a systematic and orderly approach, in which managerial staff or personnel acquire concepts or theories of expertise and skills for general purposes.

In the modern business world, training is the primary tactic for achieving institutional goals. According to Khan et al. (2011) and Rutledge and Cathcart (2019), it aids in enhancing worker and company's performance. Workers are an organization's greatest valuable resource when it comes to enhancing or harming its profitability and reputation (Elnaga & Imran, 2013). Training of employees, the firms' rules, working conditions, job satisfaction, and communications within the firm are a few of the elements that affect an organization's effectiveness or performance (Aktar et al., 2012). Therefore, in order to improve organizational performance and achieve organizational objectives and goals effectively and efficiently, training is one of the most effective techniques (Afroz, 2018; Garavan et al., 2020).

According to Bowra et al. (2011), fruitful firms tend to grow progressively because they are aware of the multitude of factors that are essential to their effectiveness. According to Kashif et al. (2020), enhancing business effectiveness was the primary goal of HR development and

they claimed a strong connection between organizational effectiveness and personnel performance. Aguinis and Kraiger (2009) consider HR development to be directly related to increases in incomes, yield, efficiency, and effectiveness.

According to Adeyi et al. (2018), human resources—rather than non-physical resources—have a greater impact on firm's success due to the knowledge, skills, and characteristics of its employees. According to Landa (2018), organizations are impacted by globalization, the pace of invention and technology, as well as the socioeconomic and political settings. One adjustment that boosts competitive advantage and improves organizational performance is HR development. He goes on to say that, in order to attain organizational performance, it is the duty of the organization to enhance staff performance through training and development.

According to Raza (2014), human resource development is essential for the effectiveness and productivity of organizations. He also pointed out that the education system does not equip people with specialized skills in their respective fields of employment. We know that very few people have the right skills, competencies, knowledge and abilities to meet the requirements of the job and positively impact the organization's performance. According to Yimam (2022), labor force development in Africa, particularly Ethiopia, has created several problems in terms of finding workers to meet employment needs. Corruption, poor education, political instability, bureaucracy, disease and low purchasing power contribute to this (Awoke, 2021).

Ethiopia's economy, which is among the fastest-growing in Africa, places a high priority on the improvement of its human resources. Large and small businesses alike require talented individuals to remain competitive. Therefore, Ethiopian banks play a significant role in simplifying the trading process of different organizations and need qualified staff to accomplish their jobs well (Fayida, 2021).

To manage the bank's activities easily Awash Bank S.C. consists of four types of staffs: lower level, middle level and top level managers and employees (Awash Bank, 2022). Even if each employee has clearly defined roles and responsibilities, it is their performance that decides whether the bank's objectives are met. The bank's strategic priority must be the development of its human resources if it is to improve performance. Awash Bank S.C. offers its workers a variety of short- and long-term training programmes, however, its impact on the

bank's performance has not yet been studied. Therefore, this study tried to investigate the effects of training and development on organizational performance in Awash Bank S.C.

1.2. Statement of the Problem

The area of HRM that is concerned with organizational activity aimed at enhancing the performance of individuals and groups in an organizational environment is known as training and development. Thus training has a positive impact on improved knowledge skill of employees, reduced production cost, and easy access to effectiveness from new idea in organization (Armstrong, 2020).

The development of technology today has changed the skills and knowledge needed to carry out specific organizational duties. According to Elnaga and Imran's (2013) study, all service delivery organizations need better, more effective training to meet their challenges. As such, when developing a training programme, consideration should be given to factors like training needs analysis, delivery style design, training content, job satisfaction, motivation, and training methods to ensure that the training and development process is successful.

For many firms, performance is a problem. It is challenging to achieve the necessary level of performance, necessitating the use of HR tools like staff development, performance review, and incentive. The majority of businesses have employee development programmes in place; however despite having them, these businesses have not performed to the company's expectations. Low performance levels due to different employee development (Raza, 2014).

Increased competition and the comparative success of businesses focused on investing in staff development have had a significant impact on perceptions of the value of education in recent years (Yimam, 2022). Recently, the banking industry has experienced issues that could result in layoffs of employees. These issues show the industry's urgent need for highly skilled bank employees who can handle the current challenges, so the employees need training for effective functioning, which brings us to the main goal of this study, which is to look into the effects of training and development on organizational performance.

According to Sasidaran (2018), insufficient training is a limiting factor for organizational success. Even when employees have access to all necessary resources and the necessary skills, they may still perform below expectations. Nassary (2020) observed that knowledge

and skill, which guarantee the employee's development, are the missing component to performance.

According to Kessy and Temu (2010), training seems to have a positive effect on business results through increased productivity, improved managerial skills, lower production costs, easy access to profits, and a larger market. Similar outputs were found in research conducted on the banking industry in Lesotho (Motlokoa et al., 2018), the Arusha Municipality in Tanzania (Nassary, 2020), and industries in Karachi, Pakistan (Hafeez & Akbar, 2015).

The majority of empirical studies on the effect of training and development on organizational performance concentrated on the private sector, profit-driven businesses, and foreign nations. As a result, little research is done in the case of Ethiopia, especially in the banking industry's technologically oriented sector. Besides, most organizations don't offer much training. Due to the time and resource demands of job-specific training, many businesses make an effort to acquire and retain talented and educated workers (Anam et al., 2013). Awash Bank S.C. currently employs approximately 12,000 workers, although there are issues with training and poor attention to human resource management. However, Awash Bank S.C. is committed to enhancing the bank's performance by increasing the effectiveness of technology used in the banking sector. Additionally, there wasn't enough research done up until this point to determine how training and development affect employees' organizational performance in AB. This demonstrates that there is a deficiency in those areas of empirical understanding. The following research issues were therefore sought to be answered in this study: (a) Does training needs assessment have an effect on the performance of Awash Bank S.C.? (b) Can training design have an effect on the performance of Awash Bank S.C.? (c) Can training delivery have an effect on the performance of Awash Bank S.C.? And (d) Does training evaluation have an impact on the performance of Awash Bank S.C.?

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The general objective of the study was to investigate the effect of training and development on organizational performance the case of Awash Bank S.C.

1.3.2. Specific Objectives of the Study

The study's designed to address the following specific objectives:

- a) To investigate the impact of training needs assessment on organizational performance of Awash Bank S.C.
- b) To examine the effect of training design on organizational performance of Awash Bank S.C.
- c) To examine the impact of training delivery style on organizational performance of Awash Bank S.C.
- d) To investigate the effect of training evaluation on organizational performance of Awash Bank S.C.

1.4. Research Hypotheses

Using the literature reviews as a guide, the researcher came up with the following hypotheses:

H1: Training needs assessment has a positive and significant effect on organizational performance.

H2: Objectives of the training has a positive and significant effect on organizational performance.

H3: Training content has a positive and significant effect on organizational performance.

H4: Training methods has a positive and significant effect on organizational performance.

H5: Selection of trainees has a positive and significant effect on organizational performance.

H6: Training delivery has a positive and significant effect on organizational performance

H7: Training evaluation has a positive and significant effect on organizational performance.

1.5. Significance of the Study

The results of this study would have a potential value to commercial banks and NBE. Consequently, the findings would be useful to private banks including Awash Bank S.C. management and staff that will be able to understand the effect of training and development on organizational performance. Other commercial banks may use this study to design and improve the current training and development programs so as to improve their organizational performance. The findings of this research paper may be of a value to literature review in terms of broadening thoughts in this area.

This study is significant to the researcher because it provides insight into how training and development affect organizational performance in the banking industry. The researcher will also be able to earn a master's degree in business administration thanks to it.

1.6. Scope of the Study

In order to achieve the study's goal, conceptually this research paper conducted on the assessment of the effect of training and development on organizational performance in Awash Bank S.C. by including Head Office and East Addis Ababa Region and Branches managers and employees from December 2022 to June 2023. The study concerned on the effect of training and development elements such as, training need assessment, objectives of the training, training content, training methods, selection of trainees, training delivery and training evaluation on organizational performance. Out of 76 branches of Awash Bank S.C. found in Addis Ababa 16 branches were selected purposively as representative sample for the population and also 400 employees were the target populations of this study. Furthermore, the study employed quantitative approaches by taking 200 sample size and test the effect of training and development on organizational performance. Additionally, this study is a cross-sectional investigation in which information was gathered at a single point in time. As a result, all of the research's analysis and outcomes are restricted to the case study location that was chosen, and the findings' conclusions and outcomes may not apply elsewhere.

1.7. Organization of the Study

There are five chapters in the study: The first chapter includes an introduction section and concentrates on the following topics: study background, problem statement, research questions, aims, research hypotheses, importance, and study organization. The second chapter incorporates an assessment of the relevant literature and focuses on relevant theoretical and empirical reviews for this investigation. The third chapter includes a methodological section that concentrates on the following topics: the research design, data type and source, the study's target population, sample size and sampling methods, methods of data collection, methods of data analysis, reliability and validity analysis, and ethical considerations. The demonstration, investigation, and explanation of data are all included in chapter four. Finally, last and the fifth chapter incorporated the research's results deductions and suggestions.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURES

2.1. Introduction

This chapter includes a survey of the literature on training, development, and organizational performance. It also covers difficulties pertaining to these constructs' global and local development. Additionally, a review and presentation of the literature on training and development within an organization was made. This chapter reviews relevant literature for this study, including both theoretical and empirical studies.

2.2. Meaning of Training and Development

2.2.1. The Concept of Training

One of the most important aspects of HRM that is especially important for the efficient use of the organization's human capital is training. Training is the use of organized, systematic learning activities to encourage people to gain the skills required to execute their professions successfully. Armstrong (2006) asserts that training is a planned activity for enhancing employees' knowledge and abilities in order to achieve a certain goal. Workers mastery of the knowledge, skills, and behaviors highlighted in training programs, as well as their application to daily tasks, are the objectives of training. The purpose of training is to provide employees with the knowledge and abilities required for their current jobs (Itika, 2011). According to Noe (2008), a company that attempts to teach and develop employees so that they are involved in their work, hence boosting performance and loyalty to the company, will offer better service to successfully complete a specific action or combination of activities. Trainings are defined by Beardwell and Hidden (1994) as a planned procedure to alter behavior through learning events. To satisfy their organizational demands, businesses provide a range of training programmes: these include lectures, conferences, role playing, and simulations as off-the-job training techniques. They also include on-the-job training, foundation training, apprenticeships, and internships, coaching or mentoring, job rotation and transfers, management, and supervisory training.

2.2.2. The Concept of Development

Development is a lengthy educational process that uses a structured and methodical technique to teach managerial staff general-purpose conceptual and theoretical knowledge. According to Armstrong (2006), development is a process that allows people to go from a present level of understanding and capability to a future one that requires more advanced abilities, knowledge, and skills. Development comes in the form of educational programs that can make individuals to handle new or greater levels of responsibility. It does not emphasize enhancing performance in the current position of the employee (Landy, 1985).

Noe (2008) defined development as the process by which individuals or groups acquire new information, abilities, attitudes, and behaviors. Development is majorly focused with the long-term growth and capabilities of the individual and is more career-based than job-oriented. Development encompasses not only activities that enhance job performance but also those that foster personal growth, help people realize their potential, and help them mature into better people overall. This helps them become better employees as well as better women and men. Therefore, it refers to training that is focused on the future or is driven by it, as well as staff development.

Employees need to learn new skills and capacities in order to advance in their jobs and careers. Therefore, there is a need for employee development that aids in improving the individual's capacity to handle a variety of assignments, improves performance at all levels in their current jobs, helps employees maintain good performance throughout their careers, explores their full potential, and addresses the accessibility of the necessary numbers of personnel with the needed skills in order to meet the organization's current and anticipated future demands (Armstrong, 2020). Itika (2011) asserts that development views employees as appropriate resources with a diversity of capacities and roles within the organization. It is also concerned with providing the employees with the correct combination of capabilities, interactions, and skills to enable them to reach their maximum potential.

2.2.3. Difference between Training and Development

Some authors use the terms "training" and "development" interchangeably. The two ideas, however, are viewed differently by some people. According to Jones, George, and Hill (2000) training largely emphasizes on assisting organizational members in acquiring the

information and skills necessary to operate well in their current roles. The goal of development, in contrast, is to increase the knowledge and abilities of organizational members so that they are ready to take on new tasks and difficulties (Ezigbo, 2011).

According to Adamu (2008), development entails a similar process in which people gain broader skills and knowledge, though occasionally in ways that cannot be immediately connected to a specific activity they carry out. Training refers to the methods used to teach and learn the specific knowledge and abilities required to carry out a given job.

According to Chukwunenye and Igbokwe (2011) Training, which includes on-the-job training, workshops, seminars, and conferences, is the process of obtaining the skills, knowledge, and understanding expressly required to carry out a specified function. But development basically refers to job enhancement that has an internal system to encourage an employee to accept and participate in difficult organizational responsibilities. Training is more narrowly focused, whereas development is more broadly applicable. It is used to support managerial staff members in developing their managerial, administrative, and decision-making skills as they work on non-routine duties (Adamu, 2008).

Training is any learning activity that tries to build specific knowledge and skills for a role or task. While development is a learning activity that is focused on future demands rather than immediate ones, training focuses on the job or task (Adamu, 2008).

2.2.4. Objectives of Training and Development

Infrequently do organizations consider how their staff members feel about improving their skills. According to Frost et al. (2003), the typical corporate organization is heavily modeled after the military form of administration because militaries are the largest and most likely the eldest human organizations. In reaction, Katcher and Snyder (2003) list a few justifications for why employers require their staff to regularly pick up new skills:

- **Capital Improvement:** Companies frequently spend a great deal of money improving their facilities and machinery but little money doing the same for their human resources. Employees are a company's greatest asset, yet managers tend to be more concerned with achieving deadlines and maximizing revenues than with assisting staff in developing their skills, which could limit productivity. Despite the company's continued productivity, it's important to consider the employees'

dedication, loyalty, and commitment. Modern equipment won't be used to its full potential if workers aren't given ongoing training.

- **Morale Boost:** Employees that regularly update their job abilities will also see an increase in productivity. Employee skill development is important for both the workplace and the outside world. Therefore, while contented workers may be productive, happier workers are more productive, which benefits both the socioeconomic development of the country as a whole and the full personal development of each individual.
- **Ability to adjust to Change:** An organization's ability to adjust to changes in the domestic and international markets for its products and services will depend on how skilled its personnel are.

In addition, Ivancevich (2010) argues that a company's efficiency depends on its capacity to meet the following aims: (1) achieving goals, (2) maintaining its worldwide standing, and (3) adapting to its environment.

To support the above claim, Monappa and Saiyadain (2008) listed three additional factors that could call for training activity: (1) keeping up with modern industrialization is necessary for the organization's surviving; (2) training and retraining from staff members to the top executive (development) due to an increase in employee numbers, layers of hierarchical levels, a variety of complicated organizational structures, and control mechanisms; and (3) training inhuman relations: it is now essential to have training in human relations in order to address human issues and promote harmonious workplace connections.

In order for training and development by organizations to not be a waste of resources by the organizations, it must seek to achieve the above-mentioned five (5) objectives and possibly additional ones depending on the surrounding environment and business circumstance of the organization in question. This is because the above two authors provide a very clear indication to human resource development (HRD) personnel of what the aims and objectives of training and development by organizations ought to be.

2.2.5. Factors that Affects Training and Development of Employees

Robbins et al. (2003) believe that the responsibility for training people to become employees lies with the school system, not with the company, and notes that many employers resist

training and development efforts. Additionally, they believe it is the employee's responsibility to learn how to work in order to be employed. In addition, they think that in order to get a job, an employee must learn how to do it and also they think that shareholder approval for training and development programmes is a challenge.

Researchers have found that when training, development, and educational programmes are provided in the appropriate manner and at the appropriate time, both companies and employees benefit. When supporting many elements, it offers enormous advantages in terms of enhanced production, knowledge, loyalty, and revenue (Frost et al., 2003). In spite of the numerous benefits and reasons for training, development programmes frequently fall short. This holds true whether the course was taken at the top university or was taught by the most well-known instructors.

Work, according to Perry (2007), is one of the first examples to offer definitive explanations for why training and development programmes fail. His study which was backed up by Kleiman (2003) in his research examined the reasons why training and development initiatives fail. The findings of both of the above papers, the main cause of training and development programs fail is misalignment of training goals with business needs. For example, education is meaningless if the main cause of the problem of low performance lies in factors that are unrelated to education, such as compensation systems, job design, and motivation. Second, without a goal that gives you direction and focus, your training is unlikely to be successful. Training and development must contain dedicated processes that enable employees to think about anticipated outcomes. Goals provide significant path and emphasis for educating the end product, which is the variation in job performance.

Scholars also believe that training that costs too much relative to the short-term return on investment may be seen as a disaster and not accepted by companies. However, the long-term gains can be worth it. Training is meaningless if participants perceive a training program as just an event without behavior change. If he sees training as an event, he is less likely to change his behavior. If individuals do not accept responsibility for the outcomes, training is also more likely to fail. Employees are typically not held accountable for how they use course material at work. They won't alter their behavior unless they are held responsible (Dessler, 2008).

Training attempts are ineffective in unfavorable learning environments. Also, training fails without line manager support. Without support from their direct manager/supervisor, employees refuse to practice new skills and knowledge acquired during training (Raymond et al., 2011). The engagement of management is crucial to the process of learning process. They also cite organizations' inability to distinguish between training and development's impact as a factor in the failure of training and development. However, performance can also be influenced by things other than training. Therefore, progress straightly connected to training should be identified. Otherwise, some training initiatives that have a significant impact on revenue may be discarded as irrelevant. Executive commitment is essential to the accomplishment of any training initiatives. The appliances for effective training and development are shaped by top management, who also contributes resources (Dessler, 2008). Finally, without the ability to utilize information regarding results and provide feedback, training and growth would not be successful. Employees won't be aware of their own growth, and facilitators won't be aware of the program's performance if the organization doesn't evaluate the training by offering feedback (Decenzo & Robbins, 2010).

2.3. Training and Development Processes

The two types of training and development approaches are: Non-Systematic Approach of Training and Systematic Training Approach or Processes.

2.3.1. Non-Systematic Approach of Training and Development

According to Adamu (2008), organizations' conventional approach to employee training is not a systematic one. Training is systematic because it follows a process. However, most HR subdivisions in businesses disregard the procedure and carry out training indolently and randomly without first doing a training need analysis (Olaniyan & Ojo, 2008). The HR Department occasionally use the non-systematic ways listed below to determine who attends training, according to Olaniyan and Ojo (2008):

- (a) **Administrative Approach:** This strategy is founded on the creation of a budget and guidelines. Employees may be sent on training trips based on the amount of cash available.

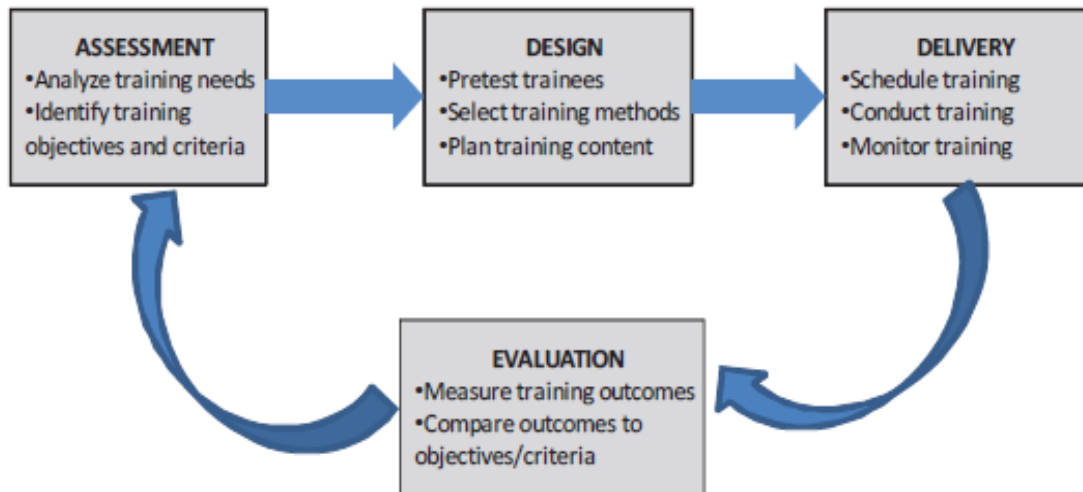
- (b) **Welfare approach:** Based on unrelated factors, some firms send employees on training in an effort to improve their financial situation or their abilities so they can find work elsewhere.
- (c) **Political Approach:** This strategy makes use of political power. Loyalists and favorites are more likely to be sent for training in this situation by managers and other people. Managers and other persons in positions of power use these opportunities to hire people who are devoted to them and, most of the time, are more deserving of the training opportunities than their peers.
- (d) **Organizational development approach:** In this strategy, departmental training requirements are taken into account while choosing candidates.

2.3.2. Systematic Training and Development Approach

Employee training is a deliberate activity that is primarily intended to lead the selection of programmes and material to assess or address identified training needs or difficulties, according to a systematic approach to employee training. It should serve as a tool for policymaking, according to Adamu (2008).

According to Adamu (2008), a systematic approach to training often entails a number of steps that start with the creation of a policy and the allocation of resources to keep it up to date, are followed by an assessment of the training delivered, and are concluded with some sort of evaluation and feedback. In a similar vein, Mathis and Jackson (2004) contend that applying such a strategy lessens the possibility of haphazard, ill-planned, and careless training activities.

The systematic training and development cycle has four stages, according to Mathis and Jackson (2004). Assess training needs, design training, deliver training, and evaluate training, as shown in Figure 2.1 below:



Source: Mathis and Jackson (2004).

Figure 2.1: Systematic Training and Development Approach

2.3.2.1. Training Needs Assessment

You can use training to assist you in achieving the objectives of your business. Assessing an organization's training needs therefore amounts to the diagnostic phase of setting training goals, in which employee and organizational performance issues are considered and whether training would be helpful. It's crucial to take non-training aspects like pay, structure of the organization, job design, and the physical setting of work into account when determining a company's training needs (Mathis & Jackson, 2004). According to Raymond et al. (2011), doing training needs assessment is one technique to amass the required data that may be utilized to choose the best kind of training programme to implement and provide. The study also suggests that following he conducts a training needs assessment to meet four key requirements: (1) determining training goals, (2) tasks to be undertaken to achieve the goals, (3) special responsibilities that must be fulfilled by each employee, and (4) identifying employee behavior problems. Always consider how to analyses training needs in a way that boosts both employee and overall organizational performance (Swart et al., 2005).

A. Procedures for Determining Training Needs

There are numerous approaches that have been developed for determining and analyzing training needs, according to Monappa and Saiyadain (2008). Monappa and Saiyadain (2008) as cited from Sinha (1974) that revealed the subsequent techniques: (1) supervisor's view, (2)

performance evaluation, (3) organization and development plan, (4) trainer's view, (5) job difficulty and job content analysis.

The aforementioned techniques appear to classify him into three main categories for the Thayer and McGhee model: (a) organizational, (b) task, and (c) individual analysis (Cascio, 1992). The only minor wording, he also says there are three levels of analysis to determine what an organization's training needs can meet.

Organizational analysis, operational analysis (tasks in the Thayer & McGee model), and individual (people in the Thayer & McGee model) analysis. As Casio explains:

- a) Organizational analysis:** The goal here is to pinpoint the areas of the organization where training is required. The organization's goals and strategy are taken into consideration when evaluating these training demands. By doing this, resource waste in training and development would be reduced because personnel wouldn't be trained in skills they already possess or that wouldn't apply to their current position. The organization's internal climate (SWOT analysis) and exterior environment (environmental scanning in PEST analysis) both need to be examined. Assessing and establishing a link between organizational goals and training needs is a crucial first step for HRD staff.
- b) Operational analysis:** After training, this stage methodically evaluates the task that must be completed by the employee. The procedure for this step consists of (a) the methodical gathering of data on precisely how the task is carried out (job analysis). From the aforementioned, it is possible to (b) establish performance requirements for the jobs to be done, (c) decide how the tasks are to be completed in order to fulfill standards, and (d) identify the knowledge, skills, abilities, and other qualities required for successful task completion. A variety of sources, including job analyses, performance reviews, job descriptions, interviews with job candidates, shop floor supervisors, upper management, and analyses of operational issues (such as quality checks, monthly, quarterly, etc. reports), could provide the necessary information for this stage. The analysis of training needs would benefit greatly from all of these.
- c) Individual analysis:** At this point/stage, training needs could be defined in terms of (a) the discrepancy between anticipated and tangible performance, such as that found in a performance appraisal report, (b) performance standards found in the operational

analysis, (c) Individual performance data from performance appraisals, (d) Diagnostic ratings of employees by supervisors, (e) Records of performance kept by employees in a diary form and (f) Attitude and interview survey by researchers and management.

From the above processes the identification of a gap existence between actual performance and desired performance may be filled by training and development.

According to Dessler (2008), the entire process of identifying and analyzing training needs could be divided into just two (2) stages:

- a) **New hires:** The objective at hand is to ascertain what the job entails and divide it into smaller tasks that are taught to the new hires,
- b) **Present Employees:** Analyzing the training needs of present employees is more difficult because the HRD department and supervisor must also determine whether training can close any performance gaps that may exist. Given that not all issues can be resolved through training and development, this is crucial once again (as has been emphasized).

The analysis of employees' knowledge, abilities, and behaviors that help them do their jobs well is another basis for determining what training is needed. To understand the strategy and objectives of the organization, this procedure starts with interviews with leaders. The competencies that make up the agency's competency model were then determined through focus groups and behavioral interviews with implementing agencies (benchmarks).

Ivancevich (2010) indicated that there are a variety of methods for determining or assessing training needs, including observations, surveys, record checks, observations with management, and discussions with subject matter experts. What kind of training is required, who should receive it, when it should be given, and how training is ultimately used to discover weaknesses will all depend on how these data and information are collected. It serves as the foundation for determining whether or not it is a solution.

B. Setting Objectives of the Training

Training significances and goals should be established once skill gaps and training requirements have been thoroughly examined. To close this gap, training objectives and significances have been created. Once the participant's training needs have been identified, the trainer can begin planning her training program. However, participants should be aware

that simply listing the topics they would like to cover in the training program is not enough. Create a training program to achieve your goals. Therefore, the crucial decision is not which subject should be covered but rather what the trainer wishes the participant to comprehend, and engage with the subject. The training analysis should be applicable to a training aim. So that the performance of the employee and the effectiveness of the training programme in place can be evaluated, these goals should accurately reflect the ideal state to be attained. To close the performance gap between desired performance and existing performance, training is used.

According to Armstrong (2008), the main goals of training are to increase employee competence and performance, support organizational growth so that future needs for human resources can be satisfied, and shorten the learning curve for employees so that they can achieve competency as quickly and affordably as possible.

2.3.2.2. Training Design

Making a training design is the next stage after determining the training objectives. The purpose of training should be to address identified needs. Effective training design takes into account various training methods, legal concerns, and learning ideas. Once you have identified your training needs using various analyses, you should establish your training goals and priorities. In order to identify gaps between the existing level of an organization's human resource skills and the level required by the organization, a gap analysis is created using all the data gathered. According to Raymond et al. (2011), the process of developing lesson plans for each training programme made available is known as training design.

When creating training and development programmes, the following are the primary tasks:

- The setting of goals,
- Choosing the vendor or trainer,
- Creating a lesson plan
- Choosing programme approaches and methodologies,
- Assembling resources and planning the programme.

An organization has the option to either buy the HRD programme or take control of it during this procedure. In either scenario, careful measures must be made to make the most of the organization's programme human resource allocation. It is required to develop training

materials, administer training programmes for trainers, choose training techniques for each training module, and pick internal or external trainers. Prepare a design that is participant-centered. In any event, those who are in the greatest need should only be offered training and growth opportunities during performances. The most important aspect to consider at the design stage is that training and development should have clear goals before they are implemented (Raymond et al., 2011).

The phrase "training design" refers to a methodical approach for developing training materials. The method for designing training should be systematic while also being adaptable enough to meet company demands (Noe et al., 2011). Training should be adapted to specific goals, whether it is general training or training that is job-specific. The purpose of educational goals is to close the gaps. The practice's effectiveness should be examined in reference to measurable specified goals. This objective aids in regulating internationalization and the extent of learning. Each area's training objectives can be established based on one of four criteria: quality, quantity, punctuality, or cost savings through training.

For effective organizational learning, effective training design takes into account personality traits of learners, teaching methods, and the best way to move training from the learning environment to the workplace (training transition) (Mathis & Jackson, 2011).

A. Selection of Trainers and Trainees

Selecting the proper participants for the training programme is worthwhile and valuable after choosing the appropriate approach and tactics, as well as the program's contents. The most crucial elements of training programmes are the trainers and trainees. The training programme needs to have trainers who have been extensively vetted and chosen for their suitability if it is to be efficient and effective. To attain the finest training programme results, it is also advised to choose the appropriate trainees (Truelove, 2000). Setting precise and well-defined selection criteria for the right person to fulfill the duty is unquestionable when the position of a trainer is taken into account.

B. Methods of Training and Development

Companies can choose between two different sorts of training: on-the-job and off-the-job methods. Which method to employ depends on the particulars of your training program (Armstrong, 2006).

1. On-the-job training Methods:

Using these techniques, new or inexperienced employees learn by observing their coworkers or superiors at work and attempting to mimic their behavior, claim Raymond et al. (2011). On-the-job training methods ensure that employees are always at work, training is carried out on the same machine, experience is based on already recognized standards, and most importantly trainees can learn and earn there. So it's less costly and less confusing. At the same times, some of the most popular techniques include:

a. Coaching:

Coaching is one-on-one instruction. It aids in swiftly identifying the areas that need improvement and seeks to concentrate on them. It also provides the advantage of putting learned theory into practice. It perpetuates the current practices and styles, which is the main issue (Dessler & Varkkey, 2010).

b. Mentoring:

The improvement of attitude is the main objective of this training. Employees in management use it. A senior insider always provides mentoring. Like coaching, it involves one-on-one engagement as well (Dessler & Varkkey, 2010).

c. Job Rotation and Transfers

In order to develop employee skills within the organization, job rotation and transfers entail moving employees from one official responsibility to another, such as taking on higher rank positions within the organization, and from one branch of the organization to another (McCourt & Eldridge, 2003). Employees may be transferred from one country to another, as in the case of transfers. Employees can learn about the various operations inside the company as well as the variations that exist in the many nations where the company conducts business thanks to these rotations and transfers. The organization will benefit from the knowledge the chosen personnel gain as it may strengthen the organization's competitive advantage.

d. Apprenticeship:

According to Dessler and Varkkey (2010), the process of becoming a competent worker through an apprenticeship often entails a combination of formal education and in-depth on-the-job training.

e. Orientation

Getting new employees acclimated and prepared for their new roles within an organization is what orientation comprises. Throughout this process, they are exposed to a wide range of activities, including the nature of their new work, how to perform the tasks and responsibilities that have been given to them, and what the organization as a whole expects of its employees generally. Additionally, they receive a broad overview of the workplace inside the firm, which may include working systems, technology, and office layout. Also, they are enlightened on the organizational culture as well as issues pertaining to health and safety, working conditions, workflow and procedures (Raymond et al., 2011).

2. Off-the-job Training Methods

When adopting off-the-job training options, training materials are offered, the emphasis is entirely on learning rather than performing, and there is freedom of expression (Raymond et al., 2011). Important procedures Off-the-job education consists of:

a. Classroom Lectures

Lectures are verbal presentation approaches that are especially helpful when the objective is to teach the same knowledge to many individuals at once. Lectures are among the most economical training techniques since they do not require individualized instruction (Decenzo & Robbins, 2010).

b. Conferences and Seminars

Entails giving lectures before a big audience as a training and development technique because several people are being trained simultaneously on a specific subject, it is more economical. However, this approach has the disadvantage that it can be challenging to ensure that each individual trainee fully understands the subject matter. During training sessions, not all trainees follow along at the same rate, so attention may be drawn to some trainees who may seem to understand the material more quickly than others, undertraining others (Raymond et al., 2011).

c. Role Playing

Include learning strategies that make an effort to capture and present decision-making circumstances to the trainee. Employees act out a role that is distinct from their own during

role-playing exercises. A facilitator develops a scenario that the participants are to act out while following the facilitator's instructions (Raymond et al., 2011).

d. Simulated Training

Simulations are organized games and operational models that replicate real-world circumstances. Dessler and Varkkey (2010) list several benefits of games and simulations, including improved problem-solving and decision-making skills, a clearer understanding of the organizational system, the ability to investigate real-world problems, and the potential to stimulate employees' interests.

e. Vestibule Training

As part of this training programme, an employee is dispatched to a mock organization outside of his position of employment. The training facility is identical to the employee's workplace. The emphasis on learning rather than producing distinguishes the training environment from the workplace. Only the knowledge or skill that is sought can be acquired by the learner. This type of training facility is available in some banks in Ethiopia. The key is to make sure the trainee picks up the necessary job abilities without necessarily picking up any negative workplace traditions or habits. Since the learner works with the same tools and equipment, costly mistakes are avoided and knowledge acquisition is improved (Decenzo & Robbins, 2010).

f. Multimedia Learning

Technical prowess that is challenging to demonstrate through traditional training methodologies can be demonstrated through multimedia learning. Any DVDs and films that are accessible online may fall under this category (Decenzo & Robbins, 2010).

g. Formal Training Courses and Development Programmes

A number of these methods can be used to develop the skills required within an organization. These courses and programmes often include a set of well-defined and well-recognized programmes, whose contents, durations, and other details are known to the company and the individuals who will be trained. In contrast to informal ones, formal training and programmes can be started sooner and come with evaluation strategies. Employees may choose to work part-time during that time or register in these courses and programmes while completely off the job for a predetermined amount of time. These events can take place either on-site at the

company or off-site. Since employees are not at their place of employment, it is suggested that off-the-job training is more successful. According to the information needed, the structure of the organization, and rules and regulations, educators may come either inside or outside the company (Raymond et al., 2011).

2.3.2.3. Training Delivery

After the design has been created, the training is actually delivered. It is normally suggested that the training be pilot-tested or provided on a trial basis to ensure that it meets the identified needs. After creating training, the delivery of that training is where the most important decisions need to be taken. All HRD initiatives, according to Nassazi (2013), are aimed at either improving an individual's performance in their current position, preparing them with new skills for a future position or job, or fostering both individual and organizational growth in order to meet the organization's short- and long-term objectives. To ensure the highest rate of learning and the resulting return on investment, the ideal blend of training strategies is essential. Organizations must choose the training strategy that best fits the learning preferences of their workforce, be flexible enough to adjust when circumstances change, and ensure that the training results in transferable job skills.

Making ensuring that training is effective is the main goal, irrespective of the method used (Gilley et al., 2009). HRM must choose the training methods that are most appropriate for the development of the employee skills and a combination of many strategies may be necessary (Decenzo & Robbins, 2010).

2.3.2.4. Evaluation of Training

The post-training results are compared to the objectives set by management, instructors, and trainees during this phase. Training is routinely offered without much attention being paid to later evaluating and analyzing it to see how effective it was. Mathis and Jackson (2004) assert that because evaluation takes time and money, it must happen after training. The final step in the training and development process is the evaluation of the complete training programme. Since the training programme had objectives it was working towards, and as a result, the evaluation process at the end of the training programme, the evaluation technique is essential. The evaluation offers the ability to look at and assess the costs and advantages of the training programme. This is done by comparing the training's results to the objectives for

the training and development programme that were set before the programme began. The evaluation criteria for training and development programmes are based on the objectives that have been specified. According to Raymond et al. (2011), multi-criteria evaluation of training is more effective. Others claim that a single criterion, such as how well training transfers to job performance, is adequate or a good way to evaluate someone. This would be the case if the training program's main objective, say, was to increase production through raising staff performance.

Four fundamental types of training program outcomes are established by Dessler (2008):

- Evaluations of the trainees' responses to the program include questions like if they enjoyed it and whether they felt it was worthwhile of their time, effort, and resources.
 - In terms of learning, trainees are given some sort of exam to determine whether they retained the concepts, abilities, and information that they were expected to.
 - Determine whether the training program has affected the behavior of the trainees at work, and then
 - Check to see if the training has succeeded in achieving the goals that were intended.
- The most significant category appears to be the last one. Even though the first three categories are significant, the training program needs to provide demonstrable results in order to meet its objectives.

Organizations and trainers must foster a supportive atmosphere for learners to apply the behaviors they learned during training into practice. The trainees' supervisor needs to fervently support the new behavior in order to make sure that it becomes embedded and eventually becomes the standard at work. Supervisors and managers must visit trainees throughout the training programme from the start to the finish, but it is essential that they attend the final planning session when trainees are required to commit to changes they would make if they were to return to their jobs.

However, there is a warning that training must be evaluated by methodically documenting the results of the training in terms of how trainees actually behaved back on the job and the relevance of these behaviors to the aims of the organization. This is due to the possibility that the training's results won't be up to standard because it wasn't able to resolve the original

issue that prompted it. Cascio (1992) asserts that the following data must be gathered in order to adequately assess the value or effectiveness of the training:

- Has anything altered?
- Was the change a result of the training programme?
- Was the change favorable to achieving the goals of the organization?
- Would newly enrolled participants in the same programme go through similar changes?

These inquiries offer a hint as to the matters that need to be assessed following a training program. Training-related change must be evaluated in terms of productivity, quality, advancement, and decreases in turnover or accidents. Dessler and Cascio both agreed that training programs should be evaluated in the four areas/categories of reaction, learning, behavior, and results. The learning application and the influence on the company, however, are the most crucial among these evaluation tools. These would truly result in the organization's growth and the necessary beneficial change.

2.4. Theory of Learning

The researcher examined three of the most widely used ideas about training and the learning process in order to illustrate why training and development practices are crucial to organizational effectiveness. These theories include the social learning theory, cognitive theory, and reinforcement theory.

2.4.1. Reinforcement Theory

According to this theory, learning takes place when students demonstrate the proper reinforcement of an association between a specific response and stimuli (Smith & Ragan, 2005). According to McKenna and Beech (2006), reinforcement of previously learned material is necessary to increase trainees' performance. It influences the propensity to repeat making specific responses. This can take the form of feedback, in which responses are given to learners regarding their development and successes throughout the training process. According to Nassazi (2013), learning must be reinforced, and behavioral scientists have shown that people learn fastest when the appropriate conduct is immediately reinforced. According to Banaji (2011), positive reinforcement theory contends that in order for learners to absorb new information, alter their behavior, and improve their skills, the trainer must first

determine which training approaches result in the results that learners find most satisfying and unsatisfactory. According to this hypothesis, if a student will gain from changing their behavior, they are more likely to do so during training.

Accordingly, this theory contends that giving employees the right feedback during the training process is necessary for training and development to result in enhanced performance of employees and subsequently the organization. This will assist the workers in gaining the necessary knowledge to execute better at work.

2.4.2. Cognitive Theory

According to cognitive theory, learning is the act of acquiring or rearranging the cognitive structures that allow people to receive and store information. According to Mclead (2012), this theory explains how people come to perceive, specify, and experiment with solutions to issues. Here, the importance of experience, purpose, problem-solving, and the growth of insights is emphasized. The idea that people have various wants and a concern at various times, as well as subjective interpretations in various circumstances, was created by this theory.

According to Alkelabi et al. (2012), cognitive theory is a learning theory that examines how social interactions, emotions, and thoughts influence the learning process. It concentrates on the cognitive process that workers go through during learning. Vicarious learning is the term used to describe learning from others. When someone intently observes another person's actions, they can pick up their traits or abilities. The learner pays attention to the model's behavior and the outcomes of those behaviors. According to McLead (2012), on-the-job training approaches help workers acquire the conceptual understanding, competence, and technique they need to evaluate data and address problems.

This theory is relevant to my study because it describes what happens in employees' minds while they learn new skills. This will assist the company in developing effective training programs to raise employee and organizational performance.

2.4.3. Social Learning Theory

This theory places a strong emphasis on the value of paying attention to other people's actions, attitudes, and emotional responses. It implies that individuals pick up knowledge by watching others (Bratton & Gold, 2007). People can obtain some insight into what might

occur if they act in one manner or another by seeing the effects of other people's actions through observation (Alkelabi et al., 2012). Self-efficacy has an impact on social learning theory as well. The capacity of a person to learn the knowledge and abilities required for a specific job is known as self-efficacy. Determining one's self-efficacy is crucial, particularly during the training process' needs assessment stage.

In contrast, a person with low self-efficacy will have self-doubts about mastering the material of the training program and is more likely to retreat psychologically and/or physically. A trainee with strong self-efficacy will put more effort into learning in a training program. No matter how hard they try, this group of people thinks they are incapable of learning (Noe, 2008). According to Chowdhury (2006), the social learning theory is based on four main processes: motivational process, motor reproduction, retention, and attention. According to attention, individuals cannot learn through watching unless they are conscious of the critical components of the model's performance. The properties of the model have an impact on attention, therefore trainees must be aware of the abilities and behaviors they are expected to watch and acquire.

Learners can keep or internalize what they have learned through retention. Motor reproduction is the process of testing if observable behaviors produce the same reinforcement as the model. The level to which the learner can retain the skills or conduct will determine their capacity to repeat the same behavior and skills. If a modeled activity produces favorable outcomes, learners are more likely to imitate it (motivational process). The social learning theory offers insightful knowledge that is directly related to organizational training techniques. It promotes the use of training techniques that enable students or workers to apply the knowledge and skills they have learned during training to their regular tasks.

2.5. Benefits of Training and Development

The easiest method to respond to the topic of why businesses should train employees is to explain what would happen if they receive inadequate training. When there are shortcomings that need to be corrected through training or when organizational changes need to be implemented, having personnel who have received proper training becomes crucial. If there is a change in technology, working environment, products, subpar performance, or staff shortage, training is necessary. Because it is anticipated to produce a skilled pool of human

resources, improve existing skills, and increase knowledge and experience of employees, improve employees' motivation, job performance, customer service, and opportunity for personal growth and career development, training has many benefits for the individual, the department, and the organization (Itika, 2011).

The basic goal of training is to increase knowledge, abilities, and attitudes toward tasks that are connected to the workplace. It is one of the most significant possible motivators and can help people and organizations in the short and long terms, according to Nassazi (2013).

Training brings many benefits. Cole (2002) summarizes these advantages:

- a) High morale – Employees who complete training are more motivated and confident.
- b) Lower production costs – Training eliminates risk because trained personnel can use resources more effectively and economically, reducing and eliminating waste.
- c) Reduced Turnover – Training increases workplace security, reduces turnover and prevents absenteeism.
- d) Training supports change management by increasing employee participation and process awareness, equipping them with the necessary knowledge and skills to adapt to new situations.
- e) Provide recognition, more responsibility, higher salaries and promotion opportunities.
- f) Contribute to improving staff availability and quality.

2.6. Organizational Performance

Successful organizations are crucial for developing countries because they play a significant part in our daily lives. As a result, according to Garavan et al. (2020), many economists liken organizations and institutions to an engine that drives advancement in the economy, society, and politics.

The process by which an organization improves both its efficacy and the wellbeing of its members is known as performance. When many organizational development efforts are directed toward enhancing organizational learning with the goal of subsequently having an impactful organizational performance, this is one of the three essential factors of the organizational development that will lead to organizational performance (Afroz, 2018).

Technically speaking, organizational performance is the sum of the individual employee net performances. This is so because the employees that work for an organization make it up.

Except for the combined accomplishments of the individuals that make up the organization, an organization cannot accomplish anything on its own (Amodu, 2016).

When compared to intended outputs, aims, and objectives, an organization's actual output or results are referred to as organizational performance. Establishing organizational goals, tracking progress toward those goals, and making modifications to accomplish those goals more effectively and efficiently are recurring actions that make up organizational performance. Employee turnover, employee productivity, and corporate social responsibility are all indicators of how committed employees are to the organization's success (Richard, 2009).

Four different forms of organizational performance measures exist: capital market outcomes, financial accounting outcomes, organizational outcomes, and human resource outcomes. Results from human resources that were tied to changes in employee behavior included absenteeism, turnover and employee satisfaction, workforce productivity, customer contentment, and the caliber of goods and services are all examples of organizational outcomes (Armstrong, 2020).

2.6.1. Effect of Training and Development on Organizational Performance

Training significantly improves both employee and organizational performance, claims Landa (2018). In order to increase an organization's capacity and help it achieve its objectives, training is seen as a crucial instrument (Sasidaran, 2018). According to Afroz (2018), training and development is an organization's strategic tool for enhancing employee performance. It does so by acquiring and providing employees with the most recent knowledge and skills, as well as the proper organizational attitude and best practices to carry out their duties in accordance with the established goals and objectives. Training improves employees' capabilities, capacities, competencies, and recognition for their job and responsibilities, making it the primary factor that strongly predicts employees' success (Kenny & Nnamdi, 2019).

According to certain studies, a number of characteristics are related between organizational performance and training. For instance, Luo et al. (2021) looked at the moderating effect of interpersonal assisting while examining the relationship between training, supervisory mentoring, work satisfaction, and organizational performance. The findings indicate that

training and supervisory mentoring have a considerable impact on organizational performance and job satisfaction. Interpersonal assisting also has a moderating influence on organizational performance along with supervisory mentoring. IT plays a significant role in the task performance of front office employees, who depend on IT to complete their work, as stated by Melian and Bulchand (2017) in their investigation of the relationship between front office employee performance, information technologies (IT), service encounter, and critical incidents. On the other hand, in customer interactions, the value of a live person is still quite strong, and in the majority of serious situations, IT is not involved. Sendawula et al. (2018) in their examination of the impact of training and employee engagement on organizational performance using data from Uganda's health sector, find out that there existed a strong relationship between training, employee engagement, and organizational performance

2.7. Empirical Review of Related Literature

In order to determine how training and development (on-the-job training, off-the-job training, and job rotation) can affect organizational performance in Kelantan State Secretary Office (SUK), Said et al. (2022) conducted a study to test the impact of training and development on organizational performance. The Management Services, Corporate, and Human Resources Management divisions in a government office were the subjects of the study. The primary data is gathered quantitatively from 103 respondents using Google Forms and questionnaires. Additionally, the study's data analysis employed both descriptive and inferential statistics. The study's findings showed a favorable correlation and statistically significant association between organizational performance and training and development (job rotation, on-the-job training, and off-the-job training). According to the report, management should give staff members chances to share their expertise on the job through training sessions, mentoring of other teams, oral presentations, and team assignments.

Mohammed (2016) examined the Impact of Training and Development on Employees Performance and Productivity: A Case of Jordanian Private Sector Transportation Companies. The core data is gathered quantitatively using a standardized questionnaire. Both descriptive and inferential statistics were employed in the study's data analysis. The statistical methods were in line with the study's goal. To ascertain whether there was a significant positive relationship between the independent variables (training and development) and

dependent variables (performance and productivity), frequency tables, percentages, means, and standard deviations were used for descriptive statistics. For inferential statistics, Pearson product moment correlation coefficient (r) and linear regression were used. The study's findings showed a positive correlation between training and development and a statistically significant association with worker productivity and performance. The study suggested that all employees should have access to efficient training programs and thoroughly thought-out growth plans so they can improve their knowledge and skills.

Indus Group of Colleges in Rawalpindi/Islamabad, Pakistan, Kashif et al. (2020) did a study on the effects of on-the-job training, training design, and training delivery style on organizational performance. A survey questionnaire with 15 items and a 5-point Likert scale was used to collect the primary data. Out of the 300 respondents who completed the questionnaires, 262 responses were considered in the study. For data analysis using SPSS, the researchers employed Cronbach's alpha, descriptive statistics, correlation, regression, and ANOVA. On-the-job training, training design, and delivery style were the study's independent factors, and organizational performance is a dependent variable that is influenced by these independent variables through mediation of employee performance. The findings demonstrate a strong interdependence among variables and a positive and significant relationship between the independent variables training design, delivery method, and on-the-job training and the dependent variable organizational performance.

Impact of training on employee performance: A case study from Ethiopia's Bahir Dar University was the subject of a study by Yimam (2022). The study methodology included a quantitative approach and a cross-sectional survey was used to collect information from a sample of administrative staff at Bahir Dar University, Ethiopia those who participated in the training in 2019. Participants were selected by simple random sampling. For this study he issued and collected 316 questionnaires. Both descriptive and inferential statistics were used to analyze the data. Research has shown that training methods, training needs analysis, training design, and training evaluation significantly improve worker performance. The researcher recommended that, in order to improve the performance of administrative staff of Bahir Dar University, especially those of technical institutions, human resource management can also improve the quality and quantity of training programs and correctly implement the four stages of the systematic training process.

In order to better understand how training and development affect employee performance at the Commercial Bank of Ethiopia in Addis Abeba, Assefa (2016) carried out a study. Improvements in productivity, motivation, and employee job satisfaction are used to gauge performance. Both primary and secondary data sources were used to conduct the study. The necessary data from the respondents was gathered using a self-administered structured questionnaire. Multiple regressions and descriptive statistics were used to analyze the acquired data. Employees only attended training once or twice, according to the study's findings about the frequency of training offered to them, which may reduce their efficacy and motivation. Regarding the strategies utilized to deliver trainings, the business mostly employed a trainer-centered (lecture) strategy. The results of the study demonstrated that training had a sizable impact on employee performance. The study also revealed that employees said the organization's job instructions were clear and simple to follow, and they said they had enough support from their peers and managers.

In District Multan, Pakistan, Rasheed and Awan (2021) did a study on the Analysis of the Impact of Employees' Training and Development on Organizational Performance. 300 IT company employees were randomly chosen to participate in a standardized questionnaire that was used to gather the main data. Organizational performance was the dependent variable in the study, whereas the independent factors were Training Delivery Style, Training Design, Off-the-Job Training, and On-the-Job Training. Employee training and development was a mediating factor. Data analysis methods included descriptive statistics, reliability testing, correlation analysis, and multiple regression analysis. The study's conclusions demonstrated the positive and significant effects that Off-the-Job training, Training design, Delivery style, and On-the-Job training have on an organization's performance. The study found that systematic training methods (identification and selection of the employees to be trained) considerably improve organizational performance when the employees in question are trained.

In order to ascertain the influence of training and development on the workers' performance and effectiveness at District Five Administration Office, Addis Abeba, Ethiopia, Asfaw et al. (2015) conducted a study. This study used a cross-sectional institutional-based quantitative research methodology, and participants were chosen using a systematic random sample strategy. Data were then collected using the Likert scale tool. The study's findings indicated a

favorable correlation and statistically significant association between training and development and employee effectiveness. The study made the recommendation that District Five Administration Office continue to offer employee training and development activities and ensuring that employees participate in the planning, identification of training and development needs or skill gaps, and evaluation of training and development programs.

The Relationship of Training & Development Practices and Organizational Performance: The Case of Commercial Bank of Ethiopia was the subject of a study by Firehiwot (2017). To handle the data analysis, the researcher employed a quantitative approach using an explanatory cross-sectional survey study design. 125 employees were chosen for the study's sample by stratified simple random selection. A 5-point Likert scale was used to collect the majority of the study's data through questionnaires. Training Need Assessment (TNA) and Training Evaluation were the study's independent variables, and Organizational performance as assessed by its four dimensions—financial, customer, internal process, and learning & growth performance—was its dependent variable. The study's findings demonstrated a substantial positive correlation between TNA and training assessment aspects and each of the four organizational performance characteristics. The study also suggested that rather than being fragmented, separate activities created to respond to the existing organizational situations, TNA and training evaluations should be systematically linked to and generated from the overall organizational strategies, plans, and policies.

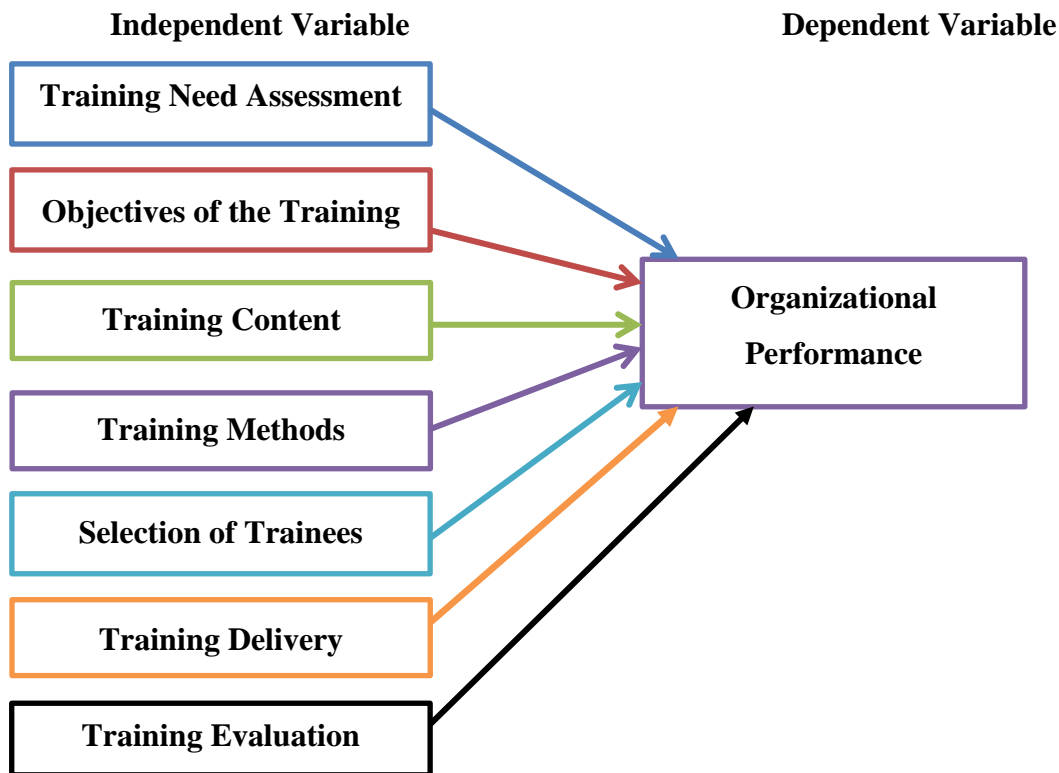
2.8. Conclusions and Research Gap

The majority of empirical studies on the influence of training and development on organizational performance concentrated on the private sector, profit-driven businesses, and foreign nations. As a result, little research was done in the case of Ethiopia, especially in the banking industry. On the other hand, training is rarely available in most organizations. Because job-specific training can be time- and resource-intensive, many businesses strive to acquire and keep educated, talented workers. Additionally, there hasn't been enough research done to determine how training and development affect the organizational performance of Ethiopia's banking sector. This demonstrates that there is a deficiency in that area's empirical understanding. As a result, a number of factors influence both organizational success and training and development. But according to research on how training and development

affects an organization's performance: The relationship between organizational performance and the four phases of systematic training processes/training dimensions, such as training need assessment, training design, training delivery, and training evaluation, was the topic of a case study of Awash Bank S.C. in Ethiopia. This is one of the study's novel contributions to the field.

2.9. Conceptual Framework of the Study

The conceptual framework developed as shown in Figure 2.1 below demonstrates the link between training and development and organizational performance. Organizational performance is the dependent variable in this study, whereas the independent variables are training and development, namely training need assessment, objectives of the training, training content, training methods, selection of trainees, training delivery, and training evaluation.



Source: Adapted and Modified from Rasheed and Awan (2021) and Literature Review

Figure 2.2: Conceptual Framework of the Study

CHAPTER THREE

RESEARCH METHODOLOGY

The methodologies that were employed for the study are presented in this chapter. It clarifies the research strategy. Information was provided regarding the demographic, sample, sampling methodology, research tools used in the study, data collection procedures, and a strategy for data analysis.

3.1. Research Design

Both descriptive and explanatory study design were used in this investigation. Descriptive research was used to evaluate the impact of training and development on organizational performance in Awash Bank S.C. The effect of training and development on organizational performance was examined using an explanatory approach. To determine how training and development impact organizational performance, quantitative research methods were chosen. Cross-sectional research was used in this study. According to Saunders et al. (2009), a cross sectional design concentrates on a certain phenomenon at a given moment. In this scenario, a single cross sectional study was conducted using one sample of the population, or numerous cross sectional studies could be conducted using two or more samples of the target population (Easterby Smith et al., 2008).

3.2. Data Type and Source

To accomplish the goals of the study, both primary and secondary data sources were utilized. Awash Bank S.C. managers and personnel were surveyed using a standardized questionnaire to obtain primary data. Books, academic publications, bank reporting guides, research papers, data collected from pertinent agencies, and unpublished documents were used as secondary data sources.

3.3. Target Population of the Study

The target population of this study contains all employees of the selected branches of Awash Bank S.C. which constituted only managers, IT Experts and Clerical workers. From the total of 76 Awash Bank S.C. branches found in Addis Ababa, 16 branches were selected purposively as representative sample for the population (i.e., Kebena, Kidest Mariam, Piassa, Shiro Meda, Sidest Kilo, Habte Giorgis, Gurd Sholla, Gotera, Lideta, Megenagna,

Meshualkia, Meskel Flower, Old Airport, Olompia, Teklehaimanot and Urael branches). These 16 branches were selected because of their proximity to the researcher and also because of their long period of banking services and the presence huge number of employees than in other branches. Therefore, the target populations of this study were 400 employees of Awash Bank S.C. that are found in the selected branches in Addis Ababa. The lists of employees are indicated in Table 3.1 below:

Table 3.1: Target Population of the Study

No	Working Unit of the Employees	Population Size of Employees
1	Managers	64
2	IT Experts	48
3	Clerical workers	288
Total		400

Source: Awash Bank, (2022)

3.4. Sample Design and Sampling Techniques

3.5.1. Sample Design

The study took into account the necessity to draw conclusions from the sample of the population in order to address the research questions and achieve the study's goals when designing the sample. The study's focus was on how training and development affected the performance of an organization using the example of Awash Bank S.C. Therefore, the managers, IT specialists, and administrative staff of Awash Bank S.C. were included in the sample of this study using purposive sampling techniques because they were the bank's staff and managers and directly involved in the banking services, while the remaining other staff members' jobs, such as those of guards and janitors, were not directly related to the banking services.

Awash Bank S.C. personnel were chosen as a representative sample for the study using finite population sample formula from Yamane (1967) as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = the required sample size: (?)

N = the target population (total number of employees)

e = value for selected alpha level of 0.05 = 1.96 (the alpha level of 0.05 indicates the level of risk the researcher is willing to take that true margin of error may exceed the acceptable margin of error.)

$$n = \frac{400}{1 + 400(0.05)^2} = \frac{400}{2} \approx 200$$

As a result, 200 workers of Awash Bank S.C. were used as the sample size.

In order to maximize the predictive power of the sample size, the researcher used stratified sampling procedures to distribute the predicted sample size to each stratum after calculating the sample size using the aforementioned equation. Allocation in proportion is one strategy. As a result, the following proportionate allocation is made using the Kothari (2004) formula:

$$N_h = \frac{nN_1}{N}$$

Where:

N_h = Proportional sample to the strata

n = Sample size determined using the formula provided by (Yamane, 1967)

N_1 = Total number of population in each strata

N = Target population

Table 3.2: Sample Size Determination for each Stratum

Name of Each Strata	Total Population in each Strata	Proportional size
Managers	64	$N_h = \frac{200 \times 64}{400} \approx 32$
IT Experts	48	$N_h = \frac{200 \times 48}{400} \approx 24$
Clerical workers	288	$N_h = \frac{200 \times 288}{400} \approx 144$
Total	400	200

Source: Survey Data (2023)

As can be seen in Table 3.2 above, 200 Awash Bank S.C. personnel participated in the survey; managers, IT specialists and clerical workers were chosen as the sample respondents.

3.5.2. Sampling Techniques

In order to respond to the study questions and fulfill the research goals, the researcher used both stratified and purposive sampling procedures. A stratified random sampling technique is chosen because it helps to minimize bias when working with populations that are naturally varied. Using this method, the sampling frame can be divided into roughly homogeneous groups (strata) before the sample's components are chosen. Stratified random sampling technique, according to Janet (2006), enhances the likelihood that the final sample was representative of the stratified groups. There are now three strata: Stratum 1 is for managers, Stratum 2 is for IT pros, and Stratum 3 is for clerical workers because their job in the bank is different from the other and have heterogeneous nature in the population. The purposive sampling technique is used to choose the right sample from the population or from those who are specifically trained by Awash Bank S.C. and also taken more training to engage in banking activities or simply to identify samples those who are more involved in training in the bank like managers, IT experts and clerical workers from those who are not more involved in training like guards and janitors.

3.5. Methods of Data Collection

A self-administered questionnaire served as the main tool for gathering data in this investigation. The majority of the questionnaires of each research variable that were derived from an analysis of pertinent literature. Selected Awash Bank S.C. respondents were given the questionnaire. For the purpose of obtaining the essential primary data from the respondents, the questionnaires were translated into Amharic and comprise closed-ended questions. The use of closed-ended questions made it simpler for responders to respond. The researcher established a 5-point Likert scale and asked respondents to express their level of agreement with the following ratings: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). This was done to aid respondents in completing the questionnaire.

3.6. Method of Data Analysis

In order to investigate the effect of training and development on organizational performance in Awash Bank S.C., the data gathered from the questionnaires were examined for consistency and completeness at the conclusion of each field data collection day and before

the data were stored. The IBM Statistical Package for Social Science (SPSS) version 23 program was used to conduct the analyses. Prior to conducting the study, reliability and validity scores were evaluated to test the psychometric qualities of the constructs. Through logical interpretation, justification, and suggestions, data were tallied. To show and analyze the data, descriptive and inferential statistics (such as frequency, mean, standard deviation, correlation, and regression findings) were computed.

3.6.1. Reliability and Validity Analysis

The quality and reliability of the data must be verified before conducting any statistical analysis. According to Hair et al. (2010), the degree to which a variable or group of variables is consistent in what it is meant to assess is known as dependability. The consistency of a questionnaire was evaluated using reliability analyses. Although there are other ways to test for reliability, Cronbach's alpha was thought to be the most appropriate method for this study because it is the most often used reliability indicator. Cronbach's alpha values with a minimum threshold of 0.7 are considered to be good, according to Nunnally (1978).

Unfortunately, there is no one certain sign of a scale's validity, and the validation of a scale involves gathering empirical data regarding its use (Hair et al., 2010). The validity of a scale refers to the extent to which it measures what it is intended to measure. The researcher looked at the content validity, which refers to how well a measure or scale has drawn a sample from the specified population or topic domain. A detailed examination of earlier literature on the effect of the training and development on organizational performance was conducted in order to confirm the content validity of the surveys.

3.6.2. Descriptive Statistics Analysis

The demographic data of the respondents, such as gender, age, marital status, education level, and service year, are reduced using descriptive analysis and also, a summary of the effects that training and development have on organizational performance by using tabulations, frequency, percentages, and measures of central tendency (mean and standard deviation). Descriptive statistics were used in this study to compare the various factors that were used, as well as to determine the extent or degree to which the practices of training needs assessment, training design (including the objectives of the training, the training content, the training

method, and the selection of trainees), training delivery, and training evaluation had on Awash Bank S.C.'s organizational performance.

3.6.3. Inferential Statistics Analysis

Hair et al. (2010) suggested that prior to performing any data analysis, it is important to verify any assumptions made regarding the sample size, scales of the variables, multivariate normal distribution, outliers, and their multicollinearity.

3.6.3.1. Pearson Correlation Analysis

Using Pearson's correlation coefficient or measure of relationships, this study looked at the relationship between the independent variable parts of training needs assessment, objectives of the training, training content, training methods, selection of trainees, training delivery, and training evaluation and organizational performance. The coefficient of correlation, a statistical indicator of the link between two variables, ranges from $r = +1.0$ for a perfect positive correlation to $r = -1.0$ for a perfect negative correlation. No connection is suggested for $r = 0$. The degree and direction of the link between two variables are revealed by the correlation coefficient. When "r" approaches 0 on either side, there is a weak link between the dependent variable and independent variable (Hair et al., 2010).

3.6.3.2. Multiple Regression Analysis

In multiple linear regression, it is believed that a variable Y (the dependent variable) and K independent variables X_j ($j = 1, 2, \dots, K$) have a linear relationship. When determining the effect of two or more independent variables on a dependent variable is sought, this technique of analysis is appropriate (Hair et al., 2010). The following multiple linear regression model was taken into consideration in order to examine the effects that training and development (i.e., training needs assessment, objectives of the training, training content, training methods, selection of trainees, training delivery, and training evaluation) have on organizational performance in Awash Bank S.C. The specified model looked like this:

$$OP = \beta_0 + \beta_1(TNA) + \beta_2(OT) + \beta_3(TC) + \beta_4(TM) + \beta_5(ST) + \beta_6(TDL) + \beta_7(TE) + \varepsilon$$

Where:

OP = Organizational Performance

β_0 = Constant

$\beta_1, \beta_2 \dots \beta_5$ = Slope (Regression Coefficients)

TNA = Training Needs Assessment
OT = Objectives of the Training
TC = Training Content
TM = Training Methods
ST = Selection of Trainees
TDL = Training Delivery
TE = Training Evaluation
 ε = is the total error of prediction (residual)

However, in order to ensure the model is legitimate, it must first be checked to see if it adheres to certain assumptions common to linear regression models. Which are:

Sample Size and Observational Independence

The first assumption has to do with observational independence and sample size. Generalizability is in doubt in this situation. In other words, a researcher may obtain a result with small samples that cannot be generalized (repeated) with bigger samples. If results cannot be transferred to other samples, they have little scientific importance. Then, how many cases or themes are needed? Numerous books frequently offer contradictory advice regarding the number of instances required for multiple regression. Tabachnick and Fidell (2007) give the following computation, taking into consideration the number of independent variables intended to be used, to determine the required sample size: In this scenario, there are 194 cases, therefore $N > 50 + 8m$ (where m is the number of independent variables), which is more than I would need since I have four independent variables. The independence of the observations was guaranteed because 194 different people each responded to one of the 194 questionnaires that made up the sample.

Detecting Outliers

Multiple regression allows for the highly sensitive detection of outliers (extremely high or low scores). The second premise is to look for inflated scores, and this ought to be done as part of the initial data screening process. It will be done for all of the dependent and independent variables used in the regression analysis. A variable value that is high but not significantly different from the other scores in the cluster can be assigned to outliers, or they can be eliminated from the data set altogether. Outliers can be located by examining the

Skewness and Kurtosis values, which should be between -1 and 1, as well as the typical residual plot that can be requested (Hair et al., 2010).

Test for Homoscedasticity

The third supposition's focus is on the residuals' homoscedasticity. Remaining are the differences in scores between the obtained and predicted dependent variables (DVs). The residuals' value must remain constant for the duration of the observation interval, and the null value average must depict the homogeneous variance's center. The residual scatterplot charts of the model, which display whether or not there is a pattern and suggests equal variances, supported this supposition. The variance of the residuals about the expected dependent variable scores, or homoscedasticity, should be true for all predicted scores, claim Hair et al. (2010).

Normality Test

The topic of the fourth presumption is the normal distribution of residuals. The normal distribution of residuals graphic demonstrates the regularly distributed nature of the model's errors. The residuals should simply be normally distributed around the predicted dependent variable scores, or simply the distribution mean should be 0 and the standard deviation should be 1 to indicate a normal distribution of errors (Hair et al., 2010).

Test of Linearity

The linearity assumption states that the small circles should be near the diagonal line or that the residuals should have a straight line relationship with the predicted scores of the dependent variables (Hair et al., 2010).

Test for Multicollinearity

The sixth assumption, which states that multicollinearity exists when there is a strong correlation between two or more independent or predictor variables in a regression model, has been tested for across all independent variables. Utilizing the correlation coefficients, with a correlation coefficient of 1 representing strong collinearity, is the easiest diagnostic for identifying the presence of multicollinearity. High correlations (generally 0.90 and higher; Hair et al. 2010) are typically indicative of strong collinearity, according to the general rule. Other common measurements are the tolerance value and the Variance Inflation Factor (VIF).

A extremely low tolerance value of 0.10 or a high VIF value of 10 or more, in accordance with Hair et al. (2010), are indicators of excessive collinearity. If there is significant collinearity between two independent variables, the researcher will omit that variable from the analysis. After making sure there isn't a lot of collinearity between the independent variables, the researcher will examine each independent variable alongside the dependent variable to discover its distinct effects on the dependent variable. The coefficient of determination (R^2) measures how much of the overall variance in the dependent variable can be accounted for by understanding the value of the independent variable. In the derived regression equation, the coefficient of determination (R^2) ranges from 0 (where the dependent variable does not change) to 1 (when all points are on the regression line), i.e., $0 < R^2 < 1$.

The Standard Multiple Regression approach was utilized to conduct a multiple linear regression analysis with SPSS software in order to test the suggested assumptions.

3.7. Ethical Considerations

According to Mugenda and Mugenda (2003), a researcher is required to adhere to the principle of informed consent, which calls for participants in the study to provide their informed consent. To get informed permission, the researcher's identity, the purpose of the study, and any potential benefits must all be made public. Participation in research is voluntary, and subjects are allowed to leave the study at any time without repercussions, claim Mugenda & Mugenda (2003). The researcher was required to tell the participants of this before to the study's start. Using experienced assistants, the researcher ensured that each respondent understood every element of the study. It was entirely voluntary; no respondent was forced to take part in the survey.

By misrepresenting someone else's work as your own and claiming credit for their labor, plagiarism, according to Bhattacharjee (2012), is a crime. It entails taking another person's ideas as your own and appropriating them. Every attempt was made to ensure that any works that were taken from other academics would be appropriately referenced.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

This chapter presents the results of the researcher's investigation, which was carried out with the techniques described in chapter three. The general histories of the respondents, a full explanation of the four specific objectives, a study of descriptive statistics, and correlation and regression calculations using IBM SPSS version 23 are all covered in this article. Tests were conducted before any analysis to determine whether the results were reliable. Using content validity analysis, the internal consistency of the overall training and development dimensions, organizational performance, and validity were all investigated. The study's findings were also examined in reference to earlier research on the topic.

4.1. Questionnaire Response Rate

The study circulated 200 questionnaires in total, and 194 of them were successfully completed, returned, and used as reliable samples.

Table 4.1: Questionnaire Response Rate

Questionnaires Issued	Returned	Percentage of Return Rate
200	194	97.0%

Source: Survey Data (2023)

According to Mugenda & Mugenda (2003), a response rate of 50% was considered satisfactory, a rate of 60% good, and a rate of more than 70% extremely good. This assertion suggests that the 97.0% response rate in this case, as shown in Table 4.1 above, was excellent.

4.2. Demographic Characteristics of the Respondents

The respondents' gender, age, marital status, degree of education, and service year are among their demographic features. The frequency and proportion of responders from a sample of Awash Bank S.C. branches in Addis Ababa were shown below.

According to Table 4.2 below, there were 134(69.1%) male respondents and 60(30.9%) female respondents among the respondents to the Awash Bank S.C. survey. This demonstrated that male respondents made up the majority of those who participated in the study to determine the impact of training and development on organizational performance.

Table 4.2: Demographic Characteristics of the Respondents

No	Indicators	Category	Frequency	Percent
1	Gender	Male	134	69.1%
		Female	60	30.9%
Total			194	100.0%
2.	Age	Between 20 and 30 years	29	14.9%
		Between 31 and 40 years	96	49.5%
		Between 41 and 50 years	59	30.4%
		51 years and above	10	5.2%
Total			194	100.0%
4.	Level of Education	Diploma	13	6.7%
		First degree	140	72.2%
		Second degree and above	41	21.1%
Total			194	100.0%
5.	Service Year	1-5 Years	112	57.7%
		6-10 Years	62	32.0%
		11-15 Years	13	6.7%
		16-20 Years	4	2.1%
		21 Years and Above	3	1.5%
Total			194	100.0%

Source: Survey Results (2023)

According to Table 4.2 above, participants between the ages of 20 and 30 made up 29(14.9%) of the participants, those between the ages of 31 and 40 made up 96(49.5%), those between the ages of 41 and 50 made up 59(30.4%), and those aged 51 and over made up just 10(5.2%) of the people who participated. As a result, participants at Awash Bank S.C. who were between the ages of 31 and 40 made up the biggest demographic, followed by those who were between the ages of 41 and 50, those who were between the ages of 20 and 30, and those who were 51 or older. It was clear from this those participants who were between the ages of 31 and 40 made up the bulk of those who participated in the study that looked at how training and development affect organizational performance.

Table 4.2 above shows that of the respondents who met the Awash Bank S.C.'s minimum requirements for education, 13(6.7%) had a college diploma, 140(72.2%) had a first degree, and the remainder 41(21.1%) had a second degree or above. Therefore, it is evident from the survey that the majority of respondents in the Awash Bank S.C. were first-degree holders. This shows that this level of education is sufficient to deliver the basic ideas and processes required for organizational performance, as well as for training and development. Table 4.2 above also revealed the respondents' service years based on the data, with the majority of respondents, 112(56.7%), having between one and five years of work experience, 62(32.0%), between six and ten years, 13(6.7%) having between eleven and fifteen years, and the remaining four (2.1%) and three (1.5%) having between sixteen and twenty years of service, and twenty one years and above respectively. This suggests that the majority of the respondents in the bank were less experienced or that the study relied on Awash Bank S.C. workers with less expertise.

4.3. Reliability and Validity Assessment Results

Validity and reliability were evaluated in order to guarantee the accuracy and generalizability of the research findings. In order to evaluate reliability and validity, Cronbach's alpha was computed and the content validity was investigated. The researcher modified Cooper and Schindler's (2011) methods for obtaining content validity by locating existing scales in the pertinent literature. Table 4.3 below shows the Cronbach's alpha results, which were found to be higher than the minimum of 0.7 (Hair et al., 2010) for all relevant variables.

Table 4.3: Reliability Analysis Results

Variables	No. of Items	Cronbach Alpha
Training Needs Assessment	6	0.906
Objectives of the Training	5	0.864
Training Content	5	0.911
Training Methods	6	0.908
Selection of Trainees	5	0.864
Training Delivery	8	0.913
Training Evaluation	5	0.857
Organizational Performance	8	0.932

Source: Survey Results (2023)

4.4. Descriptive Analysis of the Study Variables

This section of the study was created using survey data from 194 Awash Bank S.C. employees who responded to closed-ended and 5-point Likert scale questions. Training needs assessment, training design (represented by: objectives of the training, training content, training method, and trainee selection), training delivery and training evaluation, as well as organizational performance as a dependent variable, are the study's four independent variables. The results of the scales mean and standard deviation were reassigned as follows to facilitate in keeping understanding of the descriptive analysis (Al-Sayaad et al., 2006); if the mean values lie in the range between 1 and 1.8 represents Strongly Disagree, between 1.81 and 2.6 represents Disagree, between 2.61 and 3.4 corresponds to Neutral, between 3.41 and 4.20 represents Agree, and between 4.21 and 5 indicates Strongly Agree.

4.4.1. General Information on Training and Development

As revealed in Table 4.4 below, the general information on training and development was briefly discussed in this section, including involvement in training, the number of trainings, training purposes, training method, the number of times TNA is conducted annually, indicators and the method used to conduct TNA, types of training, and how the training is evaluated.

The information in Table 4.4 below reveals whether respondents from Awash Bank S.C. have taken any type of training since working for the bank. 100% of respondents, or the one hundred ninety four (194) respondents, claimed they had taken part in trainings ever since they joined the bank.

The frequency of respondents' attendance at training sessions since joining their organization is depicted in Table 4.4 below. According to the data, after joining their organizations, 40 respondents (20.6%) have only attended training once, 100 respondents (51.5%), have done so twice, and 54 respondents (27.9%), have done so three times or more. This finding showed that, since entering the bank, the majority of Awash Bank S.C. employees have gone to two training sessions.

Data on the goals of the trainings that respondents have taken since joining their organizations are included in Table 4.4 below. The bulk of responders, 115(59.3%), went to training sessions aimed at enhancing their performance, while the remaining 79(40.7%), went

to learn new abilities. This finding showed that the majority of Awash Bank S.C. staff participated in training sessions in an effort to raise their performance levels.

Table 4.4: General Information on Training and Development

No	Indicators	Category	Frequency	Percent
1	Since joining Awash Bank, have you received any training?	Yes	194	100.0%
		No	0	0.0%
2	Since joining this Awash Bank, how frequently have you received training of any kind?	Once	40	20.6%
		Twice	100	51.5%
		Three times and more	54	27.9%
3	What was the training's purpose?	In order to enhance performance	115	59.3%
		To learn new abilities	79	40.7%
4	How often does your bank conduct TNA in a year?	1 time	112	57.7%
		2 times	62	32.0%
		3 times	16	8.2%
		4 times	4	2.1%
5	What are the indicators to conduct TNA in your bank?	Poor performance	59	30.4%
		Lack of knowledge	25	12.9%
		New working methods	52	26.8%
		Poor service quality	21	10.8%
		Low profitability	20	10.3%
		High turnover/absenteeism	17	8.8%
6	What is the method used in conducting TNA in your bank?	Questionnaire	92	47.4%
		Face to face interview	45	23.2%
		By specialist training committee	18	9.3%
		Performance appraisal results	39	20.1%
7	What type of training method was used for the facilitation?	On-the-job training	68	35.1%
		Off-the-job training	37	19.1%
		Both On- and Off-the-job training	89	45.8%
8	Types of Training taken	Managerial or supervisory training	50	25.8%
		Technical skill training	80	41.2%
		Career development training	13	6.7%
		Organizational development training	23	11.9%
		Job rotation and transfers training	28	14.4%
9	How was the training evaluated?	Questionnaire	100	51.5%
		Interview	62	32.0%
		Observation	32	16.5%
Total			194	100.0%

Source: Results of Own Survey Data (2023)

Beside this the results in Table 4.4 above specified that more than half of the participants or 112(57.7%) of them showed that Awash Bank S.C conduct TNA one time in a year, followed by 62(32.0%) of them indicated that Awash Bank S.C conduct TNA two times annually and the remaining 16(8.2%) and 4(2.1%) of the participants showed that Awash Bank S.C conduct TNA three and four times in a year respectively. This result indicated that Awash Bank S.C. conduct TNA one time in a year.

Regarding the indicators to conduct TNA in Awash Bank S.C. as revealed in Table 4.4 above, the bulk of the participants or 59(30.4%) indicated that poor performance was indicators to conduct TNA in the bank, followed by 52(26.8%) of the respondents showed that New working methods were the indicators to conduct TNA in the bank, thirdly followed by 25(12.9%) of the respondents showed that Lack of knowledge were the indicators to conduct TNA in the bank and the rest 21(10.8%), 20(10.3%) and 17(8.8%) of the respondents showed that Poor service quality, Low profitability and High turnover/absenteeism were the indicators to conduct TNA in the bank respectively. This result indicated that Awash Bank S.C. the indicators to conduct TNA in the bank was poor performance and New working methods.

Concerning the method used in conducting TNA in Awash Bank S.C. as revealed in Table 4.4 above, the majority of the participants or 92(47.4%) indicated that Questionnaire was the method used in conducting TNA in the bank, followed by 45(23.2%) of the respondents indicated that Face to face interview was the method used in conducting TNA in the bank and the rest 39(20.1%) and 18(9.3%) of the respondents indicated that Performance appraisal results and By specialist training committee were the method used in conducting TNA in the bank respectively. This showed that in Awash Bank S.C. Questionnaire was the most used method used in conducting TNA in the bank.

Regarding the method of training used in Awash Bank S.C. as shown in Table 4.4 above, the almost half of the participants or 89(45.8%) showed that they have attended both On- and Off-the-job training, followed by 68(35.1%) of the participants attend On-the-job training only and the rest 37(19.1%) of the participants attend Off-the-job training only. This implies that the majority of the staffs in Awash Bank S.C. attended both On-and Off-the-job training.

As shown in Table 4.4 above concerning the type types of training provided to the employees of Awash Bank S.C., the majority of the participants or 80(41.2%) of the participants attended technical skill training, followed by 50(25.8%) of the respondents attended managerial or supervisory training, 28(14.4%) of the respondents attended job rotation and transfers training and the rest 23(11.9%) and 13(6.7%) of the respondents attended organizational development training and career development training respectively. This indicated that the majority of the staffs in Awash Bank S.C. attended technical skill training.

The procedures used to assess the trainings that respondents attended are shown in Table 4.4 above. One hundred (100), or 51.5%, of the total one hundred ninety-four (194) respondents reported the training they attended was reviewed with a questionnaire. Sixty two (62) of them, or 32.0%, claimed that an interview was used to assess their training. 32 of them, or 16.5%, claimed that their training was assessed through observation. This suggested that questionnaires were used to evaluate the bulk of trainings at Awash Bank S.C.

4.4.2. Descriptive Analysis of Training and Development Constructs

The researcher employed statements to assess the degree of the four variables' implementations at the Awash Bank S.C. in this section of the study, which sought to find the variables that could affect overall training and development dimensions. Participants had to indicate how much they agreed or disagreed with the provided statements and the replies were rated on a Likert scale of 1 to 5, where 1 meant "Strongly Disagree," 2 meant "Disagree," 3 meant "Neutral," 4 meant "Agree," and 5 meant "Strongly Agree."

4.4.2.1. Training Need Assessment

The average mean score for the training needs assessment questions ranged from 3.87 to 3.95, while the standard deviation value ranged from 0.70 to 0.77, as shown in Table 4.5 below. The chosen employees of Awash Bank S.C. clearly agreed on the key components of the training requirements assessment because the mean values range between 3.40 and 4.20 (Al-Sayaad et al., 2006). Additionally, it was shown that respondents' opinions on the subjects were similar for the six questions with mean responses greater than 3.40 and standard deviations under 1. This finding showed that the Awash Bank S.C. employees who participated in the study accepted the practice of identifying training needs based on job requirements, routine performance evaluations, and a comparison of existing employee skills

and job requirements. The respondents also concurred that high turnover/absenteeism, specific bank goals and objectives, and comparisons of expected and actual performance can all be used to identify training needs

Table 4.5: Descriptive Analysis of Training Need Assessment

Code	Training Needs Assessment	Mean	SD
TNA1	The process for determining training needs is based on the demands of the job.	3.93	0.72
TNA2	Based on the frequent evaluation of performance, training needs are determined.	3.87	0.74
TNA3	To determine training needs, it is necessary to compare employees' present competencies with the new requirements of the job.	3.94	0.77
TNA4	By contrasting expected performance with actual performance, training needs are discovered.	3.88	0.70
TNA5	High turnover or absenteeism are used to identify training needs.	3.95	0.72
TNA6	The organization's standards and objectives are used to determine the training needs of each employee.	0.87	0.73
The Overall Mean and SD		3.91	0.73

Source: Researcher's Own Survey Findings (2023)

The results are also confirmed by the total mean = 3.91 and SD = 0.73, as indicated in Table 4.5 above. This outcome revealed that Awash Bank S.C. conducts training needs assessments based on the job specifications, on routine performance evaluations by contrasting current workers/staff skill levels with new job requirements, by contrasting anticipated performance with actual performance, on high turnover or absenteeism, and also based on specific standards and bank objectives.

4.4.2.2. Training Design

The researcher used four sub-variables as indicators of training design in this subsection of the study, including the objectives of the training, the training content, the training methods (on- and off-the-job training), and the selection of trainees items.

A. Objectives of the Training

The average mean score for the training objectives items ranged from 3.84 to 3.92, and the standard deviation value ranged from 0.68 to 0.78, as shown in Table 4.6 below. The employees of Awash Bank S.C. clearly agreed with the training's overall objectives based on the mean values, which ranged from 3.40 to 4.20 (Al-Sayaad et al., 2006). Additionally, the five questions with mean answers greater than 3.40 and standard deviations less than 1 showed that respondents' perspectives on the subjects were similar. This finding showed that Awash Bank S.C. employees felt adequately informed about the training's goals before they attended, that these goals successfully encouraged them to share information and express their ideas, and that the training's goals were in line with their requirements. The respondents also concurred that the training's goals could be easily attained and were in accordance with the use of new technology by their company or bank.

Table 4.6: Descriptive Analysis of Objectives of the Training

Code	Objectives of the Training	Mean	SD
OT1	Before I arrived, I received enough information about the training's goals.	3.90	0.75
OT2	Successful information interchange and idea expression were promoted by the training's goal.	3.92	0.78
OT3	The training's goals are in line with what I require.	3.90	0.72
OT4	The training's goals can be easily attained.	3.92	0.68
OT5	The training's goals are in accord with my organization's adoption of new technologies.	3.84	0.69
The Overall Mean and SD		3.90	0.72

Source: Researcher's Own Survey Findings (2023)

The results are also confirmed by the total mean = 3.90 and SD = 0.72, as stated in Table 4.6 above. This outcome disclosed that the employees of Awash Bank S.C. were adequately informed about the training's objectives before they arrived, and that the goals of the training successfully stimulated information sharing and idea expression, were in line with their needs, were doable, and were consistent with the adoption of new technologies in their organization or bank.

B. Training Content

The training content items had a standard deviation value between 0.75 and 0.79 and an average mean score between 3.74 and 3.84, as shown in Table 4.7 below. According to Al-Sayaad et al. (2006), the fact that the mean values ranged from 3.40 to 4.20 indicated that Awash Bank S.C. employees generally agreed with the training content items. Additionally, the five questions with mean answers greater than 3.40 and standard deviations less than 1 showed that respondents' perspectives on the subjects were similar. This finding showed that the Awash Bank S.C. employees concurred that training and development in the bank are planned to match the level of skills and education of the employees, that the training content is well-designed, organized, and simple to understand, and that the training contents are planned based on clearly stated goals and standards. The staff members also concurred that the training material was current, pertinent to their job, and constructed in accordance with those needs.

Table 4.7: Descriptive Analysis of Training Content

Code	Training Content	Mean	SD
TC1	Training and development in my company are based on employee skill levels and educational backgrounds.	3.81	0.75
TC2	The training contents are logically laid out, prepared & simple to understand.	3.83	0.75
TC3	The training contents were created using clearly established standards and objectives.	3.84	0.75
TC4	The training content is updated and required for my position	3.82	0.79
TC5	The training content is designed related to the requirements of my work	3.74	0.79
The Overall Mean and SD		3.81	0.77

Source: Researcher's Own Survey Findings (2023)

The results are further confirmed by the overall mean = 3.81 and SD = 0.77, as given in Table 4.7 above. This result showed that training and development at Awash Bank S.C. are planned according to the knowledge and skills of the staff, and the training materials were well-planned, well-organized, and simple to understand. They were also based on clearly stated objectives and standards. Additionally, the staff members reported that the training

material at Awash Bank S.C. was current, pertinent to their job, and created with their needs in mind.

C. Training Methods

The average mean score for the questions about training methods was between 3.89 and 4.07, and the standard deviation ranged from 0.68 to 0.77, as shown in Table 4.8 below. The employees of Awash Bank S.C. clearly agreed on the bulk of the components of Training Methods because the mean values range between 3.41 and 4.20 (Al-Sayaad et al., 2006). Additionally, it was shown that respondents' opinions on the subjects were similar for the six questions with mean responses greater than 3.40 and standard deviations under 1. This result showed that the Awash Bank S.C. personnel were in agreement that the on-the-job training they had received had helped them understand the bank's mission and carry out their duties successfully and efficiently, increasing customer happiness and the financial return to their employer. They also expressed satisfaction with the off-the-job training they received for their current position and agreed that it helped them become more knowledgeable in general and improved their ability to make decisions. The employees also agreed that the off-the-job training they received helped them become more skilled and efficient.

Table 4.8: Descriptive Analysis of Training Methods

Code	Training Methods	Mean	SD
TM1	The on-the-job training allowed me to thoroughly understand the organization's mission.	3.98	0.70
TM2	I received on-the-job training that helped me perform my job effectively and efficiently.	3.93	0.77
TM3	On-the-job training has resulted in higher customers satisfaction and financial return to my organization	3.89	0.71
TM4	The Off-the-job training I received developed my skills and improved my efficiency	4.07	0.68
TM5	I am satisfied with the Off-the-job training I received for my current position	3.99	0.71
TM6	The Off-the-job training I received developed my general knowledge and improved my decision making skills	4.04	0.75
The Overall Mean and SD		3.98	0.72

Source: Researcher's Own Survey Findings (2023)

The results are further confirmed by the overall mean of 3.98 and SD of 0.72, as indicated in Table 4.8 above. This outcome showed that Awash Bank S.C. employees had both on-the-job and off-the-job training, which helped them understand the bank's mission and perform their jobs effectively and efficiently, leading to higher customer satisfaction and a financial return to the bank. They were also happy with the training they had received for their current position and had also broadened their general knowledge.

D. Selection of Trainees

According to Table 4.9 below, the average mean score for the selection of trainees items ranged from 3.88 to 3.95, with a standard deviation score of 0.65 to 0.73. According to Al-Sayaad et al. (2006), this demonstrated that Awash Bank S.C. personnel generally agreed on the selection of trainees' overall items because the mean values ranged between 3.40 and 4.20. In addition, the five inquiries that had a mean response larger than 3.40 and a standard deviation less than 1 indicated that participants had similar viewpoints on the subjects. This finding showed that Awash Bank S.C. employees generally agreed that trainees in the bank are chosen based on the skills and competencies necessary for their jobs, as well as on standards, seniority, academic credentials, and the outcomes of performance assessments. These factors form the basis of the bank's policies for selecting trainees.

Table 4.9: Descriptive Analysis of Selection of Trainees

Code	Selection of Trainees	Mean	SD
ST1	The bank selects trainees based on the recognized abilities and competencies necessary for their job.	3.92	0.68
ST2	Based on predetermined criteria, trainees are chosen.	3.88	0.65
ST3	At the bank, trainees are chosen based on seniority.	3.95	0.73
ST4	Academic credentials serve as the basis for choosing trainees.	3.94	0.65
ST5	The policies for selecting trainees are based on the results of performance assessments.	3.88	0.69
The Overall Mean and SD		3.91	0.68

Source: Researcher's Own Survey Findings (2023)

The results are further confirmed by the overall mean = 3.91 and SD = 0.68, as given in Table 4.9 above. This outcome showed that Awash Bank S.C. uses a variety of methods to

choose trainees for training, including choosing trainees centered on recognized abilities and capabilities needed for their jobs, choosing trainees founded on set standards, seniority, academic qualifications, and performance assessment results, among other things.

4.4.2.3. Training Delivery

The average mean value for the training delivery elements ranged from 3.85 to 3.92, and the standard deviation value was between 0.66 and 0.78, as can be shown in Table 4.10 below. Because the mean values range between 3.41 and 4.20 (Al-Sayaad et al., 2006), it was clear that the workers of Awash Bank S.C. agreed on the general components of Training Delivery. In addition, the eight inquiries that had a mean reply larger than 3.40 and a standard deviation smaller than 1 indicated that participants had similar viewpoints on the subjects. This finding showed that the Awash Bank S.C. employees agreed that the applied exercises of the training methods were successful; the training session was adaptable and comprised of a diversity of stimulants; the training they participated in used various media (such as flipcharts, videotapes, melody, etc.) in the training area; and the trainer briefed the main points before concluding. The outcome also showed that the respondents agreed that the training programme they underwent included various learning styles, handouts, actions, and/or materials delivered to them for the training were satisfactory and helpful, and the training materials are accessible both in hard copy and soft copy as well as online.

The above results were also supported by the overall mean = 3.90 and SD = 0.72, as shown in Table 4.10 below, and they also demonstrated that the Awash Bank S.C.-designed training had an effective training methodology for practical activities; the training period was adaptable and comprised of a variety of stimulants; the training uses diverse means (such as flipcharts; videotapes; songs; etc.) in the training area; and the trainer shortened the key facts before concluding. The outcome also showed that Awash Bank S.C.'s training programme accommodates various learning preferences, the handouts and/or training-related activities given to trainees were sufficient and beneficial, and the program's training materials are accessible both offline and online in hard copy and soft copy.

Table 4.10: Descriptive Analysis of Training Delivery

Code	Training Delivery	Mean	SD
TD1	The training approaches' practical exercises were successful.	3.88	0.66
TD2	The training is adaptable and incorporates different energizers.	3.92	0.78
TD3	Different forms of media were used during the training I attended, including flipcharts, films, songs, etc.	3.85	0.71
TD4	Before concluding, the trainer outlined the key aspects of the training.	3.92	0.78
TD5	I have received training that includes diverse styles of learning	3.87	0.70
TD6	I received sufficient information, handouts, and/or training-related activities.	3.91	0.74
TD7	The materials distributed are helpful	3.90	0.69
TD8	The training materials are available both in hard copy and soft copy or online to access	3.92	0.68
The Overall Mean and SD		3.90	0.72

Source: Researcher's Own Survey Findings (2023)

4.4.2.4. Training Evaluation

The results of the training evaluation statements are displayed in Table 4.11 below with an average mean value between 3.77 and 3.94 and a standard deviation value between 0.60 and 0.66. Since the mean values fall between 3.40 and 4.20 (Al-Sayaad et al., 2006), it was clear that the employees of Awash Bank S.C. agreed on the general statements of training evaluation aspects. Apart from that, the five questions that had mean answers more than 3.40 and standard deviations under 1 demonstrated that participants' viewpoints on the subjects were comparable. This outcome showed that the Awash Bank S.C. employees agreed that training programmes are evaluated based on how they affect employees' performance before, during, and after the programme. The objectives of the evaluation of the training clearly stated what behaviors or skills will be affected and evaluated. The respondents also concurred that training programmes were assessed in order to close skill gaps, improve tasks, materials, and programme delivery, as well as to determine whether the pre-training goals had been met.

Table 4.11: Descriptive Analysis of Training Evaluation

Code	Training Evaluation	Mean	SD
TE1	Evaluations of the training programs are conducted before, during, and after training.	3.89	0.66
TE2	The objectives of the evaluation of the training specified clearly what behaviors or skills will be affected and evaluated	3.94	0.64
TE3	Training initiatives are assessed based on how they affect employees' performance.	3.77	0.60
TE4	The training program will be evaluated to improve skills gaps, tasks, materials and delivery of the program	3.87	0.65
TE5	To determine whether the goals established prior to the training have been accomplished, training evaluation is done.	3.84	0.60
The Overall Mean and SD		3.86	0.63

Source: Researcher's Own Survey Findings (2023)

The aforementioned findings were also supported by the overall mean of 3.86 and SD of 0.63, which are displayed in Table 4.11 above, and they also demonstrated that Awash Bank S.C. training programmes were evaluated before, throughout, and after they were completed, with the goals of the evaluation having explicitly stated what behaviors or skills would be affected and assessed. In addition to being reviewed for their effect on employees' performance, training programmes are also assessed to close skills gaps, enhance tasks, materials, and programme delivery, as well as to determine whether the goals stated before the training have been met.

4.4.3. Descriptive Statistics Analysis of Organizational Performance Constructs

Eight measuring items were used to evaluate organizational performance, as shown in Table 4.12 below. The mean score ranged from 3.80 to 3.94, and the standard deviation ranged from 0.67 to 0.73. This demonstrates that the Awash Bank S.C. personnel were in agreement that the bank's training and development programmes improved organizational performance by boosting profitability, improving the bank's ability to fulfill client orders and requests, enhancing customer satisfaction, and lowering costs. Additionally, the Awash Bank S.C. personnel concurred that the training and development programmes of the bank improved job

efficiency, decreased errors, encouraged creativity and change, and enhanced knowledge, skill, and attitude of the staff. As shown in Table 4.12 below, the results also supported by the overall mean = 3.87 and SD = 0.70.

Table 4.12: Descriptive Analysis of Organizational Performance

Code	Organizational Performance	Mean	SD
OP1	Increase profitability	3.94	0.67
OP2	Cost saving	3.80	0.69
OP3	Efficiency to respond to customer order/request	3.84	0.73
OP4	Increase customer satisfaction	3.90	0.68
OP5	Improved work efficiency	3.88	0.72
OP6	Reduction in errors	3.94	0.67
OP7	Innovation and change	3.80	0.69
OP8	Improved knowledge, skill and attitude	3.84	0.73
The Overall Mean and SD		3.87	0.70

Source: Researcher's Own Survey Findings (2023)

4.5. Results of Inferential Statistics

In this part, the inferential statistics findings were displayed. Pearson's Correlation Coefficient and Multiple Regression Analyses were conducted in order to achieve the study's goals. Conclusions and decisions about the research hypothesis were generated with the use of these statistical approaches.

4.5.1. Pearson Correlation Analysis

The strength of a linear relationship between two variables can be assessed statistically using correlation analysis. According to Table 4.13's correlation results, there is a strong positive association between the independent and dependent variables. Following is a detailed discussion of the correlation analysis's findings:

The coefficient of correlation between Training Needs Assessment (TNA) and Organizational Performance (OP), which is displayed in Table 4.13 below, was 0.808, indicating a significant association at the 0.01 or 1% level of significance. This suggests that if the training needs assessment is successful, it will improve the bank's organizational

performance. It also suggests that there is a strong and positive association between training needs assessment and organizational performance. The findings of this study were consistent with research by Garavan et al. (2020), which found that if training needs assessments are properly evaluated, they can be useful in determining the goals of training, the activities to be implemented for attaining the objectives, the specific duties that must be satisfied by every employee, and the identification of behavioral differences among employees, all of which improve organizational performance.

Table 4.13: Correlation Coefficient Matrix

Correlations								
	OP	TNA	OT	TC	TM	ST	TD	TE
OP	1							
TNA	.808**	1						
OT	.811**	.780**	1					
TC	.732**	.599**	.607**	1				
TM	.839**	.724**	.709**	.642**	1			
ST	.738**	.609**	.662**	.591**	.671**	1		
TD	.838**	.699**	.711**	.635**	.770**	.712**	1	
TE	.834**	.695**	.677**	.591**	.691**	.579**	.728**	1
**. Correlation is significant at the 0.01 level (2-tailed).								
OP = Organizational Performance, TNA = Training Needs Assessment, OT = Objectives of the Training, TC = Training Content, TM = Training Methods, ST = Selection of Trainees, TDL = Training Delivery, TE = Training Evaluation								

Source: Results of Own Survey Data (2023)

Another variable employed in the study was Objectives of the Training. The coefficient of correlation between Objectives of the Training (OT) and Organizational Performance (OP) is 0.811, which specifies that there is a very strong and positive association between objectives of the training and organizational performance and the relationship is significant at 0.01 or 1% level of significance as shown in Table 4.13 above. This implies that Awash Bank S.C. conducts training design by including the identification of objectives, contents, methods of the training and selection of trainees properly resulted increase in organizational performance

of the bank. This finding is consistent with that of Kashif et al. (2020), they discovered that effective training design takes into account learner characteristics, instructional strategies, and the most effective way to transfer training from the classroom to the workplace. These factors all contribute to organizational learning and performance.

According to Table 4.13 above, the correlation between Training Content (TC) and organizational performance (OP) was 0.732. According to this graph, there is a substantial (1% level of significance) association between organizational performance at Awash Bank S.C. and the training content. This suggests that as the bank implements a suitable training content for a specific job within the bank, organizational performance of the bank will grow. This result is consistent with that of Firehiwot (2017), who discovered a direct connection between the training content and organizational success in the Commercial Bank of Ethiopia.

As shown in Table 4.13 above, the correlation between Training Methods (TM) and organizational performance (OP) was 0.839. According to this graph, there is a substantial (1% level of significance) association between organizational performance at Awash Bank S.C. and the training methods. This suggests that as the bank implements suitable training methods for a specific job within the bank, organizational performance of the bank will grow. This result is consistent with that of Yimam (2022), who discovered a direct connection between the training methods and organizational success in Bahir Dar University.

As shown in Table 4.13 above, the correlation between Selection of Trainees (ST) and organizational performance (OP) was 0.738. According to this graph, there is a substantial (1% level of significance) association between organizational performance at Awash Bank S.C. and the selection of trainees. This suggests that as the bank implements suitable methods for selection of trainees for a specific job within the bank, organizational performance of the bank will grow. This result is consistent with that of Fayida (2021), who discovered a direct connection between the selection of trainees and organizational success in Cooperative Bank of Oromia, Jimma Town Branches.

According to Table 4.13 above, the correlation between training delivery (TDL) and organizational performance (OP) was 0.838. According to this graph, there is a substantial (1% level of significance) association between organizational performance at Awash Bank S.C. and the delivery of training. This suggests that as the bank implements a suitable

training delivery method for a specific job within the bank, organizational performance of the bank will grow. This result is consistent with that of Firehiwot (2017), who discovered a direct connection between the design of training and organizational success in the Commercial Bank of Ethiopia.

The study also used training evaluation as a variable. According to Table 4.13 above, there is a strong and positive correlation between training evaluation and organizational performance, and the relationship is significant at the 1% level of significance. The coefficient of correlation between Training Evaluation (TE) and Organizational Performance (OP) is 0.834. This means that organizational performance in Awash Bank S.C. would be considerably impacted if the Training Evaluation methodologies used in the process of training and development programmes were enhanced. This result is consistent with those of Adeyi et al. (2018) and Awoke (2021), who found that increasing training evaluations will improve organizational performance.

4.5.2. Multiple Linear Regression Analysis

In this study, multiple linear regression analysis was used to assess the predictive power of the variables under investigation in order to ascertain the influence of the relationship between the independent variables of training and development dimensions (i.e., training needs assessment, training design, training delivery, and training evaluation) on the dependent variable, which is organizational performance in Awash Bank S.C. SPSS version 23 was used to code, enter, and compute the multiple regression measurements. Through the use of independent and dependent variables, multiple regression analysis can explain or forecast variance in a dependent variable. The degree of this effect on the dependent variable is determined by the coefficient of determination, also known as R square (Hair et al., 2010). The higher the coefficient, the stronger the effect of the independent variable on the dependent variable. Using the coefficients or beta weights for each independent variable, the researcher can compare the relative significance of each independent variable. This study presents the unstandardized and standardized coefficients for various regression equations. However, remarks are based on unstandardized coefficients for each variable.

4.5.2.1. Tests of Multiple Regressions Assumptions

Before applying the regression model, the aforementioned presumptions were verified:

Sufficient Sample Size and Separate Observations

The minimal sample size for multiple regression was established as $50 + 8 * 7 = 50 + 56 = 106$, with $m = 7$ because there were 7 independent variables, according to Tabachanick and Fidell (2007), $N > 50 + 8 * m$ (where m is the number of independent variables). As a result, it was concluded that 194 respondents would be a suitable sample size for regression analysis to examine the study's assumptions. The researcher demonstrated that the observations were independent by having a large number of respondents complete the questionnaires in order to obtain tolerable variations in responses.

Detecting Outliers

Given that it uses statistics, multiple regression is particularly susceptible to outliers (very high or low scores). When screening the raw data, the researcher used Skewness and Kurtosis to look for extreme results. The five structures' Kurtosis and Skewness exhibited normal behavior. The values of Skewness and Kurtosis in Table 4.14 below are between -1 and +1, indicating that there were no outliers or risky values that would have jeopardized the validity of the analysis.

Table 4.14: The Study Variables Skewness and Kurtosis Values

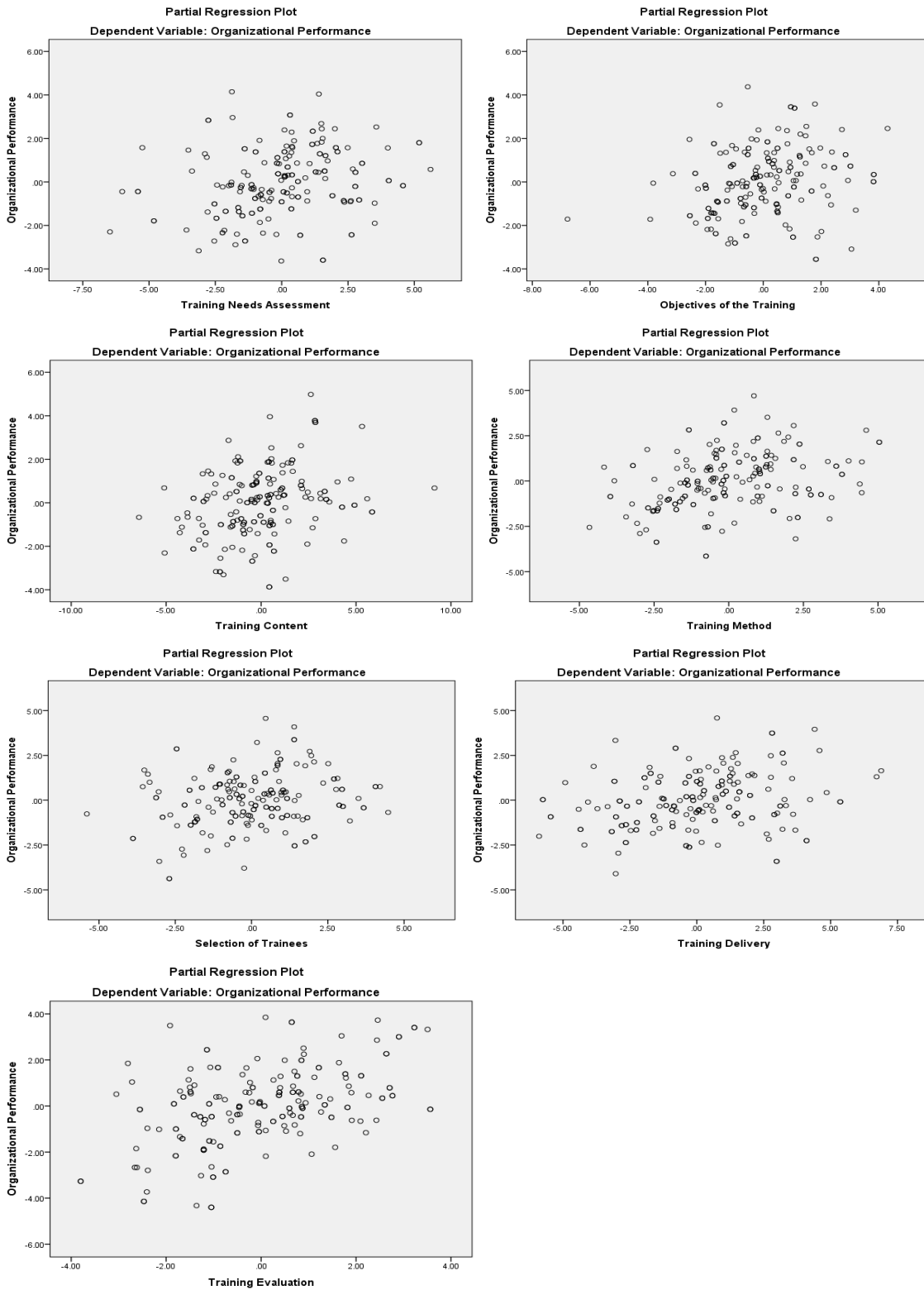
Study Variables	Skewness	Kurtosis
Training Needs Assessment	-0.110	-0.979
Objectives of the Training	-0.124	-0.921
Training Content	-0.014	-1.015
Training Method	-0.130	-0.873
Selection of Trainees	-0.172	-0.760
Training Delivery	-0.116	-0.785
Training Evaluation	-0.319	-0.130
Organizational Performance	0.060	-0.579

Source: Results of Own Survey Data (2023)

Homoscedasticity test

The researchers concluded that the residuals have equal variances since the scatterplot's little circles in Figure 4.1 below showed no discernible pattern and were distributed randomly.

Figure 4.1: Scatterplot Plot of the Regression Model Residuals

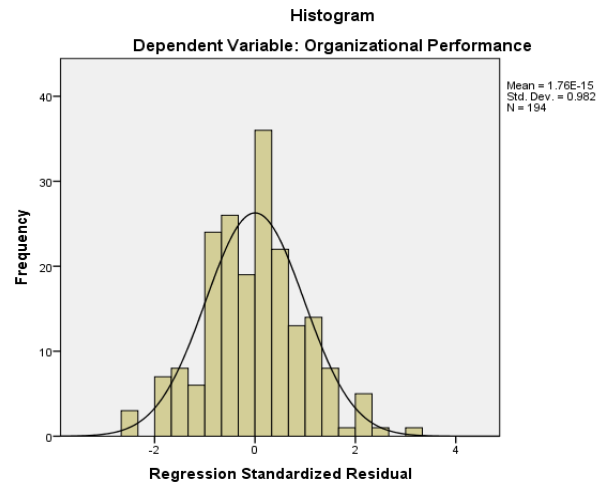


Source: Results of Own Survey Data (2023)

The Normality Test

Since the mean value was about close to zero (0) or (mean = $1.76E-15$) and the standard deviation value was roughly close to one (1) or (Std. Dev. = 0.982), the histogram in Figure 4.2 below suggested that the data were acceptable for normalcy.

Figure 4.2: Histogram of the Regression Model

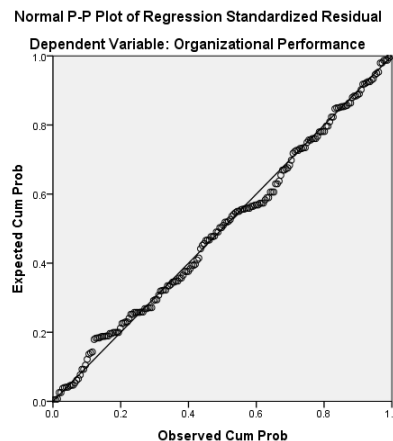


Source: Results of Own Survey Data (2023)

Tests for Linearity

The little circles in the normal Predicted Probability (P-P) plot in Figure 4.3 showed that they were close to or followed the normality or the diagonal line, indicating the linearity of the data. Linearity is defined as the relationship between the predictor variables and the outcome variable in the regression having a straight line, or when the little circles in the P-P plot are close to the diagonal line.

Figure 4.3: The Normal P-P Plot of the Regression Model



Source: Results of Own Survey Data (2023)

A Multicollinearity Test

Multicollinearity happens when the research predictor variables are strongly correlated with one another. Association coefficients must be less than 0.90 to qualify as multicollinear, while tolerance and Variance Inflation Factor (VIF) values must be greater than 0.1 and less than 10 to qualify as multicollinear, respectively (Hair et al., 2010). According to Tables 4.13 above, the correlation coefficients for each predictor variable were less than 0.90. Additionally, as shown in Tables 4.15 below, all of the model's results had a tolerance value greater than 0.1 and a VIF lower than 10, indicating that the survey data did not exhibit any discernible multicollinearity and that the study's predictor variables did not exhibit strong correlations with one another.

Table 4.15: Multicollinearity Test

Variables	Tolerance	VIF
Training Needs Assessment	0.310	3.229
Objectives of the Training	0.306	3.266
Training Content	0.496	2.015
Training Method	0.305	3.283
Selection of Trainees	0.420	2.384
Training Delivery	0.278	3.595
Training Evaluation	0.379	2.636

Source: Results of Own Survey Data (2023)

Four predictors of multiple linear regression models were put forth in an effort to determine the most effective collection of predictors of Organizational Performance (OP). Training Needs Assessment (X_1), Objectives of the Training (X_2), Training Content (X_3), Training Methods (X_4), Selection of Trainees (X_5), Training Delivery (X_6), and Training Evaluation (X_7) were the four predictor variables. The proposed multiple linear regression model's equation was as follows:

$$Y(OP) = \beta_0 + \beta_1(X_1) + \beta_2(X_2) + \beta_3(X_3) + \beta_4(X_4) + \beta_5(X_5) + \beta_6(X_6) + \beta_7(X_7) + \varepsilon$$

Where: β_0 = Constant, ε = Error

As shown in the regression model summary of Table 4.16 below, the R-squared and Adjusted R-squared statistic of the model were 0.900 or (90.0%) and 0.896 or (89.6%) respectively.

The explanatory power of the independent variables such as training needs assessment, objectives of the training, training content, training methods, selection of trainees, training delivery, and training evaluation on the changes in dependent variable (organizational performance) was 90.0%. The result of Adjusted R-squared shows that changes on dependent variable (OP) was explained 89.6% by the independent variables employed in this study. As a result, other factors beyond the scope of this model or study were responsible for the remaining 10.3% of the changes in the dependent variable (OP).

Table 4.16: Model Summary of the Regression Analysis

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949 ^a	.900	.896	1.48423
a. Predictors: (Constant), Training Evaluation, Selection of Trainees, Training Content, Training Needs Assessment, Training Method, Objectives of the Training, Training Delivery				
b. Dependent Variable: Organizational Performance				

Source: Results of Own Survey Data (2023)

The ANOVA result in Table 4.17 below shows the F-statistics and probability (F-statistics) for the regression. At a 1% level of significance, the F-statistic's null hypothesis which states that the Adjusted R-squared is equal to zero was rejected. F-value of 0.000 shows strong statistical significance which enhanced the reliability and validity of the model. This shows that the calculated linear regression model line's slope is greater than zero, demonstrating that there is a linear relationship between all four predictor variables (i.e., training needs assessment, objectives of the training, training content, training methods, selection of trainees, training delivery, and training evaluation) and Organizational Performance (OP). This indicates that the four predictor variables significantly predict Organizational Performance (OP).

Table 4.17: Results of the Analysis of Variance (ANOVA)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3675.514	7	525.073	238.353	.000 ^b
	Residual	409.744	186	2.203		
	Total	4085.258	193			
a. Dependent Variable: Organizational Performance (OP)						
b. Predictors: (Constant), TE, ST, TC, TNA, TM, OT, TDL						

Source: Results of Own Survey Data (2023)

Based on the commonly used multiple regression method (Table 4.18 below), it was determined that all four independent or predictor factors were significant in explaining organizational performance (OP). Or the variation in the dependent variable Organizational Performance (OP) was strongly influenced by all the independent variables.

Table 4.18: Analysis of the Regression Model Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.160	.901		-4.616	.000
	TNA	.161	.053	.126	3.026	.003
	OT	.218	.066	.137	3.274	.001
	TC	.188	.046	.134	4.073	.000
	TM	.252	.054	.196	4.651	.000
	ST	.157	.060	.093	2.607	.010
	TDL	.152	.045	.150	3.408	.001
	TE	.502	.069	.275	7.287	.000
a. Dependent Variable: Organizational Performance (OP)						
TNA = Training Needs Assessment, OT = Objectives of the Training, TC = Training Content, TM = Training Methods, ST = Selection of Trainees, TDL = Training Delivery, TE = Training Evaluation						

Source: Results of Own Survey Data (2023)

The regression coefficients in Table 4.18 above were considered significant at the 95% level, yielding an alpha value of 5%. As a consequence, the unstandardized beta coefficients for training needs assessment, objectives of the training, training content, training methods, selection of trainees, training delivery, and evaluation were 0.161, 0.218, 0.188, 0.252, 0.157, 0.152, and 0.502 accordingly from the regression result.

According to Table 4.18 above, the predicted model looked like this:

$$Y(OP) = -4.160 + 0.161X_1 + 0.218X_2 + 0.188X_3 + 0.252X_4 + 0.157X_5 + 0.152X_6 + 0.502X_7$$

The unstandardized beta coefficients of the regression model in Table 4.18 above indicated that Training Evaluation have the largest positive and significant effect on Organizational Performance ($\beta_7 = 0.502$, $t = 7.481$, $p < 0.05$). This means that when training evaluation amplified by one point, organizational performance will increase by 0.502. This suggests that the Awash Bank managers need to work on training evaluation more so as to increase the organizational performance of the bank. Secondly, followed by the unstandardized beta coefficients of Training Methods with ($\beta_4 = 0.252$, $t = 4.651$, $p < 0.05$), which suggested that Training Methods has a positive and significant effect on Organizational Performance. This suggests that a unit rise in training methods will result a 0.252 growth in organizational performance. In the third place was objectives of the training with ($\beta_2 = 0.218$, $t = 3.274$, $p < 0.05$) was the third highest positive and significant value to have an effect on Organizational Performance. It means that one unit rise in objectives of the training was followed by 0.218 unit growths in organizational performance.

In the fourth place was training content with ($\beta_3 = 0.188$, $t = 4.073$, $p < 0.05$) was the fourth highest positive and significant value to have an effect on Organizational Performance. It means that one unit rise in training content was followed by 0.188 unit growths in organizational performance. In the fifth place was Training Needs Assessment with ($\beta_1 = 0.161$, $t = 3.026$, $p < 0.05$) was the fifth highest positive and significant value to have an effect on Organizational Performance. It means that one unit rise in training needs assessment was followed by 0.161 unit growths in organizational performance. In the sixth place was selection of trainees with ($\beta_5 = 0.157$, $t = 2.607$, $p < 0.05$) was the sixth highest positive and significant value to have an effect on Organizational Performance. It means that one unit rise in selection of trainees was followed by 0.157 unit growths in organizational

performance. Finally, Training Delivery had scored the smallest positive and significant value to have an effect on Organizational Performance with ($\beta_6 = 0.152$, $t = 3.408$, $p < 0.05$). This indicated that one unit rise in training delivery is followed by a 0.152 unit increase in organizational performance.

4.6. Hypothesis Test Results

The Pearson correlation model and multiple linear regression models tested the four hypotheses of this research paper concerning The Effect of Training and Development on Organizational Performance: The Case of Awash Bank S.C., according to the regression tables above, the p-value was used to determine if the hypothesis is true or false and was based on the beta and correlation coefficient with a 95 percent confidence level.

Hypothesis - 1

H1: Training Needs Assessment has a positive and significant effect on Organizational Performance.

The unstandardized beta coefficient with ($\beta_1 = 0.161$, $t = 3.026$, $p < 0.05$) indicated that Training Needs Assessment had a positive and significant effect on Organizational Performance. The regression analysis as presented in Table 4.18 above supports this finding. It shows that one unit rise in Training Needs Assessment is followed by a 0.161 unit growth in Organizational Performance. As a result, the findings do not support the null hypothesis, forcing the researcher to accept alternative hypothesis number one, which postulates that Training Needs Assessment has a favorable and significant impact on Organizational Performance at Awash Bank S.C. The findings of this study are consistent with those of Garavan et al. (2020) and Said et al. (2022) studies that states if training needs assessment properly evaluated it will increase the organizational performance of the organization.

Hypothesis – 2

H2: Objectives of the Training has a positive and significant effect on Organizational Performance.

The unstandardized beta coefficient with ($\beta_2 = 0.218$, $t = 3.274$, $p < 0.05$) indicated that Objectives of the Training has a positive and significant effect on Organizational Performance, and the regression analysis as presented in Table 4.18 above supports this finding. This implies that for every unit rise in objectives of the training, organizational

performance increases by 0.218 units. Because of this, the researcher is compelled to accept alternative hypothesis number two, which postulates that Objectives of the Training has a favorable and significant impact on Organizational Performance at Awash Bank S.C. The results do not support the null hypothesis. This result is also in line with research conducted in the past by Raza (2014) and Kashif et al. (2020), they discovered that an efficient objectives of the training programme will improve organizational performance in a company.

Hypothesis – 3

H3: Training Content has a positive and significant effect on Organizational Performance.

The unstandardized beta coefficient with ($\beta_3 = 0.188$, $t = 4.073$, $p < 0.05$) indicated that Training Content had a positive and significant effect on Organizational Performance. The regression analysis as presented in Table 4.18 above supports this finding. It shows that one unit rise in Training Content is followed by a 0.188 unit growth in Organizational Performance. As a result, the findings do not support the null hypothesis, forcing the researcher to accept alternative hypothesis number three, which postulates that Training Content has a favorable and significant impact on Organizational Performance at Awash Bank S.C. The findings of this study are consistent with those of Awoke (2021) and Kenny and Nnamdi (2019) studies that states if training content properly evaluated it will increase the organizational performance of the organization.

Hypothesis – 4

H4: Training Methods has a positive and significant effect on Organizational Performance.

The unstandardized beta coefficient with ($\beta_4 = 0.252$, $t = 4.651$, $p < 0.05$) indicated that Training Methods had a positive and significant effect on Organizational Performance. The regression analysis as presented in Table 4.18 above supports this finding. It shows that one unit rise in Training Methods is followed by a 0.252 unit growth in Organizational Performance. As a result, the findings do not support the null hypothesis, forcing the researcher to accept alternative hypothesis number four, which postulates that Training Methods has a favorable and significant impact on Organizational Performance at Awash Bank S.C. The findings of this study are consistent with those of Nassary (2020) studies that states if training methods properly evaluated it will increase the organizational performance of the organization.

Hypothesis – 5

H5: Selection of Trainees has a positive and significant effect on Organizational Performance.

The unstandardized beta coefficient with ($\beta_5 = 0.157$, $t = 2.607$, $p < 0.05$) indicated that Selection of Trainees had a positive and significant effect on Organizational Performance. The regression analysis as presented in Table 4.18 above supports this finding. It shows that one unit rise in Selection of Trainees is followed by a 0.157 unit growth in Organizational Performance. As a result, the findings do not support the null hypothesis, forcing the researcher to accept alternative hypothesis number five, which postulates that Selection of Trainees has a favorable and significant impact on Organizational Performance at Awash Bank S.C. The findings of this study are consistent with those of Raza (2014) and Sasidaran (2018) studies that states if selection of trainees properly evaluated it will increase the organizational performance of the organization.

Hypothesis – 6

H6: Training Delivery has a positive and significant effect on Organizational Performance.

The unstandardized beta coefficient with ($\beta_6 = 0.152$, $t = 3.408$, $p < 0.05$) indicated that Training Delivery has a positive and significant effect on Organizational Performance. The regression analysis as presented in Table 4.18 above supports this finding. It implies that for every unit increase in training delivery, organizational performance increases by 0.152 units. As a result, the findings do not support the null hypothesis, forcing the researcher to embrace alternative hypothesis number six, which postulates that Training Delivery has a favorable and significant impact on Organizational Performance at Awash Bank S.C. There is ample evidence to support claims that effective training delivery methods improve organizational performance, as demonstrated by studies by Firehiwot (2017) and Rasheed and Awan (2021), among others.

Hypothesis – 7

H7: Training Evaluation has a positive and significant effect on Organizational Performance.

The unstandardized beta coefficient with ($\beta_7 = 0.502$, $t = 7.481$, $p < 0.05$) indicated that Training Evaluation has a positive and substantial effect on Organizational Performance, and the regression analysis as given in Table 4.18 above supports this finding. In other words, a 0.502 unit increase in organizational performance follows a one unit rise in training

evaluation. As a result, the findings do not support the null hypothesis, and the researcher is compelled to accept alternative hypothesis number seven, which postulates that Training Evaluation has a positive and significant impact on Organizational Performance at Awash Bank S.C. The results of this study showed that organizational performance increased with the degree of training evaluations inside an organization, which is consistent with the findings of Adeyi et al. (2018) and Awoke (2021).

Table 4.19: Summary of Hypothesis Testing

Hypothesis	P-value	Expected Effect	Result	Decision Accepted/Rejected
H1: Training Needs Assessment has a positive and significant effect on Organizational Performance.	0.003	Positive	Positive	Accepted
H2: Objectives of the Training has a positive and significant effect on Organizational Performance.	0.001	Positive	Positive	Accepted
H3: Training Content has a positive and significant effect on Organizational Performance.	0.000	Positive	Positive	Accepted
H4: Training Methods has a positive and significant effect on Organizational Performance.	0.000	Positive	Positive	Accepted
H5: Selection of Trainees has a positive and significant effect on Organizational Performance.	0.010	Positive	Positive	Accepted
H6: Training Delivery has a positive and significant effect on Organizational Performance.	0.001	Positive	Positive	Accepted
H7: Training Evaluation has a positive and significant effect on Organizational Performance.	0.000	Positive	Positive	Accepted

Source: Results of Own Survey Data (2023)

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter contains of the deductions drawn from the analysis part and the suggestions forwarded by the investigator so as to advance the Effect of Training and Development on Organizational Performance: The Case of Awash Bank S.C.

5.1. Conclusions

Assessing the Impact of Training and Development on Organizational Performance: The Case of Awash Bank S.C. was the goal of this study. The researcher came to the conclusion that training needs assessment, objectives of the training, training content, training methods, selection of trainees, training delivery, and training evaluation had an impact on organizational performance in the studied region.

The correlation investigation result shows a strong positive and significant relationship between the independent variables (i.e., training needs assessment, objectives of the training, training content, training methods, selection of trainees, training delivery, and training evaluation) and the dependent variable (i.e., organizational performance) in Awash Bank S.C. training methods and organizational performance had the strongest and most significant association coefficient ($r = 0.839$). Followed by training delivery ($r = 0.838$), thirdly followed by training evaluation and organizational performance ($r = 0.834$), fourthly followed by objectives of the training and organizational performance ($r = 0.811$), fifthly followed by training needs assessment and organizational performance ($r = 0.808$), sixthly followed by selection of trainees and organizational performance ($r = 0.738$) and finally between training content and organizational performance ($r = 0.732$). The relationship between organizational performance and training content was the weakest and most positive. Therefore, the study concluded that at a 1 percent level of significance it was found that the training methods, training delivery, training evaluation, objectives of the training, training needs assessment, selection of trainees and training content have a positive and significant association with organizational performance in the study area.

The regression analysis between the independent variables (i.e. training needs assessment, objectives of the training, training content, training methods, selection of trainees, training

delivery, and training evaluation) and dependent variable (i.e. organizational performance) in Awash Bank S.C. showed that the strongest contribution to explaining the dependent variable (i.e. organizational performance) was made from training evaluation, followed by training methods, objectives of the training, training content, training needs assessment, selection of trainees and training delivery respectively. This shows that the training delivery have a least effect on the organizational performance. The value of adjusted R^2 is 0.896, shows that 89.6% of the deviation of organizational performance in Awash Bank S.C. was explained by the seven factors of training and development that can affect the organizational performance. The remaining 10.4% was caused by other variables, which are outside the purview of this investigation. The study concludes that the four training and development factors—training evaluation, training methods, objectives of the training, training content, training needs assessment, selection of trainees and training delivery respectively—have a positive and significant impact on the organizational performance in Awash Bank S.C. As a result, the alternative hypothesis was accepted and the null hypothesis was rejected.

5.2. Recommendations

This study was aimed to investigate the effect of Training and Development on Organizational Performance: The Case of Awash Bank S.C. The researcher provided the following recommendations, which may have managerial implications, based on the data and conclusions reached:

- All of the training and development aspects that can impact organizational performance, such as training needs assessment, training design, training delivery, and training evaluation, have all received mean scores that fall within the 'agree' range on a 5-point Likert scale, according to the survey results. Therefore, the management of Awash Bank S.C. should take further measures to enhance organizational performance by offering more possibilities for training and development that are directly tied to the tasks of the employees.
- The training evaluation dimension factors that can affect organizational performance was considered as one of the most significant factor that can impact organizational performance, the finding of the study showed that this dimension has highest regression beta value than the rest factors of Training and Development that can

affect organizational performance. Therefore, Awash Bank S.C. management bodies should do more on training evaluation than the rest of the six variables to improve the bank's performance more.

- The finding of the study also showed next to training evaluation, training methods has highest regression beta value than the rest of the factors of Training and Development that can affect organizational performance. Awash Bank S.C. management should think about an efficient training methods that takes into account the characteristics of the trainees, instructional approaches, and the most effective way to transfer the training from the classroom to the workplace (training transfer) in order to create learning in the organization and to boost organizational performance.
- Employees perform better, increase productivity, and maximize performance when they receive adequate training relevant to their task. As a result, the management of Awash Bank S.C. should be aware of how crucial it is to offer both on-the-job training and off-the-job training, as well as how important it is to evaluate performance after training has been completed, as doing so will result in a positive change in both their performance and the performance of the bank as a whole.
- The management of Awash Bank S.C. should try as much as possible to build a work environment that attracts, retain and motivate its employees so that to help them work comfortable and increase their performance which in turn increases organization productivity.
- In order to increase the organizational performance of the bank, the management of the bank should implement suitable training methods for a specific job within the bank.
- In order to assist workers of the bank to do their job well, increase efficiency, and organizational performance, they need to receive adequate training relevant to their jobs. As a result, the management of Awash Bank S.C. should be aware of how crucial it is to offer training, as well as how important it is to assess performance after training has been completed, as doing so will result in a positive change in both their performance and the performance of the bank as a whole.

5.3. Implications for Future Research

This study was conducted to investigate the effect of Training and Development on Organizational Performance: The Case of Awash Bank S.C. The sample was drawn only from the selected branches of Awash Bank S.C., thus this study may be limited in its generalizability of the findings to others banks or branches of Awash Bank S.C. operating in the country. So, future researchers should have to draw sample of respondents from other banks and branches operating in the country for the sake generalizing the results of the study.

The sample was only gathered from a few carefully chosen Awash Bank S.C. branches, therefore the generalizability of the study's findings to other banks or Awash Bank S.C. branches operating in the nation may be constrained. Therefore, in order to generalize the study's findings, future researchers will need to collect a sample of participants from different banks and branches that operate throughout the nation.

Generally, this research paper contributes to the body of knowledge on how Awash Bank S.C.'s performance was impacted by training and development. The study offers managers at Awash Bank S.C. useful information about how training and development affect organizational performance, indicating that Awash Bank S.C. places a high priority on organizational performance. Despite the fact that the outcomes are significant, they should be seen in the context of a number of restrictions. To keep the questionnaire short and to increase response rates, the data gathered through the survey had to be restricted. Additionally, the data are constrained to the opinions of managers, IT specialists, and office staff, and are therefore less complete than they might have been if the researcher had also consulted with customers and external auditors, for example. The view of other parties, such as consumers and external auditors, on the organizational performance may therefore be explored in a future study. Along with the four training and development elements employed in this study, other independent variables that can impact organizational performance could also be modeled. Additionally, additional alternative approaches, including conducting interviews, may help to better clarify how training and development elements affect organizational performance. To find out other training and development elements that may have an impact on organizational performance, it is also preferable to undertake a comparative study between private and public banks operating in the same country.

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APPENDICES

Appendix 1: Research Questionnaires

Addis Ababa University

College of Business and Economics

Department of Management

Greetings, responder

Bisrat Gizaw, an Addis Ababa University student, is conducting this research to help meet some of the criteria for an MBA master's degree. "The Effect of Training and Development on Organizational Performance: The Case of Awash Bank S.C." is the title of the study I'm working on right now.

I cordially want to inform you that you were one of the most excellent and trustworthy responders chosen for this survey.

To offer a fair assessment of the current state of The Effect of Training and Development on Organizational Performance: The Case of Awash Bank S.C., kindly helps me by providing accurate and thorough information.

The survey is fully anonymous, and your participation is completely voluntary.

Last but not least, I hereby assure you that the data you submit with me will be kept private and used for academic purposes. The identities of those who responded will not be published or disclosed to anyone, and no individual's responses will be identified as such. All data will only be utilized for academic reasons.

Sincere Thanks,

Bisrat Gizaw

Instructions

1. No need to write your name down
2. For statements that use a Likert scale, mark your selection in the corresponding block with a tick mark (✓), and for multiple-choice questions, circle the letter of your choice.

Keep in mind that you can reach the researcher at the following addresses if you have any further questions, commentaries, or recommendations:

Name: **Bisrat Gizaw**

Mobile: 09

E-mail: @gmail.com

I really appreciate for giving me your time and valuable assistance in advance.

Part I: Demographic Characteristics of the Respondents

1. Gender
 - a. Male
 - b. Female
2. Age
 - a. 20-30 years
 - b. 31-40 years
 - c. 41-50 years
 - d. 51 years and above
3. Level of education
 - a. Diploma
 - b. First degree
 - c. Second degree and above
4. Service Year
 - a. 1-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16-20 years
 - e. 21 years and above

Part 2: Training and Development Factors

Instructions: please encircle on the letter of your choice for multiple choice questions and Please tick (√) the number that you feel most appropriate, using the scale from 1 to 5 (Where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree).

Section 1: General Information on Training and Development

1. Since joining Awash Bank, have you received any training?
 - a. Yes
 - b. No
2. Since joining this Awash Bank, how frequently have you received training of any kind?
 - a. Once
 - b. Twice
 - c. Three times and more
 - d. Never
3. What was the training's purpose?
 - a. In order to enhance performance
 - b. o learn new abilities
 - c. Others (Please specify)
4. How often does your bank conduct TNA in a year?
 - a. 1 times
 - b. 2 times
 - c. 3 times
 - d. 4 times
5. What are the indicators to conduct training needs assessment in your bank?

- a. Poor performance
 - b. Lack of knowledge
 - c. New working methods
 - d. Poor service quality
 - e. Low profitability
 - f. High turnover/absenteeism
6. What is the method used in conducting TNA in your bank?
- a. Questionnaire
 - b. Face to face interview
 - c. Through specialist training committee
 - d. Performance appraisal results
7. What type of training method was used for the facilitation?
- a. On-the-job training
 - b. Off-the-job training
 - c. Both On- and Off-the-job training
8. From the followings types of training which you have attended in the organization work areas and support you developing your job knowledge and skills?
- a. Managerial or supervisory training
 - b. Technical skill training
 - c. Career development training
 - d. Organizational development training
 - e. Job rotation and transfers training
 - f. Others (Please specify)
9. How was the training evaluated?
- a. Questionnaire
 - b. Interview
 - c. Observation
 - d. Others (Please specify)

Section 2: Training Needs Assessment

Code	Training Needs Assessment (TNA)	1	2	3	4	5
TNA1	The process for determining training needs is based on the demands of the job.					
TNA2	Based on the frequent evaluation of performance, training needs are determined.					
TNA3	To determine training needs, it is necessary to compare employees' present competencies with the new requirements of the job.					
TNA4	By contrasting expected performance with actual performance, training needs are discovered.					
TNA5	High turnover or absenteeism are used to identify training needs.					
TNA6	The organization's standards and objectives are used to determine the training needs of each employee.					

Section 3: Training Design

Objectives of the Training Questions

Code	Objectives of the Training (OT)	1	2	3	4	5
OT1	Before I arrived, I received enough information about the training's goals.					
OT2	Successful information interchange and idea expression were promoted by the training's goal.					
OT3	The training's goals are in line with what I require.					
OT4	The training's goals can be easily attained.					
OT5	The training's goals are in accord with my organization's adoption of new technologies.					

Training Content Questions

Code	Training Content (TC)	1	2	3	4	5
TC1	Training and development in my company are based on employee skill levels and educational backgrounds.					
TC2	The training contents are logically laid out, prepared, and simple to understand.					
TC3	The training contents were created using clearly established standards and objectives.					
TC4	The training content is updated and required for my position					
TC5	The training content is designed related to the requirements of my work					

Training Method Questions

Code	Training Method (TM)	1	2	3	4	5
TM1	The on-the-job training allowed me to thoroughly understand the organization's mission.					
TM2	I received on-the-job training that helped me perform my job effectively and efficiently.					
TM3	On-the-job training has resulted in higher customers satisfaction and financial return to my organization					
TM4	The Off-the-job training I received developed my skills and improved my efficiency					
TM5	I am satisfied with the Off-the-job training I received for my current position					
TM6	The Off-the-job training I received developed my general knowledge and improved my decision making skills					

Selection of Trainees Questions

Code	Selection of Trainees (ST)					
ST1	The bank selects trainees based on the recognized abilities and competencies necessary for their job.					

ST2	Based on predetermined criteria, trainees are chosen.					
ST3	At the bank, trainees are chosen based on seniority.					
ST4	Academic credentials serve as the basis for choosing trainees.					
ST5	The policies for selecting trainees are based on the results of performance assessments.					

Section 4: Training Delivery

Code	Training Delivery (TD)	1	2	3	4	5
TD1	The training approaches' practical exercises were successful.					
TD2	The training is adaptable and incorporates different energizers.					
TD3	Different forms of media were used during the training I attended, including flipcharts, films, songs, etc.					
TD4	Before concluding, the trainer outlined the key aspects of the training.					
TD5	I have received training that includes diverse styles of learning.					
TD6	I received sufficient information, handouts, and/or training-related activities.					
TD7	The materials distributed are helpful					
TD8	The training materials are available both in hard copy and soft copy or online to access					

Section 5: Training Evaluation

Code	Training Evaluation (TE)	1	2	3	4	5
TE1	Evaluations of the training programs are conducted before, during, and after training.					
TE2	The objectives of the evaluation of the training specified clearly what behaviors or skills will be affected and evaluated					
TE3	Training initiatives are assessed based on how they affect employees' performance.					
TE4	The training program will be evaluated to improve skills gaps, tasks, materials and delivery of the program					
TE5	To determine whether the goals established prior to the training have been accomplished, training evaluation is done.					

Part III: Organizational Performance

Which of the following performance outcomes has your bank seen a rise in as a result of Training and Development practices?

NA = Not at All, SE = Small Extent, ME = Moderate Extent, GE = Great Extent, VGE = Very Great Extent

Code	Organizational Performance (OP)	NA	SE	ME	GE	VGE
OP1	Increase profitability					
OP2	Cost saving					

OP3	Efficiency to respond to customer order/request					
OP4	Increase customer satisfaction					
OP5	Improved work efficiency					
OP6	Reduction in errors					
OP7	Innovation and change					
OP8	Improved knowledge skill and attitude					

Thank you once again!!