



The Effect of Training on Professional Employees' Job Performance; the case of Ministry of Health

***A RESEARCH THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE FOR THE PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTERS IN HUMAN RESOURCE
MANAGEMENT***

BY

BIRUK TESEMA DESTA

ADVISOR; WOLDE EMMANUEL WALOMBO (PhD)

***June, 2016 G.C
ADDIS ABABA***

Acknowledgments

First and foremost, I am grateful to God Almighty for giving me grace, wisdom and strength in all my endeavors. My special thanks and gratitude is extended to Wolde Emmanuel Walombo (PhD) my thesis advisor, for his unfailing guidance, invaluable comments and assistance in understanding this study. I am also very grateful to my work colleagues. Especially, I have no words for my family, for their moral encouragement and financial support in all my academic achievements. Finally, I wish to express my deep gratitude and appreciation to all my friends, individuals and employee of ministry of health human resource development and administration staff.

LIST OF ACRONYMS

HRM	Human Resource Management
HRD	Human Resource Development
HRDA	Human Resource Development and Administration
TNA	Training Need Assessment
MOH	Ministry of Health

Abstract

According to Cole (2002) the quality of human resource is an asset to any organization thus training has become an issue that has to be faced by every organization. The major purpose of the study was basically to find out issues of employee training and how it affects the performance of employees in Ministry of Health. To conduct this study an explanatory survey method was employed. And a simple random sampling technique was used. The data were collected through questionnaire, unstructured interview and document analysis. The samples for this purpose were taken from total of 1148 Ministry of Health employees which 116 have participated. Data analysis was made using explanatory design analysis method further analysis was done using Statistical Package for Social Sciences (SPSS). The major findings were the reaction of employees towards facility of training was satisfactory, skill development has taken place through training, MOH has an induction/orientation training that creates an excellent opportunity for new comers to learn the norms and values of the organization also training helps employees to work efficiently and effectively Results from the correlation analysis indicate that there exists a significant and moderate relationship between training and job performance. The other finding was revealed using multiple regression analysis the specific analysis showed that both on the job and off the job types of training affects employees performance. Thus the following recommendations were forwarded. The organization is doing well with regards to induction/orientation training, but the timing of the training should be given a due attention. The training practice in MOH should be kept under constant review. MOH should keep on providing both on the job and off the job types of training practices for employees in order to increase their job performance.

TABLE OF CONTENTS

Acknowledgement.....	i
List of Abbreviations.....	ii
Abstract.....	iii
List of Tables.....	iv

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Research Questions.....	4
1.4 Objective of the Study.....	4
1.5 Significance of the Study.....	4
1.6 Scope of the Study.....	4
1.7 Limitation of the Study.....	5
1.8 Organization of the Study.....	5

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Brief Overview of Training.....	6
2.2 Employee Training and Development methods.....	9
2.3 The Purpose of Training	14
2.4 The Process of Training.....	15
2.5 Organizations need for Training.....	25
2.6 Relationship between Training and Employee Performance.....	28
2.7 Conceptual frame work.....	29

CHAPTER THREE

3. RESERCH DESIGN AND METHODOLOGY

3.1 Research Design.....30
3.2 Source of Data30
3.3 Sample, Population and Sampling Techniques30
3.4 Analysis of data32
3.5 Piloting32
3.6 Reliability and validity test.....32
3.7 Ethical considerations.....33

CHAPTER FOUR

4. DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

4.1 Response Rate.....34
4.2 Socio demographic characteristics of Respondents34
4.3 The Effect of Training on job Performance36
4.4 Analysis on the Type of Training41
4.5 The effect of Training on Employee job performance.....43
4.6 Employees Perception on how Training Improve Job Performance.....46
4.7 Correlations.....47
4.8 Multiple linear Regression.....49

CHAPTER FIVE

5. SUMMERY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary of Findings51
5.2 Conclusion.....52
5.3 Recommendation.....53

References

Appendex

LIST OF TABLES

TABLE	PAGE
Table 4.1 gender of the respondents	34
Table 4.2 age of the respondents	34
Table 4.3 educational background of the respondents	35
Table 4.4 working experience of the respondents	35
Table 4.5 effectiveness on training programs assessment on reaction	36
Table 4.6 effectiveness on training programs assessment on reaction	36
Table 4.7 effectiveness on training programs assessment on learning	39
Table 4.8 effectiveness on training programs assessment on behavior	40
Table 4.9 analysis on the type of training orientation /induction training	41
Table 4.10 analysis on the type of training job instruction training.....	41
Table 4.11 analysis on the type of training lecture training.....	42
Table 4.12 employees job performance in terms of (effectiveness).....	43
Table 4.13 employees job performance in terms of (efficiency).....	44
Table 4.14 employees job performance in terms of (commitment).....	45
Table 4.15 perception on how training improves employees' job performance...	46

LIST OF FIGURES

Figure 1.1 conceptual frame work	29
--	----

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Human capital can be regarded as the primary asset of an organization and organizations need to invest in that asset to ensure their efficiency and effectiveness. According to Armstrong, (2001) training is the formal and systematic modification of behavior through learning which occurs as a result of education, instructions and development and planned experience. Training is the process of equipping the workforce with the necessary knowledge, skills and attitude to tackle the job responsibilities. Staff development on the other hand is improvement of the employees 'competences for future environmental demands and adaptability.

Beardwell, N. and Holden, B. (1993).consider training and development as a planned process to modify attitude, knowledge and skill or behavior through learning experiences to achieve effective performance in an activity or range of activities. Armstrong (2001) indicates individual development is the progression by individuals in their career with guidance encouragement and help from the manager. Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success. *Cole (2002)* organizations should ensure that it obtains and retains skilled, committed and well-motivated workforce it needs, this means taking steps to assess and satisfy future workforce needs and to enhance and develop the basic capacities of employees their contributions, potential and employability by providing learning and continuous development opportunities. Global competition has caused organizations to focus on every aspect of their operations, questioning how each function and process can contribute to strategic goals.

Training departments are also under pressure to demonstrate their organizational value in the same terms , this is because organizations spend a considerable time, effort and money in training their employees, but the benefits from these efforts are not clearly visible in organizations in terms of improved performance. Training and development is also a means for employers to address the employees needs. By offering the training and development opportunities employers help employees develop their own competitive advantage and ensure long term employability Development implies it is an ongoing process and that progress is made over time and this fits also with the emphasis on long life learning.

Armstrong (2000) further states that performance as both behavior and results and emphasizes that both behavior (input) and results (output) need to be considered when managing performance. Performance of an organization is the outcome of contributions of individuals and units of the organization. Except for the external influences on individual behavior and personal traits, organizations can either influence or control all factors affecting performance of individuals and units through formal and informal means. Greater influence of individuals can be exercised formally through communication; work culture and management style Employee performance involves all aspects which directly or indirectly affect and relate to the work of the employees.

Performance means both behavior and results. Behavior emanates from the performer and transforms performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right-the product of mental and physical effort applied to tasks-and can be judged apart from results Within high performance work systems, training will be aligned and integrated with actual work. Employees need training in group dynamics and interpersonal relations, and in systems thinking to understand better how all parts of their organization fit together and affect each other. Thereby, training is beneficial not just for the organization itself but also to the individual employees. On the other hand, training benefits individual employees through helping them make better decisions and effective problem solving, assisting in encouraging and achieving self-development and self-confidence, helping an employee a person handle stress, tension, frustration, and conflict, increasing job satisfaction and recognition and moving the person toward personal goals while improving interaction skills

Nowadays, the Ethiopian government has given greater emphasis in improving the capacity and competency of civil servants and thereby achieves better performance for their organization (Federal Negarit Gazeta, No. 515/2007). Consequently, every government office is required to develop the capacity and potential of all its employees irrespective of their status through training and development by identifying training and development needs of employees and preparing the necessary plan and budget for training and development programs. The Ministry of Health (MOH) is one of the civil service organizations that are regulated by this proclamation. As a consequence, the Ministry of Health has developed 5-years Plan with the intended objective of achieving growth and development within the sector.

Coupled with this has been the development of a human resource aimed at streamlining and promoting quality of service within the sector. The issue of employee training and how it affects the job performance of professional employees is chosen because human capital is regarded as a primary asset of an organization and this professional human capital which are the literate personnel of the organization which are doing the mental requiring jobs should be trained in order to accomplish organizational goals and objectives however the effectiveness of training schemes is not yet developed thus the study tries to find out the effectiveness of training programs in Ministry of Health further it serves as an input for the human resource development department of the organization to reexamine how much they were effective and efficient in their training program towards improving the workforce job performance. In doing so, it will be of benefit not only to the top management of the organization but also to managers who are functioning in the Ethiopian public organizations and institutions by giving them better information pertaining to employee training practices. In how to better manage the effect of training programs thus, this study will try to assess the effect of training programs on employees' job performance in the case of Ministry of Health of Ethiopia and come up with plausible recommendations that will help the organization in reexamining how much MOH has been effective and efficient in training programs.

1.2 Statement of the Problem

Armstrong (2000) argued that staff training is recognized as crucial element in the attainment of organizational goals and objectives. In line with this the goal and objective of Ministry of Health is to improve health status, enhance community ownership, improve efficiency and effectiveness and improve equitable access to quality health services, (<http://www.moh.gov.et/>) this are among the major objectives of the MOH. This major objective are executed through the efforts of the employees, thus in order to accomplish the specified objectives providing training programs and evaluating the effect is of greater advantage, according to the organizations human resource development experts and other department experts they highly argued that training is provided for employees but the effect is never measured. Therefore the researcher identified the effect of training on employees' job performance is not well developed and documented this problem further initiates the researcher to investigate the effect of training on employees job performance in Ministry of Health and to recommend and suggest to the Ministry.

1.3 Research Questions

- I. What are training practices and methods in Ministry of Health?
- II. How effective is Ministry of Health in training program?
- III. To what extent training has effect on employees' job performance with regard to commitment, efficiency and effectiveness?

1.4 Objective of the Study

The general objective of the study is to examine the effect of training on employees' job performance with regard to commitment, efficiency and effectiveness among the employees of Ministry of Health (MOH).

The specific objectives of the study, to:-

- To assess training practices and methods of Ministry of Health.
- To evaluate effectiveness of training programs.
- To assess whether training schemes have effect on the job performance of employees.

1.5 Significance of the Study

The purpose of this study is basically to find out issues of employee training and how it affects the performance of employees in ministry of health. Therefore it serves as an input for the human resource development department to reexamine how much they were effective and efficient in their training program towards improving the workforce and also it serves as a secondary source of data for those who want to conduct further investigation in this area and add to the existing literature also may serve as additional source of reference.

1.6 Scope of the Study

There are two main training types on the job and off the job the effect of all types of training cannot be addressed in this study therefore the research mainly focused on induction training and job instruction method from on the job training type and from off the job training type lecturing are the main. MOH sector has ten institutions including the head office and many regional bureaus in the country, the study will be bounded to the effect of human resource training on professional employees' job performance of the ministry of health.

1.7 Limitations of the Study

The unwillingness of respondents was the major limitations to the study as some of the employees felt uncomfortable and others were simply not bothered the other limitation include the absence or inaccessibility of information and finance problems to conduct the study.

1.8 Organization of the Study

This study is organized into five chapters. The first chapter discusses about the background of the study, problem statement, research questions, objectives, the significance and scope of the study.

The second chapter discusses about the relevance of the study in the existing literature, and it provides studies on employees training and relationship between training and employees' job performance.

The third chapter discusses about the methods and procedures used in the study. The chapter is composed of the presentation of the utilized techniques for data collection and research methodology. Similarly, it also contains a discussion on the used techniques in data analysis as well as the tools used to acquire the data.

The fourth chapter is the discussion of analysis and findings of the study. Data presented is statistically treated in order to uncover the relationship of the variables involved in the study.

The last chapter is comprised of three sections: summery of findings, the conclusions of the study, and the recommendations. With the three portions, the chapter shall be able to address the problem stated in the initial chapters of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter examines previous literature related to the effect of training on employees' job performance. The review raises basic (core) issues like overview of training and development, types of training, benefits of training, training process, organizations need for training and finally relationship between training and employee performance.

2.1 Overview of Training

Organization as a system uses different types of resources, including material and human resources. Among these resources, human resources are the engine that helps the organization to meet its goal. Therefore the survival and to cope up with the fast changes any organization depends on the quality of human resource it possesses. In order to cope up with the fast changes in requirement of skill and knowledge, the need for systematic training is now felt in almost all organizations. In consistency with this idea Mehereteab, (2004) expressed that in today's fast growing world, people's education is no longer adequate to carry out their jobs because jobs are growing faster than the people who hold them.

Most of the organizations before never used to believe in training. They were holding the traditional view that managers are born and not made. There were also some views that training is a very costly affair and not worth. But now the scenario seems to be changing. The modern approach of training and development is that Organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system has been changed to create a smarter workforce and yield the best results.

Hence training is an activity that takes place continually within an organization. It could be informal process, such as on the job i.e., showing an employee how to do his/her job or it may be formal such as designing to address knowledge or skill or attitudinal gap of employees so that human resource development would be achieved through learning.

As Laird (2003) states Training is concerned with the meeting of two inputs to organizational effectiveness: people and technology.

Since organizations can rarely find people who are, at the time of employment, total masters of the unique requirements for specific jobs, organizations need a subsystem called "training" to help new employees master the technology of their tasks. Training changes uninformed employees into informed employees; training changes unskilled or semiskilled workers into employees who can perform their assigned tasks in the way the organization wants them done; employees become workers who do things "the right way." This "right way" is called a standard and one major function of training is to produce people who do their work "at standard".

(Cowling and Mailer, 1998; Graham and Bennet, 1998; Pont, 1991) argued that the goal of employee training is to increase the capabilities and potential of employees in carrying out their duties. Effective training program contribute significantly to the improvement of organizations' competitiveness, productivity, sustainability and the quality of product/ service to customers; reduce the need for close supervision, increased moral and adaptability to new methods. Hence training programs have a lot of importance for employees as well as for the organization if it carried out in a planned and systematic way.

Mc Namara, (2008) argued that Training and Development is responsible for building skilled, qualified and capable people and responsible for creating a learning culture, which helps organizations to improve their performance and adapt to any new change. This is why some successful organizations spend a great deal on the T&D function. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge.

He further argued that the principal objective of training and development is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

Individual Objectives – help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

Organizational Objectives – assist the organization with its primary objective by bringing individual effectiveness.

Functional Objectives – maintain the department’s contribution at a level suitable to the organization’s needs.

Societal Objectives – ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Although training has more positive advantage has also negative impact according to Robert L. Cardy, (2012) Training can have a negative connotation. The result is that people might appreciate an opportunity for development but resent being scheduled for training. Why? Training often implies that a person has a skill deficit, so employees may view their selection for training as a negative and embarrassing message rather than an improvement opportunity. Changing this perception can be difficult. To help make the change, a company can focus on the improvement potential offered through training rather than correction of skill deficit.

Thus, most organizations understand inherently that a significant investment in employee training and development process is crucial not only to make sure that employees are competent and comfortable (and safe) in the performance of their specific job tasks, but also as key employee attraction and retention mechanisms.

Defining Training and Development

Some authors use the terms Training and development as synonyms. But both training and development have similarities and differences. According to Raj Kumar (2011), training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs whereas development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future. Therefore training is job or task-oriented. It aims at enabling individuals to perform better on the jobs they are currently doing. Development on the other hand, is career orientated rather than job-oriented. It aims at preparing people for higher responsibilities in the future. This clearly implies that training is planned program designed to enhance performance at individual level, group, and /or organizational level and development is a process to make the employee efficient enough to handle critical situations in the future. Moreover, Mathis and Jackson, (1997) explained that development is different from training in that development is often the result of experience and the maturity that comes with it and focuses on less tangible aspects of performance such as

attitudes and values whereas, training focuses on learning specific behavior and actions, demonstrate techniques and processes. It is a short term and its effectiveness is measured by performance appraisals, cost benefit analysis, passing test or certification.

Development on the other hand, focuses on understanding information, concepts and context; develop judgment, and long term in duration. According to Roger Cartwright, (2003) Development is a process in which learning occurs through experience and where the results of the learning enhance not only the task skills of the individual but also his or her attitudes. Development provides the individual with skills and attributes that can be changed to fit new circumstances. Whereas training can be measured objectively before the training the person could not do X, after the training they can do X – development is much more subjective. To sum up the above-mentioned ideas, training provides employees with specific, identifiable knowledge and skills for use on their present jobs whereas development being broad in scope focuses on less tangible aspects of performance useful for both present and future jobs. In addition to their deference some author shows their similarity Werther and Davis (1996) argue that the distinction between training (now) and development (future) is often blurred and primarily one of intent. In other words, the “training” is portrayed as development. Although this tactic muddies the distinction between training and development, the two terms are often used interchangeably in practice. Training and development focus on changing and improving the knowledge, skill, and attitude of individual and both are began when employee enter the organization. Therefore, in this study training and development are treated as being one activity.

2.2 Employees Training Methods

Employees training and development methods are ways of attaining the desired objectives in a learning situation. Even though, there are several different methods by which the objectives of training and development may be met are available, it is important to review the most suitable methods applied to training program (Harris and Desimone, 1994).

The use of particular method, however, depends upon the objectives of the particular training, the abilities and potentialities of the individuals to be trained, the competence of the instructors, appropriateness of facilities, cost effectiveness and learning principles (Monappa and Saiyadain, 1999). Similarly, Whether and Davis (1996) mentioned that, the selection of the appropriate technique depends on cost effectiveness, designed program content, appropriateness of training aids, trainer and trainees’ performance and capabilities and learning principles. But depending on

the nature of the content and the program more than one method can be applied in a particular training program. Each training method has its own advantages and disadvantages.

However, it is important to note that no one method is inherently superior to others, but the different methods are suitable for different sets of circumstances (Marchington and Wilkinson, 2000) different authors classified these methods in to two broad categories. The most popular categories used by organizations are on-the-job and off-the job training methods. (L.Cardy, B. Balkin, Gómez-Mejía, 2012, DeCenz, 2010, Graham and Bennet, 1998).

On the Job Training: When an employee learns the job in actual working site in real life situation, and not simulated environment, it is called OJT. In this method, the training and development program is conducted at the trainee's regular work station (desk, machine, and so on), employee learns while working. On the job training is the most common form of training. However, much of this training is conducted informally, without advance planning or careful thought (Harris and DeSimone, 1994). On the job training (OJT) approach, the trainee works in the actual work setting, usually under the guidance of an experienced worker, supervisor, or trainer. The guided on the job training approach helps build relationships between the experienced and new employee, which can develop loyalty in the new employees. On the job training has two distinct advantages over classroom (off the job) training. First, it facilitates the transfer of learning to do the job. Since the learning environment is the same as performance environment in on the job training, it provides the trainee an immediate opportunity to practice the work tasks on the job. Second, on the job training does not need training facilities other than facilities in the work situation and hence it reduces training costs (Harris and Desimone, 1994).

Although on the job training has the above stated advantages, there are several limitations associated with it. These are distractions that could inhibit learning, expensive equipment damage and disruption of the production schedule, customer inconvenience, and temporary reduction in service. Therefore, individuals who design training and development programs and choose methods for the programs should be aware of these disadvantages.

Besides, an effort should be made to combine this method with off the job method in order to minimize these disadvantage (Robert L. Cardy, 2012) in short training and development advantage and disadvantage are as follows.

Advantages of On-the-Job Training:

- It is directly in the context of job
- It is often informal
- It is most effective because it is learning by experience
- It is least expensive
- Trainees are highly motivated
- It is free from artificial classroom situations

Disadvantages of On-the-Job Training:

- Trainer may not be experienced enough to train or he may not be so inclined.
- It is not systematically organized
- Poorly conducted programs may create safety hazards.

According to (Decenzo, 2010) on-the-job training has been used to develop employees and typically includes verbal and written instructions, demonstrations and observations and hands on practice imitation. Generally the on-the-job training includes the following types of training, orientation or induction training, apprenticeship and refresher training.

Job rotation it is the process of training employee by rotating them through a series of related jobs, rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people.

Job rotation has long been considered a valuable tool to increase employee motivation. Job rotation involves lateral transfers that allow employees to work at different jobs and provides exposure to a variety of tasks. As with any training, HRM should take care to make sure the trainers not only know the job, but how to train others as well. Employers often move new hires through a rotation of different roles in the organization such as marketing, finance, and operations before they settle into a permanent position.

Apprenticeships are frequently used to combine classroom instruction in combination with working alongside a seasoned veteran, coach, or mentor. The combination of hands on and classroom learning complement each other. Apprenticeships are frequently used in skilled trade or craft jobs such as building trades. The experienced worker provides support and encouragement in addition to training.

The object of such training is to make the trainees all-round craftsman. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organization after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

Merit of apprenticeship

- A skilled work force is maintained.
- Immediate return can be expected from training.
- The hiring cost is lower because of reduced turnover and lower production cost.
- The loyalty of employee is increased and opportunities for growth are frequent.

Internships Just as apprenticeships are a route to certain skilled blue-collar jobs, internships are a route to white-collar or managerial jobs in a variety of fields. Internships are opportunities for students to gain real-world job experience, often during summer vacations from school. Although most internships offer very low or no pay, student interns can often gain college credits and, possibly, the offer of a full-time job after graduation.

(Decenzo, 2010) argued that internships are opportunities for students in higher education to utilize their instruction and training in a chosen profession as part of their education. Internships vary from very unstructured to highly structured and may include college credit. Organizations usually value internships as a way to reduce recruitment expenses without creating an obligation of regular employment. Interns also provide a valuable source of new ideas and creativity. Students participating in internships gain valuable real-world experience and greatly enhance their value to prospective employers.

Off-the-Job Training Methods

Off the Job Training: Unlike on the job training, off the job training is a kind of training and development which places the employees outside the actual work situation (Decenzo, 2010). Off the job training programs are offered in the form of classroom lectures, demonstrations, case studies, seminars, workshops, etc to the employees, supervisors and managers with the objective to avoid the interruptions and distractions that commonly occur in an on the job training (Mejia, et.al., 1995).

According to Mejía, Balkin, Cardy, (2012:266) Off-the-job training is an effective alternative to OJT. Common examples of off-the-job training are formal courses, simulations, and role-playing exercises in a classroom setting. One advantage of off-the-job training is that it gives employees extended periods of uninterrupted study. Another is that a classroom setting may be more conducive to learning and retention because it avoids the distractions and interruptions that commonly occur in an OJT environment. The big disadvantage of off-the-job training is that what is learned may not transfer back to the job. After all, a classroom is not the workplace, and the situations simulated in the training may not closely match those encountered on the job. Also, if employees view off-the-job training as an opportunity to enjoy some time away from work, not much learning is likely to take place.

According to Landane (2004) there are three types of off the job training techniques, namely, Information presentation, Information processing, and Simulation.

Information Presentation techniques: - These techniques are designed primarily to impart information with a minimum amount of activity by the learner. The most common presentation techniques are slides and videotapes, tale training, lectures, and programmed or computer based instruction. Generally, information presentation techniques are preferred when instructional objectives focus on knowledge, the content is not too complex, participants are relatively capable and self motivated, large numbers are to be trained, and the budget is limited (except in the case of programmed or computer-based instruction, where developmental costs may be quite high).

Information processing Techniques: - These techniques are designed to involve groups of learners in the generation and discussion of material to be learned. The most common information processing techniques are conference or discussion group and T (training) group.

Simulation Techniques: -These techniques are designed to represent the work environment to a greater or lesser degree and to actually involve the learner. A simulator is any kind of equipment or techniques that duplicates as nearly as possible the actual conditions encountered on the job. Simulation then, is an attempt to create a realistic decision making environment for the trainee. Simulations present likely problem situations and decision alternatives to the trainee. Organizations often use simulations when the information to be mastered is complex, the equipment used on the job is expensive, and/or the cost of a wrong decision is high.

2.3 The Purpose of Training

Mullins (2007) states the purpose of training and development – to improve knowledge and skills and to change trainees' attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programs:

I. Increase in the confidence and commitment of staff, with confidence comes the feeling of personal satisfaction and achievement this could further broaden career progression opportunities.

II. It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. Increases and promotion are based on the results of performance appraisals

III. Training and development improves the availability, quality and skills of staff.

According to Cole (2004), benefits to organizations from systematic training and development include: The provision of a pool of skilled personnel for the organization, Greater commitment of staff, improved service to customers improvement in job performance resulting in increasing productivity. From all of the above, it becomes quite clear that training is a key element in the improvement process of organization's performance and increased level of individual performance and finally leading to organizational competence. Training therefore bridges the gap between what should happen and what is happening; i. e. the desired goals or standards and the actual level of performance An organization which therefore facilitates learning, growth and development of individual employees must have training as an integral part of the organization's business strategy. Other benefits that would accrue from training are:

- Reduction in the need to supervise employees or subordinates thus freeing supervisors to concentrate other responsibilities of the their departments
- Improvement in job satisfaction
- Reduction in employee turnover and scrap and wastage.

T&D Improving quality of work force:-Training and development help companies to improve the quality of work done by their employees. Training programs concentrate on specific areas. There by improving the quality of work in that area. **T&D can enhance employee growth:**-Every employee who takes development program becomes better at his job. Training provides perfection and required practice, therefore employee's area able to develop them professionally. **T&D Prevents obsolescence:** - Through training and development the employee is up to date with new technology and the fear of being thrown out of the job is reduced. T&D can **Assisting new comer:**-Training and development programs greatly help new employees to get accustomed to new methods of working, new technology, the work culture of the company etc. and also T&D **Bridging the gap between planning and implementation:** - Plans made by companies expect people to achieve certain targets within certain time limit with certain quality for this employee performance has to be accurate and perfect. Training helps in achieving accuracy and perfection. **T&D can also Health and safety measures:**-Training and development program clearly identifies and teaches employees about the different risk involved in their job, the different problems that can arise and how to prevent such problems. This helps to improve the health and safety measures in the company (<http://www.assignmentpoint.com/human-resource-management/.html>)

2.4 The Training process

Training program are costly affair, and a time consuming process. Therefore, it needs to be drafted very carefully. Kaila (2006) described that planning employee training is important to ensure that the best use is made of resources, people, facilities, time and money. The planning for training consists of four steps: first, identifying what training is needed. Second, planning appropriate training programs to meet their needs. Third, implementing the training and ensuring that employees are assisted to acquire the skills and knowledge they need in the most efficient manner. Lastly, having implemented the required training, it is important to evaluate the results of the training program.

Training Needs Assessment

Effective training practice involves the use of a training design process. The design process begins with a need assessment. Different writers in the area of training have defined training need assessment (TNA) differently but more or less with similar context. Training need assessment is a process of collecting data that allows the organization to identify and compare its actual level of performance with the desired level of performance. (Bernardin, 2003; Cole,1997).

Hence, it is after the assessment of the information gathered that the organization can then start thinking about:

- Objectives/goal: what do we hope to achieve?
- Content: what needs to be covered in the training?
- Facilitator/ Trainer: who can help conduct the training?
- Methodology: how should the training is conducted?
- Time frame: how long should the training be?
- Resources: how much it will cost? (In terms of money, time and materials)
- Trainees: who is suitable to receive the training?

Training needs can be categorized as current and future needs. Current or present training needs, results from gaps between standards and performance of an organization. On the other hand future training needs arises as a result of changes that are going on with in or out of the environment that the organization performs.

The training need analysis is a critical activity for the training and development function. Nadler (1990), training needs should not only be assessed at the first step, since the T&D process is affected by a variety of environmental factors that could affect the whole T&D outcomes and results. Thus, the T&D approach should be flexible enough to reassess T&D needs during all the stages in order to take any urgent T&D needs into account. Training needs assessment (TNA) is considered the critical stage by which T&D needs are identified. This stage determines the whole direction and purpose of T&D processes. Thus, it should be analyzed and conducted well to build other stages effectively. TNA aims to determine the gap between the actual level of performance and the desired one. It involves identification of T&D needs through making a series of assessments inside and outside the organization and then establishes T&D objectives to meet these needs. On the other hand, before embarking upon employee training program, organizations sometimes should conduct a survey to determine if training is needed. If findings are affirmative, an analysis will be conducted to determine which type of training will do the job. (Dubria, 1989) states that Managers and supervisors provide useful input into the analysis of training needs. (Dubria, 1989) further argued that Among the more common indicators that training is needed are when absenteeism and turnover increases, quality of product or service falls, production drops and accident or error increases.

Thus it is essential to analyze any training provided is based on a systematic analysis of its contribution to the effectiveness of the organizational goals, objectives and should be in line with management priority areas. Therefore more attention should be given to TNA which determine the gap between what happening and what is supposed to happen, in order to maximize organizational performance. But if it is not properly conducted, any one or more of the following situations would could

- Training may be incorrectly used as a solution to a performance problem (when the solution should deal with employee motivation, job design, or a better communication of performance which expectations.
- Training programs may have the wrong content, objectives, or methods.
- Trainees may be sent to training programs for which they don't have the basic skills, prerequisite skills, or confidence needed to be learning.
- Training will not deliver the expected learning behavioral change or financial results that the company expects.
- Money will be sent on training program that are unnecessary because they are unrelated to the company's business strategy (Noe, 2010).

To summarize, conducting training needs assessment has an important purpose of sorting out those problems that could be solved only through training. Since it serves as the back line of training actions, it has to be conducted in a regular basis.

Training needs are identified and analyzed using three approaches. These are organizational, Task /job and person/ individual analysis (Bernardin 2003; Cowling and Mailer, 1998; Harris and DeSimone, 1994; Mathis and Jackson, 1997; Pont, 1991; Robert L. Cardy, 2012). Each of these levels is discussed here under.

Organizational Analysis: An organization can be effective if it pays attention to clearly identify its weaknesses and strengths. Consequently, trainings must be seen as a tool that enforces the strong sides and reduces the weak points of the organization. Analysis of organization which in turn facilitates the remedial measures to be taken for the weak points identified.

Organizational analysis is the process of identifying job related knowledge and skills that are needed to support the organization's short range and long range goals (Scarpello and Ledvinka, 1988). According to Harris and Desimone (1994) organizational analysis is used to better understand the characteristics of the organization to determine where training and development efforts are needed and the conditions within which they will be conducted. It involves a detailed analysis of organizational structure, objectives, human resources and future plan and an understanding of its work environment. This analysis begins with an understanding of short and long term goals of the organizations, as a whole, and for each department specifically. This analysis would also help to identify what capacities are needed to fulfill these goals. In short organizational analysis looks at the effectiveness of the organization and determines where training is needed and under what condition will be conducted.

Organizational analysis can be undertaken using a variety of sources of information. Human resource data can show points like department or areas with high turnover, high absenteeism, low performance or other deficiencies. Specific source of information for organizational level needs analysis may include grievances, accident records, observations, exit interviews, customer complaints, waste or scrap quality control data, etc (Cowling and Mailer, 1998).

To conclude, organizational training needs analysis contribute an important role for the reminder of the training process. Organizational need analysis is an examination of the entire organizational activities. It has the capacity to identify and direct where training programs should be emphasized. It also plays vital role to identify the knowledge, skills and abilities that will be needed by employees in the future.

Task /job analysis/ the second way to diagnose training need is through analysis of the tasks performed in the organization. Task analysis involves the thorough reviewing of the job description and specifications to identify the activities performed in a particular job and the knowledge, skill and attitudes needed to perform them (Brown, 2002). Similarly Specter, (2000) states that it includes analysis of different factors and types of job as well as identification of knowledge, skills and attitudes needed to perform the jobs.

Job (task) analysis is important because as Rothwell and Kazanas, (1998) mentioned, it identifies what people do or should do and there by provide information for selecting, appraising, compensating, training and disciplining employees.

To perform the task analysis, it is necessary to know the job requirements of the organization. Job description and job specification provide information on the performance expected and skills necessary for employee to accomplish the required work. By comparing the requirements and jobs with the knowledge, skills and abilities of employees, training needs can be identified. Regarding the steps in conducting task need analysis, Wexley and Lathan, (1991) defined some five steps. According to these writers, the five steps are:

1. Obtaining a copy of the company's job description.
2. Identify the task included in performing the job for which the training program is being designed.
3. Identify the knowledge, skills, and abilities needed for performing these tasks.
4. Develop course objectives and
5. Design the training program.

Generally, since task is the employee's work activity in a specific job, task analysis should be undertaken only after the organizational analysis has determined that the company wants to devote time and money for training Neo (2008).

Thus information from task analysis i.e. operational standards of performance, how task should be performed to meet the standard and the knowledge, skill, abilities and other characteristics the employee need to possess in order to meet the standards give a clear picture of the organization and the jobs are performed within it, and together form a sound foundation for planning and developing training efforts.

Personal /Individual Analysis/: Personal analysis is the third component in identifying training needs. It is important to identify employees who need training (Noe, 2002). Personal analysis involves examining the employee performance ratings routinely collected by the organization, then identifying individual employees who are weak in certain skills, which needs to be trained to bridge the competency gap and what kind of training is needed (Mejia, et.al., 1995). Thus the focus of individual/person analysis is on how well each employee is performing the job and who needs to be trained and what kind of training is needed. At this level, the organization is seeking to identify any shortfall in the individual's knowledge, skill and attitudes required to perform his or her job.

The difference between the desired level of performance and the current performance is the gap in training. To summarize, the need assessment is the first step in the establishment of a training and development program. Organizational, task and individual analysis are essential if training is to be related to job performance.

Therefore, checking the validity of training needs and relating them to overall performance improvement is crucial. All the three levels of need analysis are interrelated and the data collected from each level is critical to a thorough and effective need assessment.

Developing Training Programs

Developing and designing T&D program is another important stage developing an effective employee training program is vital to the long-term success of any business. Training programs are carefully planned and properly implemented can provide multiple benefits for employees and the company. Clear understanding of policies, job functions, goals and company philosophy lead to increased motivation, morale and productivity for employees, and higher profits for your business.

Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of your training program will assist in creating a clearly defined and effective program (<http://smallbusiness.chron.com/developing-effective-employee-training-program.html>)

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

1. Training requires the full commitment and support of top management, supervisory personnel and collective bargaining unit.
2. Training programs and activities must focus on problems that can be solved by training. Remediation of deficiencies in knowledge, skill and attitude; not on management problems, performance deficiency attributable to in appropriate performance standards, inadequate supervision, dissatisfaction with working conditions, etc.
3. Training programs must meet both organization and employees needs, and they must encompass all types and levels of employees and cut cross all divisions and unit of the organization.

4. The pattern and arrangement of training opportunities must compliment and implement the philosophy of the organization.
5. Training programs must be developed through a systematic process. They must be built on a firm foundation of precisely defined job performance requirement. And the material used must be structured to provide integrated skills building.
6. Training programs must employ delivery systems that are selected on the basis of training effectiveness, available technology, cost effectiveness and results.
7. Training programs must be validated to insure effectiveness prior to full scale implementation.
8. Training programs include evaluation and feedback channels and mechanisms to permit refinement, updating and continuing effectiveness
9. Training programs must provide ample opportunities for trainees to apply and practice newly acquired skills and knowledge.

Thus, there are steps and principle in training and development program that follow the same pattern in any organization i.e. identifying trainees, selecting trainers, determining the type of training method or technique appropriate for the intended purpose, defining the extent or level of training, describing which principles of training should be followed, and deciding where should the training be conducted.

Implementing Employees Training Programs

Implementing T&D program is the stage of putting the training program in to practice in accordance with the design. Here the trainees interact with the subject matter in order to attain the objectives. In implementing the training, the trainer has to be sure that the training is in line with the objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitudes and satisfy the trainees.

According to Harris and DeSimon, (1994) in delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He/she has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning.

The trainer should make sure that the training environment is free from physical destructor like noise and there should be comfortable ventilation, temperature, and good lighting to deliver the training program. Pigors and Myers, (1981) argued that the trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training content by stressing on key points. The trainer has also to test the trainees by asking questions and correct errors and finally follow up them by ways of frequent checking and encouraging their learning. Besides to this as described by Cowling and Mailer (1998), consideration with regard to the timing of the training should be made. It is also important to find a venue away from the normal place of work so as to avoid interruptions, to make sure that any equipment that might be needed is available, to check that seating arrangements are in a proper way in order to make people feel more comfortable with their surroundings are important considerations and the final step to implement it. Finally the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

Evaluating Employees Training

Any training or development implemented in an organization effort must be cost effective. The benefits gained must outweigh the costs of the learning experience. It is not enough to merely assume that any training an organization offers is effective; we must develop substantive data to determine whether our training effort is achieving its goals. Did the training correct the deficiencies in skills, knowledge, or attitudes we assessed as needing attention? To answer this we must evaluate training and development which already given to employee (DeCenzo, Robbins, Verhulst 2010). Evaluation aims to collect all necessary information as a feedback to correct and develop training program, to control the whole program's stages and to ensure that training objectives are met consistent with the prepared plans. However, this stage is the hardest and the most difficult task in the training cycle.

Evaluation should be viewed as part of an effective training process and a base to improve organizational decision-making about human performance improvement (Burrow and Berardinelli, 2003). It identifies where a T&D department could prove that it adds valuable service or adds value to the organization's performance. In other words, training evaluation helps in interpreting the training costs and measures the benefits of T&D program against the

employees' total performance. From training evaluation, an organization can make a judgment of what employees gain from training and what is transferred and implemented to their work.

Bee and Bee (1994) state that it is necessary to evaluate T&D programs, since the evaluation process improves the efficiency and effectiveness of training programs, displaying the organization's impression about trainers' performance in the program and helps them to improve their training skills and justify the expenditure on the programs. Therefore, it could be argued that, as long as an organization pays attention and emphasizes training evaluation to identify training contributions, training is viewed by this organization as an important organizational function that improves or helps to improve the organizational performance.

Thus, an effective and ongoing planning and evaluation system for training is essential for ensuring adequate return on investment for the resources spent, in achieving its objectives, in improving the training program and in providing evidences of the techniques, in improving the training program and in providing evidences of the techniques used to document training quality.

According to Noe (2002) training evaluation involves both formative and summative evaluation. Formative evaluation: - refers to evaluation conducted to improve the training process through provision of information during its implementation (Noe, 2002). This methodology is performed to assure that the training program is well organized and runs smoothly and trainees' learned are satisfied with the program. Furthermore Basarb and Root (1993) noted that the basic purpose for formative evaluation is to measure progress, to use and provide information for designers and developers to ensure that the program meets or go beyond defined quality standard during the life of a program, to meet stakeholders' requirements and to provide a positive learning environment for trainees.

Summative evaluation: - refers to evaluation conducted to determine the extent to which trainees have changed as a result of participating in the training program (Noe, 2002). This includes whether the trainees have acquired knowledge, skills, attitudes, behavior or other outcomes identified in the training objectives. In general, the basic purpose for summative evaluation is to provide a summary report of the training results (Basarb and Root, 1993).

There are many training evaluation approaches and techniques. However, Kirkpatrick's evaluation model is the one most commonly used by many organizations (Hale, 2003).

According to Kirkpatrick (1996), there are four stages to be considered when evaluating training effectiveness: reaction, learning, behavior and results level.

Kirkpatrick's Model: - is the most widely model in evaluating corporate training and development program (Basarb and Root, 1993). This model works well in determining the value of managerial training and any training that is difficult to assess in terms of ROI (Return on investment). Kirkpatrick argues that effectiveness of training efforts can be evaluated according to the following four important criteria:

The Reaction Level: - This level of measurement answers whether people are happy with the training inputs (Hale, 2003). Thus, it evaluates participants' reactions, opinions, impressions and attitudes toward the program, such as, to what extent the participants liked T&D program, its contents, the trainer, the methods and the environment surrounding the program. This is commonly obtained at the end of the program through questionnaires or group discussion.

The Learning Level: - This level answers, what do people remember from the training session? (Hale, 2003). To what extent have the participants learned the material and the particular skills or know-how contained in the program? Kirkpatrick (1996) defines this measurement as, the extent to which participants change, improve knowledge and/or increase skill as a result of attending the program. This measurement is made through special standardized tests at the end of the program, such as pre-post, paper-and-pencil tests, skill practice, workshops and job simulation.

The Behavioral Level: - This level answers, whether people use what they know at work? (Hale, 2003). The changes in the participants' behavior, skills, patterns of work, relationships and abilities, and so on. In this kind of measurement, management would like to know if participants have improved on-the-job performance as a result of T&D. These indications could be collected through observations, survey, interview and comments of supervisors and colleagues and from performance appraisal

The Result Level: - This level of measurement finds out what are the outcomes of applications on the job over a period of time? (Hale, 2003). This level of measurement reflects the efficiency of achieving the T&D program and the organization's objectives. This level of evaluation focuses on the impact of behavior change on the organization's performance.

Because changing employees behavior and attitudes is not the final objective of T&D, the end results should include things, such as: improved productivity, better quality, lower costs, more speed, fewer accidents, improved morale, lower turnover and, ultimately, more profit and better service. To determine the cost efficiency of training, recent return on investment (ROI) is used to find out whether the monetary values of the results exceed the cost of the program.

2.5 Organizations Need for Training

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore for an organization to grow and survive in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and programs that would bring out of their efforts, attention, creativity and general innovations as individual employees and as groups or teams of network, AsareBediako (2008).

For this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation, to be able to cope up with rapid change and competition in the business environment. Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must

- i) Understand the need for training
- ii) Have the knowledge and skills to implement training

This understanding, Knowledge and skills would come from organizing seminars or training programs that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance. (Noe, 2002) argued that Human resource training, education and development activities therefore aim at the equipping of employees with the necessary competencies that they require for their effective performance on their job.

It therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get employees to perform creditably or totally acceptable.

(Bernardin, 2003; Cole, 1997) argued that competencies needed by employees to perform at an acceptable levels fall into three main categories, namely; technical, managerial and personality competencies. Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. From the above mathematical model, performance is the product of ability and motivation. While ability is the “can” factor in the equation, “motivation is the “want to” factor. Thus if the employee has the ability (can factor) and at the same is provided the needed motivation (want to factor), then performance would be guaranteed from the combined effect of ability and motivation. It therefore follows that while the ability may exist in the employee, the absence of motivation e. g. ergonomics of the environment, rewards and leadership (just to mention a few) must bring about non-performance.

In this instance, no amount of training would solve the problem. However, training can have an impact on both of these variables (ability x motivation); it can heighten the skills and ability of the employees and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills. Training is thus a powerful tool that can have a major impact on both employees’ productivity and morale if properly used.

Thompson (2002) quotes from a survey carried out in the UK in 1996 which showed that the young employee of today values training and development opportunities over pay and perks. According to her the survey further showed that seventy three percent (73%) of those survey said they would stay with an organization that invested time and energy in their development rather than move to a rival organization that paid more money but less investment in helping them to progress. Furthermore since the mid – 1980s, it has been widely recognized that the training and development of staff should be a major item on any organization’s agenda. This means that every manager or supervisor must have responsibility for his own self development and then the development of the employees he manages. Therefore the manager must make efforts to identify, define and assess the competitiveness of individual employee’s skills and make a way for these individuals to develop the skills required.

However, for a supervisor to be able to assess the competitiveness of the competencies of employees and thus set objectives for the necessary improvement of these competencies through training and development, he must first set up some kind of an employee appraisal system.

A manager has accountability for the performance of his employees and therefore a manager's success would be dependent on the abilities of the employees. A better or very well trained employee should increase efficiency and even productivity by reducing fatigue and wastage. Thompson (2002) goes on to state that each employee fell into one of three categories in relation to competence to perform current job. These are: Competent to perform current job, not yet competent to perform current job and better than competent at performing current job.

(Bernardin, 2003; Cole, 1997) further argued that the opportunity to use training powerfully arises when organizations have invested more comprehensively in recruitment and has thus built a labor pool with greater long – run potential and consequently greater aspirations. According to Robbins and Judge (2007), competent employees do not remain competent forever. Skills deteriorate and become obsolete and therefore new skills need to be learned. They cite a report from the USA where corporations with 100 or more employees spent more than \$51 billion dollar on formal training in one year. Most training is directed at upgrading and improving an employee's technical skills. This form of training has become increasingly important for two reasons: Due to new technology and new organization structure design and Jobs change as a result of new technologies and improved methods.

Technical training has become increasingly important because of changes in organizational design. For example as organizations flatten their structures, expand their use of teams and break down traditional barriers, employees need mastery of wider variety of tasks and increased knowledge (problem solving techniques, working in teams, quality circles, e. t. c.) of how their organizations should operate. Training in general terms is designed to improve employees' job skills, be it technical, managerial or personality. E. g. Employees may be trained to run machines, taught new skills or acquainted with personal growth and development methods. Moorhead & Griffin (1998), give the example of the situation where in multinationals, one training that is becoming increasingly important is the training of people to work in other countries. Another need for training arises when for instance an organization is implementing a management – by – objectives programs; training in establishing goals and renewing goal oriented performance system.

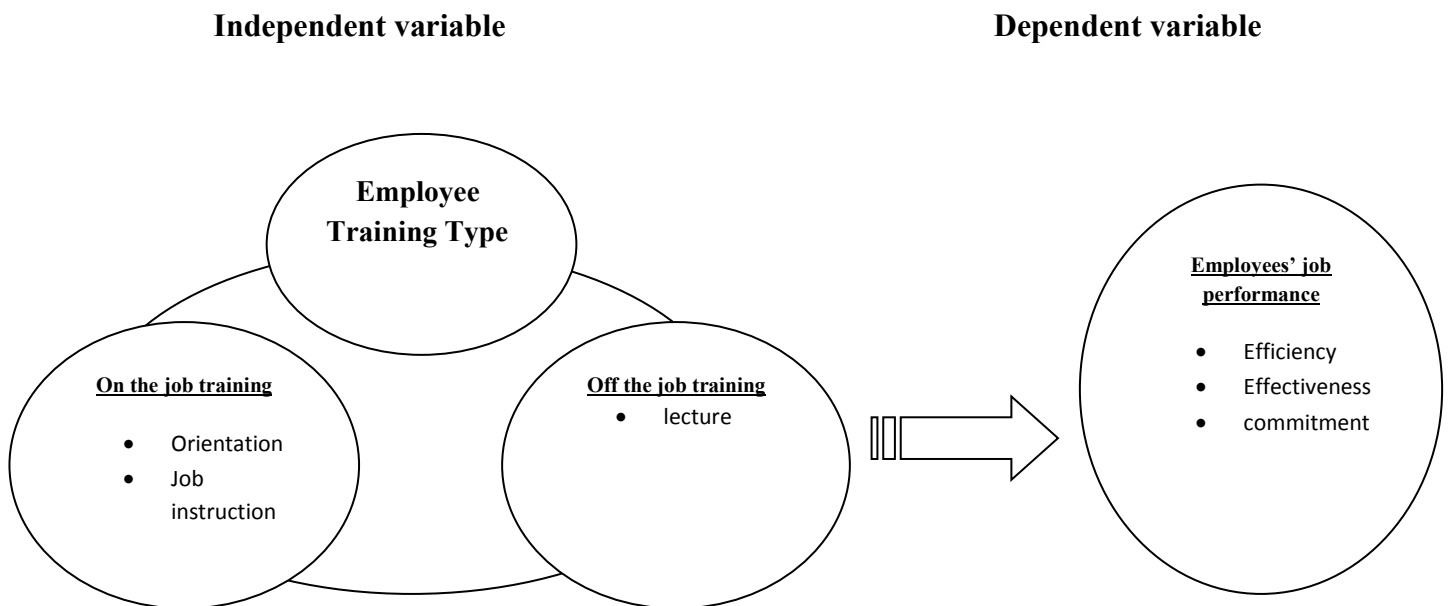
The need for training of employees further comes from both demographic and economic trends which have radical changes in the composition of the labor force. Further factors affecting the numbers, types and requirements of available jobs include automation, worker displacement due to mergers and acquisitions, downsizing and business paradigm shift e. g. from manufacturing to service job (or vice versa); the increasing sophistication in technological systems that are imposing training and retraining requirements on existing workforce, the need to train underutilized employees and the training needs brought about by national and international competitions in the environment of many organizations.

2.6 Relationship between Training and Employees' Job Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. as briefly explained hereafter. Similarly, Wood & Stangster (2002) states that Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed . The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and employee performance. Thus training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior. Training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between organizations that train their employees and organizations that do not. Bartel (1989) stated that returns on training and development investments increase productivity this further reinforces the role of training on employees. Based on the attributes that are developed the employees implement them on their tasks and thus the company is able to improve thus generate the profits for the firm. Also because the attributes are imparted and developed through the systematic and planned training program, it becomes a part of the employees thus they are able to implement them on every task thus the increased profit leading to sustainable profitability. Hence these shows the importance and purpose of training in organizations and how it contributes to employee performance.

2.7 Conceptual Framework

Figure, 1 which shows the conceptual framework gives a clear indication of the independent variables: on the job training like induction and job instruction and off the job training lecture modes of training. The dependent variable is employees' job performance which is which is measured in terms of effectiveness efficiency and commitment of the employees. The conceptual framework as proposed in figure, 1 shows the contributing factors for employees' performance in the form of dependent variable employees' job performance and independent variable employees' training and the relationship of these variables. The researcher adopted this concept form Tennant et al (2002), and adapted to the current study employee training on the job and off the job training and employees job performance in terms of efficiency effectiveness and commitment.



Figure, 1

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Design

This study used explanatory research design to examine the effect of training on professional employees' job performance both qualitative and quantitative data collection methods were applied qualitative approach enables further explanation of variables using tables where as quantitative approach will enable the researcher to test relationship between variables. Further quantitative methods involve the process of collecting, analyzing, interpreting and writing the results of the study it also helps in examining and describing the cause and effect interaction among variables, therefore employees of Ministry of Health have been chosen as the statistical population. Based on the data collected results are interpreted.

3.2 Source of Data

To obtain data with regarding to the effect of training on professional employees' job performance in ministry of health (MOH), both primary and secondary sources of data were used. The primary data was collected through questionnaires and unstructured interviews, questionnaires were distributed to employees who were selected by simple random sampling and unstructured interview was conducted to some employee who were participants in the questioner, top and middle level managers of the ministry, human resource development experts and directors in order to grasp reliable information that may not be fully gathered through questionnaire. Secondary sources of data were taken from various documents, directives, proclamations, journals, books and internet sources related to the research title.

3.3 Sample, Population and Sampling Techniques

There are regional and federal offices under the ministry of health (MOH) sector of Ethiopia these bureaus are not provided with training and development programs from the federal ministry of health (MOH). Instead they are provided with training policies and standards therefore the researcher selects the Head Office, The federal Ministry of Health employees, by using simple random sampling technique so as to make the sample manageable, easily understood, and to gather reliable data for the research. In order to determine the sample size of the study, the researcher decides to apply the following.

Table 1: Sample Size Determination

Population Size	Sample size		
	Low	Medium	High
51 – 90	5	13	20
91 – 150	8	20	32
151 – 280	13	32	50
281 – 500	20	50	80
501 – 1,200	32	80	125
1,201 – 3,200	50	125	200
3201 – 10,000	80	200	315
10,001 – 35,000	125	315	500
35,001 – 150,000	200	500	800

Source: Naresh Malhotra (2007) marketing research an applied approach, butterworth Heinemann; oxford, England

Table 1.1: Sample of the Study

No.	Name of the institutions/head office	Total no. of employees					Sample employees
		Experts	Non Experts	Female	Male	Total	
1	MOH (ministry of health)	512	636	532	616	1148	125

Source: *MOH; HRDA Directorate*

3.4 Analysis of Data

To present the association between the variables the data collected was analyzed using both qualitative and quantitative type of explanatory analysis method. Variables were used in the form of dependent (effect) and independent (cause) variables training as a cause factor and job performance was the dependent or effect variable further questionnaires were divided in to five parts section 1 socio demographic status of respondents, section 2 assessment of training effectiveness, section 3 questions on the types of training, section 4 questions on effect of training on job performance, section 5 perception on how training improves job performance. Further analysis was done using Statistical Package for Social Sciences (SPSS IBM Version 20). Percentages will be used to determine the proportion of respondents choosing the various responses. Tables will be used to ensure easy understanding of the analyses.

3.5 Piloting

To test validity of instrument a pilot study using some employee at the ministry has been done. This employee have enough experience and skill as target group, they were able to discuss and suggest some modification to the instrument and were able to convince that the suggestions should be adopted.

3.6 Reliability and Validity Test

Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. It was first named by Lee Cronbach in 1951, as he had intended to continue with further coefficients. The measures can be viewed as an extension of the Kuder-Richardson Formula 20 (KR-20), which is an equivalent measure for dichotomous items (http://en.wikipedia.org/wiki/Cronbach's_alpha). Hence, according to Lombard (2010), Coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory studies for some indices. By tracing this literature the researcher tested the reliability of the items which were developed for respondents. Therefore, as shown in table below the reliability of the all items is greater than .80 which means the whole items were reliable and acceptable because as Lombard stated coefficients of 0.8 or greater are nearly always acceptable.

Table 1.2 Cronbach's alpha is a coefficient of reliability

No	Variables	Item number	Cronbach's alpha
1	Training effectiveness	11	.923
2	On the job training	8	.735
3	Off the job training	3	.735
4	Effect of training on employees performance	8	.879
5	Perception of employees	4	.862

3.7 Ethical Considerations

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Every person involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations were at the base of this research. a) Fairness. b) Openness of intent. c) Disclosure of methods. d) Respect or the integrity of the individuals e) Informed willingness on the part of the subjects to participate voluntarily in the research act.

CHAPTER FOUR

4. DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

4.1 Response Rate

The data for this study was collected using questionnaire and unstructured interview schedule to the identified 125 respondent within the ministry of health. Questionnaires were distributed to the staff members of the organization out of which 116 questionnaires were successfully completed and returned to the researcher. The response rate was therefore 92.8% of the sample and, 7.2% of target population were remained. According to Mugenda (2003), a response rate of over 50% is recommended.

4.2 Socio Demographic Characteristics of the Respondents

Socio Demographics characteristics will be looking at the various categories into which the Respondents are classified. This includes gender, age, educational background and work experience.

Table 4.1 Genders of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
female	50	43.1	43.1	43.1
Valid male	66	56.9	56.9	100.0
Total	116	100.0	100.0	

Source: Own survey, 2016

The above table 4.1 reveals that from the total respondents 43.1% were females and the rest 56.9% were males. These data shows that the representation of female employees was found to be less when compared to male employees.

Table 4.2 Age of the Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
from 20-30 years	29	25.0	25.0	25.0
from 31-40 years	48	41.4	41.4	66.4
Valid from 41-50 years	30	25.9	25.9	92.2
51 and above	9	7.8	7.8	100.0
Total	116	100.0	100.0	

Source: Own survey, 2016

The second item in the above table 4.2 illustrates respondents' age composition. The majority of respondents, 41.4% were found to be the second group 31-40 and about 25.9% of respondents were found to be in the third group of 41-50 years of age. This shows that the majority of respondents were found to be under the age range of 31- 50. Thus most of the respondents were well matured enough that they can provide vital information regarding the questions provided about training and performance.

Table 4.3 Educational Background of the Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid diploma	14	12.1	12.1	12.1
Valid BA or BPH	69	59.5	59.5	71.6
Valid Masters & above	33	28.4	28.4	100.0
Total	116	100.0	100.0	

Source: Own survey, 2016

The above table 4.3 represents respondents' educational background. It shows that the majorities of the respondents' holds bachelor's degrees are 59.5% and 28.4% have masters and above the remaining 12.1% of the participants holds diploma. The table shows that the majority of the participants in the ministry categories hold a university bachelor's degree in various area of specialization.

Table 4.4 Working Experience of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid from 0-3 years	16	13.8	13.8	13.8
Valid from 3-5 years	13	11.2	11.2	25.0
Valid from 6-9 year	32	27.6	27.6	52.6
Valid from 10-15 year	44	37.9	37.9	90.5
Valid Above 16 years	11	9.5	9.5	100.0
Total	116	100.0	100.0	

Source: Own survey, 2016

Regarding the respondents work experience as shown in the above table 4.4 the majority 65.5% of the respondents have 6-15 years of working experience whereas 25% of the respondents have 0-5 years of working experience, While the remaining 9.5% of the respondents had total experience of above 16 years in the ministry. Generally, respondents profile can show a considerable issue for the study in providing valuable information.

4.3 The Effect of Training on Job Performance

This section of the study tries to find out the effectiveness of training through Kirkpatrick's effectiveness model, the model is used for evaluating the effectiveness of training. It considers the value of any type of training, formal or informal, across four levels. Level 1 Reaction evaluates how participants respond to the training. Level 2 Learning measures if they actually learned the material. Level 3 Behavior considers if they are using what they learned on the job, and Level 4 Results evaluates if the training positively impacted the organization. Therefore the study analyze the reaction of employees on training effectiveness, they were collected and presented as follows.

Table 4.5 Effectiveness of Training Programs (assessment on reaction)

		Frequency	Percent	Valid Percent	Cumulative Percent
I am satisfied with the training condition including the material and facility of the training that the organization provides	Strongly agree	30	25.9	25.9	25.9
	Agree	47	40.5	40.5	66.4
	less agree	30	25.9	25.9	92.2
	Disagree	9	7.8	7.8	100
	Total	116	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
The organization is well providing training programs frequently	Strongly agree	28	24.1	24.1	24.1
	Agree	31	26.7	26.7	50.9
	Less Agree	48	41.4	41.4	92.2
	Disagree	9	7.8	7.8	100
	Total	116	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
The delivery method that the organization used is convenient to get the necessary knowledge and skill	Strongly agree	28	24.1	24.1	24.1
	Agree	63	54.3	54.3	78.4
	Less Agree	20	17.2	17.2	95.7
	Disagree	5	4.3	4.3	100
	Total	116	100	100	

Source: Own survey, 2016

Table 4.5 shows that the training delivered for employees in any organization helped to receive the necessary knowledge and skills, It also make them perform their work with greater accuracy and precisely. Besides to this does the organization provides training to its employee frequently. From the above table we can understand that the majority of respondents 49.2% less agrees on the organizations providing training programs frequently, 26.7% agrees on organization providing training programs frequently and the remaining 24.1% of the respondents strongly agrees on the organization providing training programs frequently. This shows that the organization does not have training strategy and properly implemented training program because the organization doesn't have training program they give training for employee when undesirable organizational climate observed. As indicated on item table 4.7 most of the 91 respondents agreed on the delivery method that the organization used is convenient to get the necessary knowledge and skills where as 25 respondents less agreed on the delivery method. According to the majority of the respondent 78.4% the delivery method the organization used is convenient to acquire the necessary knowledge and skill.

Table 4.6 Effectiveness of Training Programs (assessment on reaction)

		Frequency	Percent	Valid Percent	Cumulative Percent
I have a good relationship with my trainers to learn more in the training through raising questions where issues were not clear	Strongly agree	38	32.8	32.8	32.8
	Agree	67	57.8	57.8	90.5
	Less Agree	10	8.6	8.6	99.1
	Disagree	1	0.9	0.9	100
	Total	116	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
I think the training session in which I have participated is a good use of my time	Strongly agree	26	22.4	22.4	22.4
	Agree	69	59.5	59.5	81.9
	Less Agree	20	17.2	17.2	99.1
	Disagree	1	0.9	0.9	100
	Total	116	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
The training I receive is a great help in my job	Strongly agree	30	25.9	25.9	25.9
	Agree	73	62.9	62.9	88.8
	Less Agree	10	8.6	8.6	97.4
	Disagree	3	2.6	2.6	100
	Total	116	100	100	

Source: Own survey, 2016

As shown from above table 4.6 most respondents agree rating 66.4% showing their satisfaction with the training condition including the material and facility that the organization provides. Furthermore 33.7% of the respondents are determined to disagree. This shows that the ministry is well providing training materials and facilities. As shown from above table the agree rating dominates with 90.6 % coverage in connection with relationship with trainers to learn more in the training and asking what was not understood to increase potential. Furthermore 9.5% of respondents are determined to behave towards less agree. This shows that the trainees have good relationship with trainers and they ask of what was not understood in order to increase once potential.

According to the table most of the respondents agreed up on that the training session that they have participated is a good use of their time. These are confirmed by 81.9% of respondent, but the rest 18.1% of respondents have indicated they disagree on the training sessions they have participated is that of good use of their time. This shows that much of the respondents' believed that training session they have participated is a good use of their time.

The above table illustrates that 88.8% of respondents agreed that the training they have received helped them in their job performance whereas 11.2% of the respondents disagreed that the training they have received has not helped them in their job performance. From this one can infer that the perception of employees whether the training they have taken brought job performance to them or not; most of the respondent response that training program provide greeter job performance. Few of the respondents show their disagreement about job performance due to training they have received. The second section tries to find out the assessment of training effectiveness on learning by training effectiveness in order to analyze the reaction of employees on training effectiveness different data were collected and presented as follows.

Table 4.7 Effectiveness of Training Programs (assessment on learning)

		Frequency	Percent	Valid Percent	Cumulative Percent
The training I have received has increased my skill and knowledge on the topic	Strongly agree	44	37.9	37.9	37.9
	Agree	67	57.8	57.8	95.7
	Less Agree	4	3.4	3.4	99.1
	Disagree	1	0.9	0.9	100
	Total	116	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
The skill I developed in training helped me to accomplish my task more efficiently	Strongly agree	42	36.2	36.2	36.2
	Agree	63	54.3	54.3	90.5
	Less Agree	10	8.6	8.6	99.1
	Disagree	1	0.9	0.9	100
	Total	116	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
The training I received offered me the opportunity to identify the potential I have for further development	Strongly agree	34	29.3	29.3	29.3
	Agree	69	59.5	59.5	88.8
	Less agree	12	10.3	10.3	99.1
	Disagree	1	0.9	0.9	100
	Total	116	100	100	

Source: Owen survey, 2016

Table 4.7 shows that 90.5% of the respondents agreed that, because of the knowledge, skill and attitude they have acquired they can accomplish activities more efficiently. Whereas, 9.5% of the respondents' disagree that the knowledge, skill and attitude they have acquired through training helped them accomplish activities more efficiently.

Generally it is concluded that skill and attitude that have been acquired through training helped in accomplishing activities more efficiently. The above table further Illustrates that 88.8% of the respondents agreed that the training they have received offered them the opportunity to identify potential for further development, whereas 11.2% of the respondents disagreed that the training they have received offered them the opportunity to identify potential for further development. From this one can infer that the perception of employees whether the training they have taken brought out potential for further development; most of the respondent response that training program brought out potential for further development. Few of the respondents show their disagreement about potential revile due to training they have received.

The third section tries to find out the assessment of training effectiveness on behavior by training effectiveness in order to analyze the reaction of employees on training effectiveness different data were collected and presented as follows.

Table 4.8 Effectiveness of Training Programs (assessment on behavior)

		Frequency	Percent	Valid Percent	Cumulative Percent
I have noticed some changes in my behavior and knowledge as a result of new training	Strongly agree	42	36.2	36.2	36.2
	Agree	57	49.1	49.1	85.3
	Less agree	17	14.7	14.7	100
	Total	116	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
The training increased my motivation on the job	Strongly agree	32	27.6	27.6	27.6
	Agree	73	62.9	62.9	90.5
	Less agree	10	8.6	8.6	99.1
	Disagree	1	0.9	0.9	100
	Total	116	100	100	

Source: Own survey, 2016

The above table 4.8 shows that 85.3% of the participants have agreed that they have noticed some changes in their behavior and knowledge due to new learning and 14.7% of the respondents less agreed that they have noticed some changes in their behavior and knowledge due to new learning. This shows that most of the respondents have been changed in behavior and knowledge due to training received. Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope up with new processes and production techniques (Suliman and Al-Sabri, 2009). However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training in MOH.

The above Table shows that 90.5% of the respondents agreed that, training increased their motivation on their job performance. Whereas, 9.5% of the respondents' disagree that training increased their motivation on their job performance. Generally it is concluded that training programs increase motivation of employees in the job they perform.

4.4 Analysis on the Type of Trainings

On the job training is provided to employees while they perform their regular jobs. In this way they do not loss time while they are learning (Armstrong 2000).

Table 4.9 / Orientation/induction	N	Mean	Std. Deviation
Orientation / induction training is well planned	116	2.22414	.923944
Induction training is conducted timely	116	2.32759	.948920
Induction training provides an excellent opportunity for new comers to learn	116	1.94828	.832438
The norms and values of the company are clearly explained to the new employees during induction	116	2.05172	.832438
Induction training is of sufficient duration	116	2.53448	1.098861
Valid N (list wise)	116		

Source: Own survey, 2016

According to the above table 4.9, It is possible to infer that most of the respondents agreed that orientation/induction training is of sufficient duration showing mean result of (2.53) and induction training is conducted timely showing mean average of (2.32) where as less of the respondents disagreed on the question that induction training provides an excellent opportunities for new comers to learn.

TABLE 4.10 /Job instruction	N	Mean	Std. Deviation
The instructions are clear and easy to apply	116	1.94828	.832438
I receive enough support and guidance that I need from my peers and supervisor to fulfill my potential	116	2.13793	.832978
Job instruction are well documented and ease of access	116	2.2414	.91005
Valid N (listwise)	116		

Source: Own survey, 2016

There are two broad types of training on the job and off the job this section tries to find out the satisfaction level of the workers on the type of training with regards to induction/orientation, job instruction and lecture the respondents value judgments were computed statically using tools such as mean and standard deviation.

The mean indicates the sample group averagely agrees or does not agree with the different

Table 4.11 / Lecture	N	Mean	Std. Deviation
The lecture training programs are designed at the level of abilities and education of employees	116	2.1466	.81565
The type of training I have taken is applicable for the job after the training	116	2.1638	.84384
Supervisors support the use of techniques learned in training the employees bring back to their jobs	116	2.1897	.79031
Valid N (listwise)	116		

statement the lower the mean the more the respondents disagree with the statement the higher the mean the more the respondents agree with the statement.

On the other hand standard deviation shows the variability of an observed response from a sample (marczyk, dematteo and fistinger2005)

Source: Own survey, 2016

Table 4.11 shows reaction on the type of training job instruction training reveals that the most respondents agreed that job instructions are well documented and are ease of access showing mean result of (2.24) whereas I receive enough support and guidance that I need from my peers and supervisors to fulfill my potential ranks second place scoring mean result of (2.13) finally the respondents less agreed on that job instructions are clear and easy to apply having a mean value of (1.94). As shown from the above table 4.11 most of the respondents agreed on that supervisors support the use of techniques learned in training the employees bring back to their jobs also on the type of training they have taken is applicable for the job after the training and the lecture training programs are designed at the level of abilities and education of employees respectively.

4.5 Effect of training on employees job performance

Table 4.12 employees job performance in terms of/ effectiveness/

	Strongly agree	%	Agree	%	Less agree	%	Disagree	%	Undecided	%
I feel that training enable me to perform my work with greater accuracy and precisely	46	39.70%	59	50.90%	10	8.60%	1	0.90%	1	0.90%
I feel confident that my training enabled me to completely perform all aspect of my job	32	27.60%	47	40.50%	30	25.90%	6	5.20%	1	0.90%
I can say that after training employees in MOH are working well with their regular activities	16	13.80%	31	26.70%	52	44.80%	12	10.30%	5	4.30%

Source: Own survey, 2016

From table 4.12, the respondents indicate that the training program enabled them to perform their work with accuracy and precisely showing their agreement level of 90.6 % on the other hand most respondents agreed up on that training enabled them to perform all aspect of their job confidently showing agreement level of 68.1% finally towards efficiency 55.1% respondents less agreed on that employees in MOH are working well with their regular activities after training the remaining 45% agreed that employees in MOH are working well with their regular activities after training.

Table 4.13 employees job performance in terms of/ efficiency/

	Strongly agree	%	Agree	%	Less agree	%	Disagree	%	Undecided	%
The training provided by the organization helped me to perform my work efficiently and effectively	59	50.90%	46	39.70%	10	8.60%	1	0.90%	1	0.90%
Because of the knowledge, skills and attitude that I receive from the training I can accomplish activities without a waste	47	40.50%	62	53.5%	6	5.20%	1	0.90%		

Source: Own survey, 2016

The second section in employees’ job performance is efficiency according to table 4.13 almost 90% or majority of the respondents agreed on that the training provided by the organization helped them to perform their work efficiently and effectively and also on the second question the 94% of the respondents agreed that Because of the knowledge, skills and attitude that they receive from the training they can accomplish activities without a waste.

Table 4.14 employees job performance in terms of/ commitment/

	Strongly agree	%	Agree	%	Less agree	%	Disagree	%	Undecided	%
After training I feel that I am committed for my work I feel a strong sense of belongingness to the organization since I acquire the needed skill	47	40.50%	52	44.80%	17	14.60%				
I think that active participation during training has a positive effect on my commitment to the organization and for my work	39	33.60%	77	66.30%						
I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my commitment	23	19.80%	46	39.70%	42	36.20%	5	4.30%		

Source: Owen survey, 2016

According to table 4.15, 85.3% of the respondents indicated that the commitment of employees after training had increased and created a strong sense of belongingness to the organization. On the other hand also 33.6% and 66.3% of the respondents strongly agreed and agreed respectively that active participation during training program had a positive on their commitment to the organization. Regarding the satisfaction of employees with the training conditions including material and facility 59.5% of respondents agreed that they are satisfied with the current facilities and training conditions where as the remaining 40.5% of employees shows their disagreement with the facilities and training conditions of the organization.

4.6 Employees Perception on how Training Improves Job Performance

Table 4.16 Employees’ perception on how training improves employees’ job performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Level of knowledge and skill to the job	Strongly improved	14	12.1	12.1	12.1
	Improved	61	52.6	52.6	64.7
	Neutral	6	5.2	5.2	69.8
	Less improved	30	25.9	25.9	95.7
	Total	116	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
Confidence in solving problems and making decisions	Strongly improved	37	31.9	31.9	31.9
	Improved	46	39.7	39.7	71.6
	Neutral	14	12.1	12.1	83.6
	Less improved	19	16.4	16.4	
	Total	116	100	100	100
		Frequency	Percent	Valid Percent	Cumulative Percent
Management of time and priorities	Strongly improved	23	19.8	19.8	19.8
	Improved	46	39.7	39.7	59.5
	Neutral	42	36.2	36.2	95.7
	Less improved	5	4.3	4.3	100
	Total	116	100	100	
		Frequency	Percent	Valid Percent	Cumulative Percent
Commitment and motivation	Strongly Improved	19	16.4	16.4	16.4
	Improved	78	67.2	67.2	83.6
	Less improved	12	10.3	10.3	94
	Not Improved	7	6	6	100
	Total	116	100	100	

Source: Own survey, 2016

As shown from the above table 4.16 respondents rating 64.7% agreed that their level of knowledge and skill had improved since they have taken training 25.9% of the respondents perceived that their level of knowledge and skill to the job had less improved since they have taken trainings. The above Table also reveals that, majority of respondents representing 71.6% are confident in solving problems and making decisions had improved due to training provided. In addition to this 16.4 % of the respondent responded that they are their confidence in solving problems and making decisions had not improved.

According to table 4.16, most of the respondents representing 59.5% of the response indicate that their management of time and priorities in job had improved whereas 36.2% of the respondents indicate that their management of time and priorities had less improve, the remaining 4.3% of the respondents indicated that their management of time and priorities had not improved. The above Table also reveals that, majority of respondents representing 83.6% responded that training improved commitment and motivation in addition to this 10.3 % of the respondent perceived that their commitment and motivation had less improved the remaining 6% of the respondents indicated that their commitment and motivation had not improved.

4.7 Correlation

The study is set to determine the association of training and employee performance in MOH Pearson correlation was used to associate the independent variables (induction/orientation, job instruction and lecture) and dependent variable (employee performance).

In Pearson correlation the correlation coefficients ranges from -1 to 1 . A value of 1 implies that a linear equation describes the relationship between variables is said to be positive, with all data points lying on a [line](#) for which Y increases as X increases. A value of -1 implies that all data points lie on a line for which Y decreases as X increases negative relation. A value of 0 implies that there is no linear correlation between the variables. There is a convention that p-values below 0.05 are called significant, p-values below 0.01 are called highly significant, and p-values below 0.001 are called very highly Significant they are often marked *, **, and *** respectively.

Cohen, J. (1988)

Correlations					
		Induction training	job instructions	The lecture training	Job performance
Induction training	Pearson Correlation	1	.849**	.703**	.637**
	Sig. (2-tailed)		.000	.000	.000
	N	116	116	116	116
Job instructions	Pearson Correlation	.849**	1	.780**	.479**
	Sig. (2-tailed)	.000		.000	.000
	N	116	116	116	116
The lecture training	Pearson Correlation	.703**	.780**	1	.371**
	Sig. (2-tailed)	.000	.000		.000
	N	116	116	116	116
Job performance	Pearson Correlation	.637**	.479**	.371**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	116	116	116	116

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

Source: Own survey, 2016

From the above table the correlation between the independent variable induction training and the dependent variable employees job performance is set to be (.637) showing a strong significant relation between employee performance and induction/ orientation training in addition to this job instruction has also a moderate relation with employee performance ranging in about (.479) and also the lecture training has a moderate positive relationship with employee performance as shown in the above table having a value of (.371), generally it is concluded that there is a significant relation between the dependent variable (employee performance) and the independent variable (induction/orientation, job instruction, lecture) in MOH.

4.8 Multiple Linear Regressions

Regression is a technique that can be used to investigate the effect of one or more predictor variables on an outcome variable that is it allows us to make statements about how well one or more independent variables will predict the value of the dependent variable the table below reports the result of the regression model using employee performance as the dependent variable and for the three independent variables (induction/orientation, job instruction and lecture) these variables being measured on a five point likert scale.

The coefficient of determination R square presents how much the variance in the in the measurer of employee performance is explained by the training dimensions. The independent variables adjusted R square have computed as 47.9% adjusted R square of 46.5% with standard deviation of 0.76 of the variance dependent variable employees performance. This shows that 47.9% of the variance in the dependent variable is influenced by the independent variables.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	.479	.465	.7602

a. Predictors: (Constant), lecture, Induction training , Job instruction

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.440	3	19.813	34.281	.000 ^b
	Residual	64.732	112	.578		
	Total	124.172	115			

a. Dependent Variable: job performance

b. Predictors: (Constant), lecture, Induction training , Job instruction

The F ratio explains weather the results have occurred by chance or not computed as larger F value at 34.28 at a significant level of 0.000 which shows that the result has not occurred by a random chance and the model could be considered as significant.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	(Constant)	.064	.227		
1 Orientation/Induction training	.344	.084	.364	4.118	.000
Job instruction	.116	.130	.101	.889	.376
lecture	.470	.127	.357	3.685	.000

a. Dependent Variable: job performance / Source: Own survey, 2016 /

The above table shows that the independent variables (employee training) contribution to that of the variance of dependent variable (job performance) is explained by the standardized coefficient of beta therefore according to the above table the variable which has the greatest effect on employees performance in MOH was orientation/induction training having the standardized coefficient of ($\beta=0.364$) lecture training has computed as of ($\beta=0.357$) having the second effect on employees performance and finally job instruction is computed as ($\beta=0.101$) having the least effect in employees performance in MOH.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This final chapter deals with the summary of the findings, conclusion drawn and recommendations forwarded as per the findings of the study.

5.1 Summary of Findings

The major purpose of this study was to examine the effect of training on employee performance in the case of the ministry of health (MOH). From the study the following particular findings were observed:

The reaction of employees towards the material and facility of training the delivery method as well as the trainer's ability was satisfactory from the finding of the respondents, learning has taken place through training, and it increased their knowledge and offered them the opportunity to identify the potential they have for further development. There is also a change in behavior of employees through the acquired knowledge and skill as a result of training provided.

The study shows that MOH has an induction/orientation training that creates an excellent opportunity for new comers to learn the norms and values of the organization, but the training is not conducted timely also supervisors and peers are willing and able to let trainers apply what they have learned off the job.

In MOH training helps employees to work efficiently and perform their job without a waste. Employees are working well with their regular activities after training. They are also committed as a result of active participation during training and by the facility of training that the organization provides for them.

The perception of employees towards the outcome of training shows there is improvement in the level and skill, managing time, motivation and confidence in solving problems and making decisions.

Results from the correlation analysis indicate that there exists a significant and moderate relationship between independent variables (induction/orientation, lecture and job instruction) and the dependent variable (employee performance) respectively.

The other finding was discovered using multiple regression analysis the specific analysis showed that both on the job and off the job types of training affects employees performance. The R square (0.479) indicates that (47.9%) of the variance in the dependent variable (employee performance) is explained by the independent variable (employees training) in the model.

Employees perceived orientation/induction had the greatest effect on the overall level of performance with a ($\beta=0.364$) showing that one unit in induction/orientation would lead to 36.4 % increase in the level of performance also lecture has a value of ($\beta=0.357$) having an influence on employees performance to that of 35.7% of increment in performance due to lecture training.

5.2 Conclusion

Based on the above findings, the study had finally forwarded the following conclusions.

In MOH training helps employees to be efficient, effective and well committed on their job performance. The perception of employees towards the effect of training on their job performance shows, there is improvement in the level of knowledge and skill, managing time, motivation and confidence in solving problems and making decisions.

The effectiveness of training method of the ministry when measured using Kirkpatrick reaction model learning and behavior shows that there exists an effective training practice in MOH.

The findings from the Pearson correlation was used to show the correlation between the independent variables (induction/orientation, job instruction and lecture) and the dependent variable (employee performance) the results shows that there exists a significant relationship between induction/orientation, job instruction and lecture and employees job performance.

The multiple linear regression analysis showed that there is a strong effect of training on employees' performance.

Human resource training is an essential program for any organization. It was revealed in the findings that the practice of conducted by the ministry is helps employees to be effective, efficient and well motivated in their job performance.

5.3 Recommendations

Based on the identified findings and conclusions drawn, the following recommendations have been forwarded.

- ❖ The organization is doing well with regards to induction/orientation training which is carried out when there are new entrants but the timing of the training should be given a due attention so as to deliver the intended purpose on time.
- ❖ The training practice in MOH should be kept under constant review. It is important to identify the effectiveness of the training practices of the organization. It helps the organization to identify whether the employees are comfortable with their job their work place and the organization they are working for which in turn helps the organization to deliver service intended.
- ❖ MOH should keep on providing both on the job and off the job types of training practices for employees in order to increase their job performance. Because there exists a strong relation between training provided and employee performance.
- ❖ Training program evaluation provides feedback that enables the Ministry to identify training requirement areas of professional employees, further to determine trainees' job performance after the training. In order to achieve this, the sector should:
- ❖ Evaluate the training and development program given to employees before, during and after the training programs through evaluation process. The evaluation should be made based on the objectives of the planned training program.
- ❖ Formulate clear training evaluation and documentation criteria in order to effectively measure the results obtained from the training program delivered to employees for all levels of evaluation, namely, the reaction, learning, behavior change, and results.

Reference

- Armstrong .M (2000); Human Resource Management practice 8th Edition London
KoganpageLtd.
- Armstrong, M. (2001); Human Resource Management: Strategy and Action, Irwin, Boston
- Basarab, D. J. and D. K. Root. 1993. *The training Evaluation Process. A practical Approach to Evaluating Corporate Training Programs*. Boston: Kluwer Academic Publishers.
- Beardwell, N. and Holden, B. 1993. *Managing for Success*. 2nd ed. England: Prentice Hall
Publisher.
- Becker, B. and Gerhart, B. 1996. “*The impact of HRM on organizational performance, Progress and prospects*”. Academy of Management Journal, Vol.39.
- Bee, F. and Bee, R. 1994, *Training Needs Analysis and Evaluation*, London: Institute of
Personnel Management.
- Bernardin, H. 2003. *Human Resource Management: An Experimental Approach*. New York:
McGraw-Hill.
- Brown, and Judith 2002. “*Training Needs Assessment: A Must for Developing an Effective
Training Program*”. Public Personnel Management. Vol. 31. No.4.
- Burrow, J. & Berardinelli, P. (2003). “Systematic Performance of Improvement-Refining the
space between Learning and Results”, Journal of Work Place vLearning, Vol.15, No.1,pp
6-13.
- Cole, D.A. 1997. *Personnel Management: Theory and Practice* (4th ed). London: Martins
printers Ltd. .
- Cowling, A.G. and C, Mailer 1998. *Managing Human Resources*. London: Edward Arnold
Ltd.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.)
- Decenzo, D.A. and Robbins S.P. 1999. *Human Resource Management* (6th ed). New York:
John Wiley Sons, Inc
- DuBria, A.J. 1989. *The Practice of Supervision: Achieving Results through People*. New Delhi:
New Print.
- Decenzo A., Robins P. and Verhulst L. 2010. *fundamental of Human resource management* (10th
ed) U.S.A. : John Willy and sons, Inc.
- Laird D., 2003, *Approches to Training and Development* (3rd ed) Perseus Book groups.

- Graham, H.T. and R. Bennett 1998. *Human Resource Management* (9th ed). London: Pitman Publishing.
- Gomez-Mejia, L., Balkin B.D and Cardy, L.R. 1995. *Managing Human Resource*. London: Prentice Hall.
- Gomez-Mejia,L., Balkin B.D and Cardy,L.R. 2012. *Managing Human Resource*. London: Prentice Hall.
- Hale, R. 2003. "How training can add real value to the business", *Industrial and Commercial Training*, Vol. 35, No. 2, pp. 49-52.
- Harris,D. &, Desimone, R. 1994. *Human Resource Development*. Philadelphia: Harcourt Brace College Publishers.
- Kaila, H.L. 2006. *Organizational Behaviour and Human Resource Management*. New Delhi: ALTBS Publishers and Distributors.
- Keeny, J. and others 1979. *Man Power Training and development: An Introduction*. (2nd ed). London: Institute of personnel Management.
- Kirkpatrick, D. 1979, "Techniques for evaluating training programmes", *Journal of American Society for Training and Development*, Vol. 33, No. 2, pp. 78-92.
- Kirkpatrick, D. (1996), "Four levels of evaluation", *Journal of American Society for Training and Development*.
- Luis R., David B. and Robert L. Cardy (2012). *Managing Human resource* (4th ed)., Boston
- Joshi, M. 2013. *Human Resource Management*. (1st ed) .book boon .com
- Marchington, M. and A. Wilkinson 2000. *People and Organizations: Core Personnel Development*. London: Chartered Institute of Personnel and Development.
- Mathis, L. R., and Jackson, H. J. 2008. *Human resource management*. (8th ed). West Publishing Company.
- Mathis, R. and H, Jackson 1997. *Human Resource Management*. (5th ed). New York: West Publishing Company
- Matthew Lombard. (2010).Practical Resources for Assessing and Reporting Inter coder Reliability in Content Analysis Research Projects.
- Mc Namar, C. (n.d). Employee Training and development: Reasons and Benefits. (online), July 03,2008. [http:// www. Managementhelp.org/trngdev/basics/reasons.htm](http://www.Managementhelp.org/trngdev/basics/reasons.htm)

- Mehereteab G/Selassie (2004). *The Training of Local Government Functions through Distance Education: The Case of South Wello Administrative Zone*. Unpublished Masters Thesis. Addis Ababa University.
- Monappa, A. and Saiyadain 1999. *Personnel Management*. New Delhi: McGraw Hill.
- Nadler, L. 1990, *The Handbook of Human Resource Development*. (2nd ed). New York; Chichester: Wiley.
- Noe, A.R. 2002. *Employee Training and Development*. New York: McGraw-Hill.
- Noe, A. R. 2010. *Employee Training and Development*. (4thed). Boston: McGraw-Hill International Edition.
- Noe, A. R. 2008. *Employee Training and Development* (4thed). Boston: McGraw-Hill International Edition.
- Pigors, C. and A, Myers 1981. *Personnel Administration. A point of view and a method*. (9thed). Singapore: McGraw-Hill International book Company.
- Roger Cartwright , 2003). *Implementing a training and development strategy*. Capstone, united kingdom
- Rothwell, W. J. and H.C. Kazanas 1998. *Mastering the Instructional Design Process: A Systematic Approach*. San Francisco: Jossey-Bass Publishers.
- SAH, K.A 1992. *System Approach to training and Development*. New Delhi, Sterling Publishers
- Scarpello, V.G and Ledvinka, J. 1988. *Personnel/ Human Resource Management Environments and functions*. Boston: PWS-Kent.
- Spector, P. 2000. *Industrial and Organizational Psychology*. USA: John Wiley and Sons, Inc.
- Stone, R. 2002, *Human Resource Management*, (4thed).Milton, Australia: Wiley Art Department.
- Tracy, W. 1984. *Designing Training & Development Systems*. New York: American Management Association Inc
- Truelove, S. 2000. *Training for Development: a hand book*. New Delhi, Cambridge Press.
- Vemiü, J. (2007). Employee training and development and the learning organization. *Economics and Organization* Vol. 4, No 2, Facta Universitatis.
- Werther, W. and K, Davis 1993. *Human Resource & Personnel*. New York: McGraw Hill Inc.
- Wexley, K.N. and Garyu P, Lathan 1991. *Developing and Training Human Resources in Organizations*. New York: Harper Collins Publishers Corporation.

<http://www.assignmentpoint.com/human-resource-management/.html>

<http://smallbusiness.chron.com/developing-effective-employee-training-program.html>

APPENDICES

SECTION 2. Assessment on Training Effectiveness

Show your degree of agreement for the following statements by putting "X" in each table provided for each item:

	Assessment on reaction	Strongly agree	Agree	Less agree	Disagree	<i>Undecided</i>
1	I am satisfied with the training condition including the material and facility of the training that the organization provides					
2	The organization is well providing training programs frequently					
3	The delivery method that the organization used is convenient to get the necessary knowledge and skill					
4	I had a good relationship with my trainer to learn more in the training through raising questions where issues were not clear.					
5	I think the training session in which I have participated is a good use of my time					
6	The training I receive is a great help in my job					
	Assessment on learning	Strongly agree	Agree	Less agree	Disagree	<i>Undecided</i>
7	The training I received has increased my skill, knowledge on the topic					
8	The skills I developed in training helped me to accomplish my tasks more efficiently					
9	The training I received offered me the opportunities to identify the potential I have for further development					
	Assessment on behavior	Strongly agree	Agree	Less agree	Disagree	<i>Undecided</i>
10	I have noticed some changes in my behavior and knowledge as a result of new training					
11	The training increased my motivation in the job that I perform					

SECTION 3: Question on the Type of Training

Show your degree of agreement for the following statements by putting "X" in each table provided for each item:

ON THE JOB TRAINING

	Orientation /induction	Strongly agree	Agree	Less agree	Disagree	Undecided
12	Orientation / induction training is well planned					
13	Induction training is conducted timely					
14	Induction training provides an excellent opportunity for new comers to learn					
15	The norms and values of the company are clearly explained to the new employees during induction					
16	Induction training is of sufficient duration					
	Job instruction	Strongly agree	Agree	Less agree	Disagree	Undecided
17	The instructions are clear and easy to apply					
18	I receive enough support and guidance that I need from my peers and supervisor to fulfill my potential					
19	Job instruction are well documented and ease of access					

OFF THE JOB TRAINING

	Lecture	Strongly agree	Agree	Less agree	Disagree	Undecided
20	The lecture training programs are designed at the level of abilities and education of employees					
21	The type of training I have taken is related with the job I am performing.					
22	Supervisors support the use of techniques learned in training by the employees when they were back to their jobs					

SECTION 4: Question on employees job performance

Show your degree of agreement for the following statements by putting "X" in each table provided for each item:

	Effect of training on job performance	Strongly agree	Agree	Less agree	Disagree	<i>Undecided</i>
23	I feel that training enable me to perform my work with greater accuracy and precisely					
24	The training provided by the organization helped me to perform my work efficiently and effectively					
25	I feel confident that my training enabled me to completely perform all aspect of my job					
26	Because of the knowledge, skill and attitude that I get from the training I can accomplish activities without a waste					
27	After training I feel that I am committed for my work I feel a strong sense of belongingness to the organization since I acquire the needed skill					
28	I feel that active participation during training has a positive effect on my commitment to the organization and for my work					
29	I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my commitment and hence performance					
30	I can say that after training employees in MOH are working well with their regular activities					

SECTION 5: Question on perception on how training improves job performance

Show your degree of agreement for the following statements by putting "X" in each table provided for each item:

	Perception on how training improves your job performance	Highly improved	Less Improved	Improved	neutral	Not improved
31	Level of knowledge /skill to the job					
32	Confidence in solving problems and making decisions					
33	Management of time and priorities					
34	Commitment and motivation					