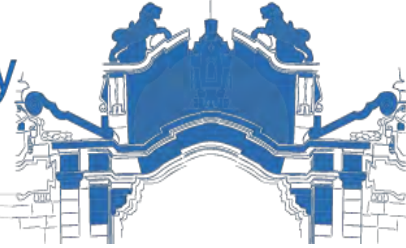




SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !

Addis Ababa University
አዲስ አበባ ዩኒቨርሲቲ



The Effect of Training and Development on Employees' Performance: in All Africa Leprosy, Tuberculosis, Rehabilitation, and Training Center (ALERT)

By: Ayalew Demissie Nake

A thesis Submitted to Addis Ababa University College of Business and Economics School of Commerce for the Partial Fulfillment of the Requirement for the Degree of masters in Human Resource Management

Advisor: WoldeEmmanuelWalombo (PhD.)

June, 2017

Addis Ababa, Ethiopia

**ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS AND
ECONOMICS SCHOOL OF COMMERCEPOST GRADUATE
PROGRAM**

This is to certify that the thesis prepared by Ayalew Demissie entitled-**The effect of training and development on Employees Performance, in All Africa Leprosy, Tuberculosis, Rehabilitation, and Training Center (ALERT)**. Submitted in partial fulfillment of the requirements for the Degree of Masters of Human Resource Management complies with the regulation of the University and meets the accepted standard with respect to originality and quality.

Signed by the Examining Committee:

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

DECLARATION

I, undersigned, declare that the work entitled – **“The effect of training and development on Employees Performance, in All Africa Leprosy, Tuberculosis, Rehabilitation, and Training Center (ALERT)”** is the outcome of my own effort and study and that all sources of materials used for the study have been acknowledged. I have produced it independently except for the guidance and suggestion of my research advisor, WOLDE EMMANUEL WALOMBO (PhD.)

This study has not been submitted for any degree in this University or any other University. It is offered for the partial fulfillment Masters in Human Resource Management.

Ayalew Demissie

Signature

Date

LETTER OF CERTIFICATION

This is to certify that **Ayalew Demissie** has done a study on the topic “**The effect of training and development on Employees Performance, in All Africa Leprosy, Tuberculosis, Rehabilitation, and Training Center (ALERT)**”.under my supervision. This work is original and suitable for the submission in partial fulfillment of the requirement for the award of Masters in Human Resource Management.

Wolde Emmanuel Walombo (PhD.)

Signature

date

ABBREVATIONS AND ACCRONYM

- ⌘ **ALERT**- All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center
- ⌘ **AHRI**- Armauer Hansen Research Institute
- ⌘ **ART**- Anti metro viral therapy
- ⌘ **TB**- Tuberculosis
- ⌘ **MDR**- TB multi drug resistance tuberculosis
- ⌘ **T&D**- training and development
- ⌘ **SPSS**- statistical package for social science
- ⌘ **ANOVA** – Analysis of variance

Acknowledgments

First of all I praise the name of Almighty God who gave me power and patience in every endeavor of my life. Next I would like to express my genuine thank to my advisor, WoldeEmmanuel Walombo (PhD.) as well to my examiner Abraraw chane(PhD.), who ware supporting me, starting from the research topic to the end of the study. I am also thankful the All Africa Leprosy, Tuberculosis, Rehabilitation, and Training Center's employees especially the training and development teams and the health staffs who have participated in clarifying issues, completing the questioner, and also facilitating in the process. I would like to express my deepest gratitude to Bethelhem H/Gebreale. Last but not the least; I acknowledge the grateful understanding and all rounded support extended by my wife, Wro. Mihiret Hailu.

LIST OF TABLES AND FIGURES

LIST OF TABLES

Table 2.1 Advantages and Disadvantage of the on the job training.....	20
Table 3.1The sample size determination method.....	31
Table 3.2 Sampling frame.....	32
Table3.3. Variables of the study.....	34
Table3.4. Reliability test.....	35
Table4.1 Sex of Respondents.....	37
Table 4.2 Age of respondents.....	38
Table 4.3 Educational Qualification.....	39
Table 4.4 Years of Service in the Company.....	39
Table 4.5 Frequency of Training.....	40
Table 4.6 the mean and standard deviation on training design dimensions.....	41
Table4.7 Induction program.....	42
Table 4.8 employee mentoring.....	43
Table 4.9 job rotation.....	43
Table 4.10 seminar.....	44
Table 4.11 lecture.....	45
Table 4.12 the mean and standard deviation on training method dimensions.....	45
Table 4.13 training and development effect on employee effectiveness and efficiency.....	46
Table 4.14 training and development effect on employee effectiveness and efficiency.....	47
Table 4.15 employee job satisfaction.....	48
Table 4.16 employee job satisfaction.....	49
Table 4.17 employee motivation.....	50
Table 4.18 Aggregated percentages of employee effectiveness and efficiency.....	52
Table4.19 Aggregated percentages of employee job satisfaction.....	52
Table4.20 Aggregated percentages of employee motivation.....	52
Table4.21 correlation analysis.....	53
Table4.22 Model Summary.....	54
Table4.23 ANOVA.....	54
Table4.24 Coefficients.....	55

LIST OF FIGURES

Figure2.1 training and development and employee performance.....	27
Figure2.2 conceptual framework.....	29

Abstract

Training and development are continuous process in improving the caliber of employees. The main purpose of this study is to examine the effect of training and development on employees' performance in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT) Training design and delivery methods are used as a variable to the dependent variable employee performance. To conduct this study an explanatory research method was employed. The study was done based on primary and secondary data sources. A quantitative research approach of the data collection was used .The samples were taken from total of 536 ALERT health staff employees 117 were participated. The study was carried out simple random sampling techniques in order to select participants out of the nine divisions in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT). Data analysis was done using Statistical Package for Social Sciences (SPSS). The study made use of descriptive and inferential statistics to analyze the data. The correlation analysis indicates that all relationship between the independent variable training design and training and development methods and employee performance are positively and significantly correlated. The result of regression indicates that the independent variables have accounted 55.4% of variance on dependent variable. Based on the findings of the study, the researcher recommended ALERT to keep constantly review its training and development practices carefully so as to improve employee performance because there exists a significant relationship between training design and training methods with employee performance.

Key words: *training design, on the job training, off the job training, employee performance*

Table of content

Contents

ABBRIATIONS AND ACCRONYM.....	i
ACKNOWLEDGMENTS.....	ii
LIST OF TABLES AND FIGURES.....	iii
ABSTRACT.....	iv
CHAPTER 1.....	1
INTRODUCTION	1
1.1. Background of the study.....	1
1.2. Statement of the Problem	3
1.3. Research questions	5
1.4. Objectives of the Study	5
1.4.1. General Objective	5
1.4.2. Specific Objectives.....	5
1.5. Significance of the study.....	6
1.6. Delimitation of the study	6
1.7. Limitation of the study	6
1.8. Definitions of Terms	7
1.9. Organization of the study.....	7
CHAPTER 2.....	9
REVIEW OF RELATED LITERATURE.....	9
2.1 The Concepts of Training and Development.....	9
2.2 Benefits of Training.....	10
2.3 Steps in Training process.....	11
2.3.1 Training Needs Assessment	12
2.3.2 Training Design	15
2.3.3 Training Delivery	16
2.3.4 Training Evaluation	20
2.4. Employee Performance	21

2.5. Relationship between Training and Development and Employee Performance.....	22
2.6.1. Career Competencies	23
2.6.2. Employee Satisfaction	24
2.6.3. Employee motivation.....	24
2.7. Theoretical Framework	25
2.8. Empirical study	25
2.9. Conceptual Framework.....	26
CHAPTER THREE	28
RESEARCH DESIGN AND METHODOLOGY.....	28
3.1. Introduction	28
3.2. Research Design.....	28
3.3. Population and Sample.....	28
3.3.1 Population	28
3.3.2 Sample size	28
3.3.3 Sampling Technique and Sampling Design	29
3.4. Data Collection Instruments.....	30
3.5 Sources of Data.....	31
3.6. Data Processing and Analysis.....	31
3.6.1. Descriptive Analysis	31
3.6.2. Inferential Analysis:.....	31
3.8. Data collection procedures.....	33
3.9. Ethical considerations	34
CHAPTER FOUR.....	35
RESULTS AND DISCUSSION	35
4.1 Demographic Characteristics of the Respondents.....	35
4.2 Training and development Practices of ALERT	38
4.2.1. Frequency of Training Given to Employees of ALERT	38
4.2.1. Analysis on training design dimension.....	38
4.3 Analysis on the type of trainings given by ALERT	39
4.3.1 Analysis on the job training	40
4.3.2 Analysis off the job training methods	42
4.4. Analysis on the Effects of training and developments on employee performance	44

4.5. Correlation	51
4.6. Multiple Linier Regression analysis	52
5.1. Summary of Findings	54
5.2 Conclusion	56
5.3. Recommendation	58
5.4 other Researches	59
APPENDIX I: REFERENCES	61
APPENDIX II: QUESTIONNAIRE	69

CHAPTER 1

INTRODUCTION

1.1. Background of the study

Organization as a system used different types of resources, including material and human resources to achieve the intended objective. Among these resources human resources are the engine that helps the organization to meet its goal. The survival of any organization depends on the quality of the human resources. Thus organizations should develop and train its employees in order to increase the productivity and its efficiency. Helping employees to become effective in their jobs is one of the most fundamentally important tasks in people management that any work organization has to undertake. Employers depend on the quality of their employees' performance to achieve organizational aims and objectives; employees have motivational needs for development, recognition, status and achievement that can and should be met through job satisfaction and performance achievements (Tyson, 2006).

Employees are the most valuable asset of every organization as they can make or break a organization's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees, both new and existing, do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who do not. Training is a necessity in the workplace. Without it, employees don't have a firm grasp on their responsibilities or duties .Employee training refers to programs that provide workers with information, new skills, or professional development opportunities (Amen Imran, 2013).

The focus of Human Resource Development is on developing the most superior workforce which helps the organization for successive growth. All employees are needed to be valued and they should apply collective efforts in the labor market every time. This can only be achieved through proper and systematic implementation of employee training

and development programs. Employees are always regarded with development in career-enhancing skills which leads to employee motivation and retention. There is no doubt that a well-trained and developed staff will be a valuable asset to the company and thereby will increase the chances of their efficiency and effectiveness in discharging their duties. Training is a learning experience which has a capacity to make positive changes and reach up to the desired objectives of the organization. It improves the ability of the employee to perform the job efficiently and with excellence. Training and development programs are the basic structural and functional foundations for the development of the employees. These foundations are important for guiding the employees through different situations. Training and Development programs are the framework for helping employees to develop their personal and professional skills, knowledge, and abilities. Training imparts knowledge to the employees regarding different issues in the organization and the proper execution of these programs result in number of benefits such as development of profitable, adaptable as well as efficient organization and productive & contented employees,(Pallavi P,2013).

Human resource training is regarded as the most important function of human resource management and unless employees are given appropriate and continuous training they will fail. To cope up with changes that take place in an organization training upgrades and updates the knowledge and skills of employees brings behavioral change of employees towards improving employee performance, (Mulugeta, 2003).

Now-a- days training become a necessity not luxury. For organizations training should be an integral part of the work and development of any organization, large or small .after all company's human resources are among its important assets and the skills and motivation of its workers can be crucial to success. Now days the technology is too dynamic and the existing skill of employees become obsolete and incompatible. Hence training is given to fill gaps in employees' skill, (Yaschilal, 2006).

Cognizant of the importance of training, many organizations in Ethiopia offer trainings to their employees but these organizations do not conduct to evaluate the impact of training.
ibid

All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT) is established 80 years back and comprises of three big services which includes the Hospital, Armauer Hansen Research Institute (AHRI) and the Training services.

The hospital provides service to large number of clients in diverse areas of specialty including leprosy and dermatology, adult and Pediatric, Anti metro viral therapy (ART), Tuberculosis (TB), Multi drug resistance tuberculosis (MDR -TB), maternal health services, plastic surgery, ophthalmology and others.

The Armauer Hansen Research Institute (AHRI) runs and publishes a number of researches in different infectious diseases including leprosy, TB, HIV, malaria, Meningitis, leishmaniasis and others.

The accountability of ALERT center is to the Ministry of Health, and its power and responsibilities are issued by the Federal Hospitals Administration Council of Ministers Regulation No.167/2009 on Negarit Gazetta 15th year No .65 November 2009.

The Center is managed by a Board of Directors that has the power to oversee and supervise its administration, examine and submit to the Ministry annual work and budget and follow up the implementation, forward recommendation to the Ministry, approve internal rules and procedures, establish and direct committees to work effectively, decide on studies and proposals of the Center regarding the establishment of private wing health services, investigate and decide on complaints lodged against the center, examine and approve performance and financial reports of the center.

Even though ALERT center is a large sized organization, like any other organization it gives training for its employees to provide quality service to its customers in order to insure this it will strive to maintain highly trained, motivated and dedicated work force and enhance its internal capacity in various fields .This paper tries to examine in detail the effect of training and development on employees performance.

1.2. Statement of the Problem

As various studies indicate, organizational goals and objectives can be effectively achieved with an active and responsible contribution of its employees. Amen Imran(2013) asserts employees referred as rare, non-imitable and valuable resource of the firm and the

success or failure of any business mainly relies on its employees performance. Thus, organizations realizing the fact are willing to invest in training programs for the development of their employees. Effective training is considered to be a key factor for improved performance; as it can enhance the level of employee and firm competency. It supports to fill the gap between what performance is required and what performance is happening, i.e. gap between desired performance and actual employee performance. Accordingly, this study is aimed at analyzing the staff development programs conducted by All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT).

Both developing and developed countries have suffered from the ineffectiveness of their training programs. There is a significant body of literature which discusses the reasons why training programs in developing countries do not lead to the desired outcomes. Many studies argue that most of the training and development programs in developing countries have failed to achieve their expected results mainly due to their inability to design a training program that targets specific objectives (Healy, 2001: cited in *Ahmad Al-Nuseirat and Mhamed Biygautane*). Healy (2001) states that various training programs were offered in government organizations in some developing countries, but they were very ineffective in the sense that they were very theoretical and too broad, and were not directed towards achieving any specific objectives. According to Healy (2001), the training programs were not responsive to the needs of the employees as their needs or weaknesses have not been identified, and there was also no coordination among the different stakeholders within these organizations.

Like other business organizations, All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT) has been doing a lot in training and developing its employees' performance. Thus, this study was appraising the nature of trainings and development granted by All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT). Moreover, this research was examined the extent to which the training and development programs of the ALERT are effective, responsive to the needs and expectation of its staff, and how this affects employees performance. By doing this, the study seeks to fill the information gap and to show if there is anything done by ALERT to make adjustments on how and in what areas training could be offered. This study, therefore, sets out to assess the effect of training and development on employees' performance. Though there are

enormous researches conducted on the practice of training and development and its effect on employees' performance, no research has been undertaken to examine whether the available researches can be applied to All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT). Hence conducting this research is important to know the effect of employee training and development toward enhancement of employee performance in the training center and to forward possible recommendation.

1.3. Research questions

The research will to answer the following key research questions.

1. What is the effect of training design (objective of the training, training content, selection of trainer) on employee performance?
2. What is the effect of training and development methods (induction programs, employee mentoring, job rotation, lecture and seminar) on employee performance?
3. Is there any relationship between training and development and employee performance?

1.4. Objectives of the Study

1.4.1. General Objective

The major objective of this study is to examine the effects of training and development on the employees' performance in ALERT

1.4.2. Specific Objectives

The study attempts to meet the following specific objectives:

1. To determine the effect of Training design (objective of the training, training content, selection of trainer) on employee performance.
2. To determine the effect of training and development methods (induction programs, employee mentoring, job rotation, lecture and seminar) on employee performance.
3. To investigate the relationship between of training and development and employee performance

1.5. Significance of the study

The purpose of this study is basically to find out issues of employee training and development and how it affects the performance of employees in All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT). Therefore it serves as an input for the human resource development department especially training and development team to reexamine how much they were effective and efficient in their training and development 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. Delimitation of the study

The scope of the study was delimited only to ALERT among other public organizations. Unquestionably making research on the effect of training and development on the employees' performance in all health sectors is necessary. However, due to the hugeness of those health sectors, similarity of mission or purpose of establishment, the researcher financial capacity, time and other constraints the study is carried out only on one of these big organizations entitled All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT).

Moreover, planning, recruitment, selection, compensation administration, performance evaluation, safety and health, promotions, transfers, demotions, separations, employee relations and disciplinary actions, are the concerns of Human Resource Management; this study is undertaken only on the practice of the training and development in the above organization in the health division only due to limited number of research on the area.

1.7. Limitation 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. Definitions of Terms

Training: - A planned and systematic effort to modify or develop knowledge /skill/ attitude through learning experience, to achieve effective performance in an activity or range of activities, (CAPLEY, 2009).

Development: -is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities, (Michael Armstrong, 2006).

Training Need assessment (TNA)- TNA is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary. (Noe,HollenBeck, Gerhart, & Wright, 2008)

Training Design- is a process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

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

Training Evaluation-is a way to evaluate the effectiveness of a training program based on cognitive, skill-Based, affective and result outcomes (Noe,HollenBeck, Gerhart, & Wright, 2008)

Performance: - is the achievement of specified task measured against predetermined or identified standards of accuracy; completeness, cost and speed. In contract, performance is deemed to be fulfillment of an obligation in a manner that release the performer from all liabilities laid down under the contract, (Ekundayo, 2015).

Employee performance: -is defined as the outcome or contribution of employees to make them attain goals. (Herbert, John & Lee 2000) cited by (Nassazi, 2013).

1.9. Organization of the study

This research is organizing in to five chapters. The first chapter introductory part, which contains back ground of the study, an overview of All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT), statement of the problem, research

questions, and objectives of the study, significant of the study, scope and limitation, organization of the study. The second chapter deals with literature review, in which critical review of scholars" work in the research topic will be presenting. The third chapter deals with on methodology and research design that is using to undertake the research, in this chapter the researcher tries to design the study, sample size, source and tools of data collection are presenting. Chapter four is deals with the finding of the study data collection, analysis, results, interpretation, and discussion. The last chapter five is summary, conclusion, recommendations, and annex.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 The Concepts of Training and Development

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

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

These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem (Kennedy, 2009).

Training and development have become the most important factor in the business world today, because training increases the efficiency and the effectiveness of both employees and the organization, (Raja, Furqan and Mohammed, 2011). Training is a systematic

restructuring of behavior, attitude and skills through learning- education, instruction and planned experience. The cardinal purpose of training is to assist the organization achieves its short and long term objectives by adding value to its human capital. Training and development are not undertaken for the sake of training, but rather are designed to achieve some needs. Therefore, training and development are need based in the sense that they are undertaken to fill some knowledge gap within an organization (Gunu et al., 2013).

Additionally, as cited on (Joseph, 2009), training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning (Marmer, 1999). Therefore, Training and development in today's employment setting is far more appropriate than training alone since human resources can exert their full potentials only when the learning process goes for beyond the simple routine (Pallavi, 2013).

2.2 Benefits of Training

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. Training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. Training

is required there is a change in technology, working conditions, products, inadequate performance, and shortage of staff. Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, and increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development,(Itika, 2011).

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

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.

2.3 Steps in Training process

The way in which a firm plans, organizes, and structures its training affects the way employees experience the training, which in turn influences the effectiveness of the training? Effective training requires the use of a systematic training process(Mathis & Jackson, 2011). There are different models that show the steps in the training process, though the contents are more or less the same. According to Kulkarin, (Kulkarin, 2013) the training process involves four stages, namely:

1. Assessment of training needs

2. Designing the training programs
3. Implementation of the training program
4. Evaluation of the training program

2.3.1 Training Needs Assessment

Training needs are discrepancies between identifiable shortfalls in knowledge, skills and attitudes of the employee vis-à-vis what is required by the job, or the demand of organizational change, (Itika, 2011).

Training need is the gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training. (McConnell, 2003)

Needs assessment refers to the process used to determine if training is necessary (Hollen, Gerhart, & Wright, 2008). Needs assessment occurs at two levels—group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problems of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, improving quality of supervision, or discharge will solve the problem. (Garg, 2009)

Assessing Organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help. Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what should be happening before deciding if training will help, what kind is needed (Mathis & Jackson, 2011). Determining training needs typically involves generating answers to several questions.

The first step in training needs analyzing is what training might be necessary (Mathis & Jackson, 2011). A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. (Itika, 2011)

Needs assessment typically involves organizational analysis, person analysis and task analysis.

a) **Organizational Analysis**– is a process for determining the business appropriateness of training. Organizational analysis considers the context in which training will occur. That is organizational analysis involves determining the business appropriateness of training, given the company’s business strategy, its resources available for training, and support by managers and peers for training activities. (Hollen, Gerhart& wright, 2008)

Training needs can be diagnosed by analyzing organizational outcomes and looking at future organizational needs. Organizational analysis comes from various operational measures of organizational performance. Departments or areas with high turnover, customer complaints, high grievance rates, high absenteeism, low performance, and other deficiencies and be pinpointed.

Following identification of such problems, training objectives can be developed if training is a solution. During organizational analysis, focus group of managers can be used to evaluate changes and performance that might require training. (Mathis & Jackson, 2011)

b) **Task/Job analysis** –is the process of identifying the important tasks and knowledge, skill and behaviors that need to be emphasized in training for employees to complete their tasks. (Hollen, & wright, 2008). By comparing the requirements of jobs with the KSAs of employees, training needs can be identified.

c) **Person analysis** – is the process of determining whether employees need training, and whether employees are ready for training. The competencies of current jobholders could also be assessed to determine their suitability for their jobs.

Person analysis involves

- Determining whether performance deficiencies result from a lack of knowledge, skills or ability (a training issue) or from a motivational or design problem

Identify who needs training

- Determining employees’ readiness for training Carrying out a training needs analysis is a task for and experienced trainer, but it also requires a good

understanding of what goes on in the job and what the management is thinking. (Itika, 2011)

Training Objectives and Priorities:-

Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a “gap analysis,” which indicates the distance between where an organization is with its employee capabilities and needs to be. (Mathis & Jackson, 2011)

Training Objectives and priorities are then determined to close the gap. Three types of training objectives can be set:

- **Attitude:** Creating interest in and awareness of the importance of something (e.g., Sexual harassment training)
- **Knowledge:** Imparting cognitive information and details to trainees (e.g., Understanding how a product works)
- **Skill:** Developing behavioral changes in how jobs and various task requirements are performed (e.g., improving speed on an installation). (Goldstein & Ford, 2007)

Once it has been determined that training is necessary, training goals must be established. Management should explicitly state its desired results for each employee. It is not adequate to say we want change in employee knowledge, skills, attitudes, or behavior; we must clarify what is to change and by how much. These goals should be tangible, verifiable, timely, and measurable. They should be clear to both the supervisor and the employee (Decenzo & Robbins, 2010).

Because training seldom is an unlimited budget item and because organizations have multiple training needs, prioritization is necessary. Ideally, management looks at training needs in relation to strategic organizational plans and as part of the organizational change process. Then the training needs can be prioritized based on organizational objectives. Conducting the training most needed to improve the performance of the organization will produce visible result more quickly (Mathis & Jackson, 2011).

2.3.2 Training Design

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

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

Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011)

Tannenbaum and Yukl (1992) provide the following guidelines for design of training that would contribute significantly to training effectiveness:

1. The instructional events that comprise the training method should be consistent with the cognitive, physical, or psychomotor processes that lead to mastery
2. The learner should be induced to produce the capability actively
3. All available sources of relevant feedback should be used, and feedback should be accurate, credible, timely, and constructive
4. The instructional processes should enhance trainee self-efficacy and expectations that the training will be successful and will lead to valued outcomes
5. Training methods should be adapted to differences in trainee aptitudes and prior knowledge

2.3.3 Training Delivery

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

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

Regardless of the method used, ensuring that training is effective the primary goal (Gilley, Gilley, Quatro, & Dixon, 2009). HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods (Decenzo & Robbins, 2010). Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. When choosing a delivery mode, it is important to consider the audience and budget constrictions. The most effective methods depend on the learner and the skill being learned. Training methods are categorized into two groups:- On-the-job Training and Off-the-job Training methods.

Each approach you chose will have advantages and disadvantages. It is this task of the human resource managers in collaboration with the particular functional manager(s) to decide on the best approach from an available list. (Itika, 2011)

Different Organizations are motivated to take on different training methods for a number of reasons (1). Depending on the organization's strategy, goals and resources available.

(2). Depending on the needs identified at the time, and

(3).The target group to be trained which may include among others individual workers, groups, teams, department or the entire organization. (Greer, 2003)

I. On-the-job training

On-the-job training is the most common approach in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work (Greer, 2003).

On job training is planned and structured training that takes place mainly at the normal workstation of the trainee (Beardwell, Holden, &Claydon, 2004). Although people often associate training with classrooms, much learning occurs while employees are performing their jobs.

On-the-job training (OJT) refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the workplace. (Noe, Hollenbeck, Gerhart, & Wright, 2011) On the job training can range from relatively unsophisticated 'observe and copy' methods to highly structured courses built into workshop or office practice (Beardwell, Holden, &Claydon, 2004). It is a simple and cost-effective training method. It is relatively inexpensive trainees learn while producing; and there is no need for expensive off-site facilitates learning, since trainees learn by doing and get quick feedback on their performance

The in proficient as well as semi- proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is "learning by doing." (Wanyoike, 2014).

Types of on-the-job training

a) **Coaching:** -an experienced worker or the trainee's supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step-by step. (Dessler and Varkkey, 2010)

b) **Mentoring:** -The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to- one interaction, like coaching (Dessler&Varkkey, 2010).Every employee, from the clerk to CEO, gets on-the-job training when he or she joins a firm.

c) **Job rotation:** -in which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities. (Goldstein & Ford, 2007)

d) **Apprenticeship** –is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training. (Greer, 2003)

e) **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 (Decenzo& Robbins, 2010).

Table 2-1 Advantages (Pros) and Disadvantage (Cons) of the on the job training

Advantages (Pros) of on the job training	Disadvantage (Cons) of the on the job training
○ Provides realism	○ Disruptions to operation
○ Allows active practice	○ May damage valuable equipment
○ Provides immediate feedback	○ Inconsistent across departments
○ High motivation	○ Inadequate focus on underlying principles.
○ High transfer to job	○ Lack of systematic feedback
○ Less expensive than off-job training	○ Transfer of improper procedures

Source: (Decenzo& Robbins, 2010)

II. Off-the-job training

Off the job training, off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instance of off the job training methods are workshops, seminars, conferences, etc., such method is costly and is effective if and only if large number of employees have to be trained within a short time period. (Noe, HellenBeck, Gerhart, & wright, 2008)

Types of off the job training

a) **Classroom Lectures and Seminars:** -Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and

develop their conceptual and analytical abilities. Many Organizations offer these in-house, through outside vendors, or both. (Greer, 2003)

b) **Simulated training (Vestibule training)**:-is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees' on the job. (Dessler&Varkkey, 2010)

c) **Multimedia Learning**:-can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. (Decenzo& Robbins,2010).

d) **The case study method**: -presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his or her findings and solutions in a discussion with other trainees. (Onyango and Wanyoike, 2014)

e) **Role Playing**: -is to create a realistic situation and then the trainees assume the parts (roles) of specific person in that situation. (Dessler&Varkkey, 2010)

Advantages of the off the job training

- Avoids disruptions to normal operations
- Minimizes distraction
- Avoids safety concerns

Disadvantages of off the job training

- Transfer of training may be more difficult due to different between the training setting and the work setting
- Costs may be higher due to the cost of the training facility
- Trainee motivation may be reduced because the job-relevancy of the training is not as obvious

2.3.4 Training Evaluation

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once a company implements a training program, it must evaluate the program's success, even if it has produced desired results for other companies and even if similar programs have produced desired results for it. (Garg, 2009)

Objectives of training evaluation are:-

- To monitor the quality of training
- To provide feedback
- To appraise the overall effectiveness of the investment in training
- To assist the development of new methods of training
- To aid the individual evaluate his or her own learning experience

Evaluation is an attempt to obtain information (feedback) on the effects of training programs, and to assess the value of the training in the light of that information available. We answer the question: How far has the training achieved its purpose? This is not any easy task because it requires effort, resources, and skills to separate the effects of training on the job performance from other potential environment factors. (Itika, 2011)

It is best to consider how training is to be evaluated before it begins. The most well-known and used model for measuring the effectiveness of training program was developed by Donald L. Kirkpatrick in the late 1950s. Kirkpatrick identified four levels at which training can be evaluated.

Level 1- Reaction: -measure the reaction of the participants toward the training and answers questions about whether the participants liked the training; felt they achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training. (Decenzo & Robbins, 2010)

To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?

Level 2-Learning: -measures how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011). This could be accomplished by pre- and post-testing the participants or by evaluating the participants against a control group that

has not been trained. (Jackson,2011). To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

Level 3 – Behavior: - measures whether the training actually changes the employee's behavior when he or she returns to the job. This might be evaluated by the participants. Supervisors or trainer,(Decenzo& Robbins, 2010). This means measuring the effect of training on job performance through observing job performance. To what extent did participants change their behavior back in the workplace as a result of the training?

Level 4 – Results: -measures whether the training benefited the employer or not. This means measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by determining ROI or by evaluating a behavior against another standard, such as a benchmark. (Mathis & Jackson, 2011)

2.4. Employee Performance

As sighted on Joyce(2012), According to (Krietner, 1995) in this book 'The Good Manager's Guide', no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies. There is the need to establish a shared workforce understanding about what is to be achieved at an organizational level.

It is about aligning the organizational objectives with the employee's agreed measures, skills competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce. Employee's performance means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. Employees can be said to have performed when they have met the expectations and performed up to standard, (Joyce2012).

2.5. Relationship between Training and Development and Employee Performance

As sighted on Eunice, (2014), Myles(2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from the satisfied customers.

The performance of workers and organizations in delivering public services is a multi-faceted concept. It can be understood in an expansive or a more narrow way. The expansive understanding includes factors internal to an organization such as job satisfaction, organizational citizenship behavior voluntarily helping others in the work place (Organ, 1988), and organizational commitment (the strength of a person's attachment to and involvement in an organization, (Grusky, 1966). All of these have in turn been shown to be conducive to performance understood more narrowly, namely as outputs and outcomes, in particular efficiency, and effectiveness.

Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000).

Therefore, role of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Caetano, 2007). (Taiwo, 2001) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. (Obisi,1996) submitted that training aim at developing

competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also (Taiwo , 2001) postulated that the process of training is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations.

According to (Amisano, 2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

2.6. Role of Training and Development on Employees' performance

2.6.1. Career Competencies

Employees get a lot of benefits from the employee training and development program. They learn the soft and technical skills as required by their jobs. In last 30 years unemployment is at its lowest rates which is not beneficial for the workers to start new job, if opportunities for growth are fewer (Dobbs 2000). Fresh university graduates mostly considering for a firm which provides intensively training programs to their employees, but this idea is risky for organizations to lose fresh trained employees with couple of years (Feldman, 2000). Professional which are placed in the industry of information technology, identify that knowledge is authority and they required to retain their abilities and talent according to current requirement of the market. Most of the employees recognize the importance of training program and would like to increase their salary (Dillich, 2000) cited by (Ahmed, 2013).

It is also expected from the fresh graduate not appropriately equipped for the continually changing business environment (Gerbman, 2000). Young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of future (Feldman,2000).Employee development program

help employees to survive in the future and develop their abilities to cope with new technologies.

Employees understand that training program can directed to superior duties and higher remuneration, (Fenn, 1999). Furthermore, helping workers to improve their skills and knowledge to cope with the future requirements, lead to job satisfaction.

2.6.2. Employee Satisfaction

Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Garger, 1999). Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization. Companies which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover.

Loyalty with the organization cannot be calculated but it is substantial to intrinsic reward that employee feel. Employee feels comfortable and wants to stay with their organization, when they feel they are putting their efforts and skills in the bottom line for their organization. Employees who are satisfied with their jobs, believe that their work has a purpose and important for their organization (Moses 2000). Usually the best performers do not leave a job for the purpose of financial benefits. Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the encounter of different duties, and looking for personal and professional development. Therefore, nourishing these requirements facilitates in figure up confidence, self-esteem and job gratification in employees (Nunn, 2000).

2.6.3. Employee motivation

According the Robbins (1989), many people view motivation as a personal trait. Studies have however revealed that motivation is as a result of interaction between an individual and the situation. Individuals differ in their basic motivational drive. Finchman and Rhodes (1996) also define motivation as the willingness to exert high levels of effort towards organizational goals conditioned by the efforts and ability to satisfy some

individual need. The three key elements are effort, organizational goals and needs. Effort is a measure of the intensity put in by the individual. A motivated individual will put in more effort than a less motivated individual. However, high levels do not necessarily mean favorable job performance outcomes unless the effort is channeled in a direction that benefits the organization. It is therefore necessary to consider the quality of effort as well as its intensity. Effort has to be directed toward and consistent with organizational goals to be effective.

2.7. Theoretical Framework

Training and development are importation for survival of any organization and also imperative for effective performance of employees hence on the basis of the basis of the above review literature the following proposition could be drawn.

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

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



Figure 2.1 relationships between training and development and employee performance

2.8. Empirical study

Kiweewa.s and Asimwe (2014) conducted a research on the implications of training on employee performance in regulatory organizations in Uganda. Using a sample of 80 respondents out of the expected 108 (respondent rate of 81 %), the paper demonstrates a significant relationship between training and employee performance in regulatory organizations in Uganda. The study used a questioner to collect data among key stake

holders. The finding of this study is that majority (54.5%) of the respondents indicate that the training benefited both the organizations and the employees.

They specified that the company improved in performance due to the skills acquired. 80.7% indicated that the company was satisfied with their performance after training b/c performance gaps in the identified area had been met, known through appraisal. The study also conducts person correlation in order to know the relationship between the variables and the result is 0.433. In general, training and performance have a relationship.

Tazebacw (2011) conducted a study to assess the effect of training on employees' performance in public organizations by using simple random sampling of 60 employees. According to this research, the responses indicate that most of the time employees didn't involve in the designing and development of the organization training. The research understood from responses of respondents that the organization used both performance evaluation results and seniority to select employees for different training. However, some respondents were not clear about the mechanism that the organization practices. The training managers explain that both on-the-job and off-the-job training methods are available even if the first type of training is most of the time given for employees.

The findings of this research indicate that the majority of the respondents are agreed on the value of taking training in group for learning of knowledge, skills, and attitudes than individuals.

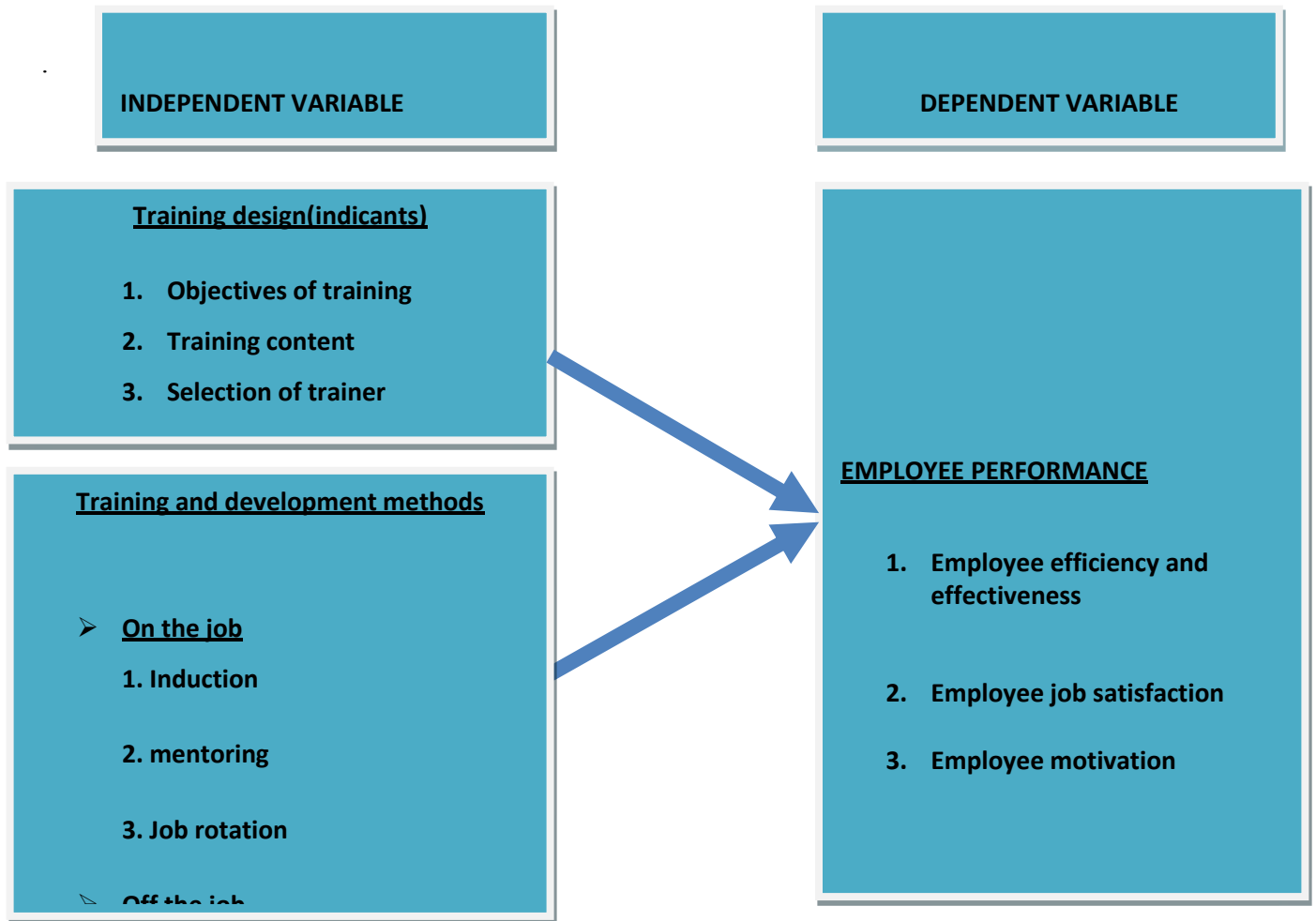
2.9. Conceptual Framework

The conceptual framework that could be developed to study the effect of training and development is based on the review of the literature. The framework interlinks independent and dependent variables as depicted below.

The **independent variable** (training design and training and development methods) demonstrates the activities under training and development that have a bearing on the employee performance dependent variable. The ones in the left include; Objectives of training, Training content, Selection of trainer in training design and Induction, Employee mentoring, Job rotation, Lecture and seminar in training and development methods

The **dependent variable** attempts to depict the likely effect on employee performance from training and development initiatives (independent variables). It is expected that the day to day training and development initiatives of ALERT will affect the employees' performance (Employee efficiency and effectiveness, Employee job satisfaction, Employee motivation)

Figure 2.2. Conceptual frame work



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

In the previous chapter deals with literature and concepts related to the subject matters of the research. In this chapter the researcher tried to show the research design and methodology that will be using in conducted the study. Research design, population, sample size and sampling method, research instrument, source and method of data collection, procedure of data collection, and ethics and method of data analysis and presenting.

3.2. Research Design

This study used explanatory research design to examine the effect of training and development on employees' performance. In addition the study also is a cross-sectional research.

3.3. Population and Sample

3.3.1 Population

According to Kombo& Tromp (2006), stated population as a group of individuals, objects and items from which samples are taken for measurement. For the purpose of this study, the target population is 536 which are the health staffs only, because of the time constraint and operation difficulty in contacting all employees in all directorates and case teams.

3.3.2 Sample size

In order to determine the sample size of the study, the researcher decides to apply the following sample determination table to determine the representative sample size which was developed by Carvalho(1984), Accordingly, a sample of 125 employees were selected from the target population health staff employees of ALERT. the following table shows the breakdown of population range the small, medium and large sample that can be drawn for

the study.

Table 3.1 The sample size determination method

Population size	Sample size		
	Small	Medium	Large
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1,201-3,200	50	125	200
3,201-10,000	80	200	315
10,001-35,000	125	315	500
35,001-150,000	200	500	800

Source Source .J. Carvalho, 1984

3.3.3 Sampling Technique and Sampling Design

The nine different divisions of ALERT were served to collect data. The study used simple random sampling X from each division select to 125 respondents. Therefore the study were comprised of 125 medical staff employees, and then from the result of total sample size the researcher proportionally allocated the population size to the nine divisions using the following formula.

The sample is determined as $nX = \frac{NXn}{N}$

Where: **N**= total pop

x = no of employees in division

n = no of sample size

Table 3.2 Sampling frame

LINE DEPARTMENT AND ITS STAFF SIZE			
N°	DIVISION	N° of employees (health staffs)	$nX = \frac{NXn}{N}$
1.	Emergency medical service	35	8
2.	Outpatient medical service	163	38
3.	Inpatient medical service	103	24
4.	Rehabilitation and physiotherapy medical service	16	4
5.	Central pharmacy case team	25	6
6.	Central laboratory case team	26	6
7.	Radiology and anesthesiology	12	3
8.	Laboratory experiment	42	10
9.	Trauma center	114	26
	Total	536	125
Source: (HRIS report, As of January,2017)			

3.4. Data Collection Instruments

The main emphasis of this study was examining the effect of staff training and development systems on All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT). Hence, the study's unit of analysis was employees ALERT in nine divisions. Therefore, the data essential for this research was gathered mainly from employees through questionnaire. The questionnaire was adapted from Mekides (2015) on the independent variable and was adapted from ANGELA (2014) on the dependent part. The questionnaire was designed on Likert five point rating scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). The data needed for this study was also collected from secondary sources through reviewing different documents.

3.5 Sources of Data

According to William, et al., (2010), there are two types of data, primary and secondary. The primary data are those which are gathered for the first time and a fresh and thus collected for the case at hand (Kothari, 2004). Secondary data is defined as data that has been previously collected for some purpose other than the one at hand. In order to get relevant information for the study the researcher uses both primary and secondary data sources. Both secondary and primary data were collected from different sources. The primary sources of this study were employees of ALERT specifically the different health departments. Secondary data was collected from training and development regulation, reports, and performance appraisals.

3.6. Data Processing and Analysis

Descriptive analysis used to analyze data gathered through questionnaires. The data gathered through questionnaires was fed into SPSS to make the data ready for processing through figures and tables i.e. a descriptive analysis was implemented. And then multiple regression analysis was applied to assess the magnitude and direction of each independent variable.

3.6.1. Descriptive Analysis

The descriptive statistical results were presented by tables, frequency distributions and percentages to give a condensed picture of the data. This was achieved through summary statistics, which includes the means, standard deviations values which are computed for each variable in this study.

3.6.2. Inferential Analysis:

Inferential statistics allow researchers to infer from the data through analysis the relationship between two variables; differences in a variable among different subgroups; and how several independent variables might explain the variance in a dependent variable (Sekaran, 2000) as sighted on mekides(2015).Therefore, the inferential statistical methods that are used for the study are explained as follows:-

The Pearson Correlation analysis

As stated on Alwadaei (2010) Correlation Analysis: is to show the strength of the association between the variables involved. Inter-correlations coefficients (r) were calculated by using the Pearson's Product Moment. Field (2006) also state that the output of correlation matrix can be the correlation coefficient that lies between -1 and +1 within this framework, a correlation coefficient of +1 indicates a perfect positive relationship, and a correlation coefficient of -1 indicates a perfect negative relationship; whereas a coefficient of 0 indicates no liner relationship. While, for correlations purpose the descriptors developed by Davis (1971) was used.

Interpretation of strength of correlation coefficient

Value of coefficient Relation between variables 0.70-1.00 Very strong association, 0.50-0.69 Substantial association, 0.30-0.49 Moderate association, 0.10- 0.29 Low association, and 0.01-0.09 negligible association. (Alwadael, 2010)

Multiple Regression Analysis

Multiple regression analysis takes into account the inter-correlations among all variables involved. This method also takes into account the correlations among the predictor scores. Multiple regression analysis more than one predictor is jointly regressed against the criterion variable (Cohen &Swerdlik, 2002). This method is used to investigate the effect of training and development dimensions (training design and training and development methods) and employee's performance

Table3.3. Variables of the study

Independent variable	Dependent variable
Training design	Employee performance
Training and development methods	

Source: Author (2017)

3.7 Reliability 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. Hence, according to Lombard (2010), Coefficients of 0.90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 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 whole items measured showed that there was internal consistency and reliability which means the whole items were reliable and acceptable because as Lombard stated coefficients of 0.9 or greater are nearly always acceptable.

Table 3.4 Reliability test

Variables	Cronbach's Alpha	N° of Items
Training design	0.933	13
On the job training method	0.906	10
Off the job training and method	0.908	6
Employee performance	0.948	16

Source: Author (2017)

3.8. Data collection procedures

The researcher was used questionnaires to collect data. The purposes of questionnaires are to investigate the effect of training and development and employees' performance, and to assess the overall training and development practice of ALERT. In addition, secondary sources of information were gathered from the institution human resource management policies and journals on human resource management, and previous researches. In these procedures the researcher was collected data about the effect of training on employee performance by considering both the independent variable i.e. training and the dependent variables which is employee performance.

3.9. Ethical considerations

To undertake the research, the necessary approval and permission letter was written and obtained from the University and All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT). 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 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

RESULTS AND DISCUSSION

In this chapter, data gathered through questionnaire are presented, analyzed and interpreted using percentages and frequencies with the help of Statistical Package for Social Science (SPSS). To collect relevant data, 125 questionnaires were distributed to employees of All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT). Among the questionnaires distributed to employees (125 questionnaires), the researcher collected 117 properly filled questionnaires in which the response rate is 93.6 percent. 8 (eight) questionnaires missed because in one hand some of them were incomplete on the other hand respondents failed to return back their filled questionnaire to the researcher. According to the organized questionnaires, the researcher produced the following analyses.

4.1 Demographic Characteristics of the Respondents

I. Sex of Respondents

The demographic data for sex shows that out of the 117 respondents 50 respondents are male and 67 respondents are female. As table 4.1 shows the majority of respondents are females that represented 57.3 percent, while males represents the remaining 42.7 percent.

Table 4.1: Sex of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
male	50	42.7	42.7	42.7
Valid female	67	57.3	57.3	100.0
Total	117	100.0	100.0	

Source: Author (2017)

II. Age of respondents

The instrument administered categorized the age of respondents in to four major categories namely: 18-28, 29- 39, 40- 50 and above 5. Accordingly, the results were 56.4 %, 36.8, %, 6.0 % and 0.9% respectively. The majority of the respondents fall under the age group of 18- 28. Thus, it can be implied that the randomly selected respondents were younger and currently taking a one, two or several times training so the data was enough which can incline the value of the study.

Table 4.2: Age of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
18-28	66	56.4	56.4	56.4
29-39	43	36.8	36.8	93.2
Valid 40-50	7	6.0	6.0	99.1
above 51years	1	.9	.9	100.0
Total	117	100.0	100.0	

Source: Author (2017)

III. Educational Level of Respondents

The table 4.3 shows those respondents' educational level ranges from certificate to master's degree. Majority of the respondents, i.e.54.7 percent of the respondents (64 out of the total 117 respondents) hold diploma which represents and37.6percent of the respondents (44 out of total 117) hold degree. While the remaining 3,4and 2 of them are masters certificate and other educational level holders, respectively. This shows that almost all employees are capable of quickly acceptable training and development and implement to their own jobs.

Table 4.3: Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid certificate	3	2.6	2.6	2.6
diploma	64	54.7	54.7	57.3
degree	44	37.6	37.6	94.9
masters	4	3.4	3.4	98.3
other	2	1.7	1.7	100.0
Total	117	100.0	100.0	

Source: Author (2017)

IV. Years of Service in ALERT

Regarding the respondents work experience as shown in the above table 4.4 the majority 52.1% of the respondents have 1-5 years of working experience whereas 29% of the respondents have 0-1 year of working experience, While the remaining 15.4% and 3.4% of the respondents had experience of 6-10 years of working experience above 11 years in All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT). Generally, respondents profile can show a considerable issue for the study in providing valuable information.

This revealed that majorities of the respondents are not too experienced in which the organization is believed to provide training to its employees to escalate their working performance and in turn serve the interest of the client.

Table 4.4: Years of Service in the ALERT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below one year	34	29.1	29.1	29.1
1-5	61	52.1	52.1	81.2
6-10	18	15.4	15.4	96.6
11-15	4	3.4	3.4	100.0
Total	117	100.0	100.0	

Source: Author (2017)

4.2 Training and development Practices of ALERT

4.2.1. Frequency of Training Given to Employees of ALERT

The training frequency of the respondents is shown in the following table, as in the table below table 4.5 shown Majorities of the respondents cumulatively amounted 48 (41 percent) got trained for twice. While 34 of the respondents claimed that they took training only one time, the remaining 35 respondents acquire training for several times. As it is discussed above, majorities of the respondents have been serving their organization ranging from 1 to 5 years. Here, 34 of the respondents claimed that they took training for one time which might be related with the number of years they stay in the organization, on the one hand. The company is expected to do a lot to help improve the overall performance of these employees.

Table 4.5: Frequency of Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	only once	34	29.1	29.1
	twice	48	41.0	70.1
	several times	35	29.9	100.0
	Total	117	100.0	100.0

Source: Author (2017)

4.2.1. Analysis on training design dimension

The data depicted in the following tables, Table 4.6 shows to what extent the trainings were designed according to the intended objectives and whether objective of the training is known, the contents are relevant; approaches implemented during the training helped trainers achieve the training goals.

Table 4.6 the mean and standard deviation on training design dimensions

	N	Mean	Std. Deviation
mean of objectives of training	117	3.7158	1.01758
mean of training content	117	3.5962	.98526
mean of selection of trainer	117	4.6923	1.15099
Valid N (listwise)	117		

Source: Author (2017)

Table 4.6 indicates the summary of descriptive statistics of all variables that are evaluated based on a 5-point scale (1 being strongly disagreed to 5 being strongly agreed). As it is indicated above the mean of objective of training, training content and selection of trainer was presented which is 3.71, 3.59, and 4.69, respectively. According to Zaidaton&Bagheri (2009) As sighted on mekides (2015), the mean score below 3.39 was considered as low, the mean score from 3.40 up to 3.79 was considered as moderate and mean score above 3.8 was considers as high as illustrated by Comparison bases of mean of score of five point Likert scale instrument.

Standing from above result shows the mean score 3.71 for objectives of training with standard deviation of 1.01. Since the mean of (the mean score from 3.40 up to 3.79 was considered as moderate) objectives of training is moderate mean score. Likewise the mean score of training content 3.59 with standard deviation.98 considered as moderate mean score Furthermore, the above result shows the mean score 4.69 for selection of trainer with standard deviation 1.15.is considered as high.

4.3 Analysis on the type of trainings given by ALERT

There are two broad types of training and development available as discusses in the review of the literature in all business and service delivery organizations; on the job and off the job techniques. This section tries to find out the satisfaction level of workers on the type of

training that exists in ALERT with regards to induction, employee mentoring, job rotation from on the job training likewise lecture and seminar from off the job training. The respondent's value judgments were computed using statistical tools such as mean and standard deviation. The mean indicates the sample group averagely agrees or does not agree with the different statements .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 single sample.

4.3.1 Analysis on the job training

On the job training is delivered to employees while they perform their regular jobs. In this way they do not lose time while they are learning (Armstrong, 2006)

Table 4.7. Induction program

statement	N	Mean	Std. Deviation
ALERT has a planned induction program for new employees.	117	3.50	1.317
The norms and values of ALERT are clearly explained to the new employees during induction	117	3.53	1.257
The induction program was conducted timely	117	3.45	1.276
The induction program has sufficient duration	117	3.50	1.215
Valid N (list-wise)	117		

Source: Author (2017)

As the table indicates with the mean of 3.53 the majority of employees agreed that the induction training provides by the organization creates an opportunity for new comers to learn the norms and values; the norms and values are clearly explained to them during the training. As for the induction program being planned well and whether it has sufficient duration the respondents have the same opinions i.e. with the mean 3.50 showing an agreement; Whereas the mean 3.45 indicates that training is not conducted timely.

Table 4.8 employee mentoring

statement	N	Mean	Std. Deviation
My supervisors and seniors give me an opportunity to express my views, feelings concerning the objectives and standards of work.	117	3.49	1.119
My supervisors and seniors and I regularly review the objective of sharing knowledge for improvement.	117	3.45	1.185
I receive enough support and guidance that I need from my peers and seniors to fulfill my potential	117	3.45	1.185
Valid N (list wise)	117		

Source: Author (2017)

As the table indicates the majority of the respondents with a mean of 3.49 agree that they get an opportunity to express their views, feelings concerning the objectives and standards of work. As for supervisors and seniors regularly review the objective of sharing knowledge for improvement with them and whether they receive enough support and guidance from their peers and seniors have the same opinions i.e. with the mean 3.45 showing an agreement

Table 4.9 job rotation

statement	N	Mean	Std. Deviation
Job rotation program of ALERT broadened my ability to do variety of tasks.	117	3.38	1.180
Job rotation program of ALERT is an excellent system to acquire new methods of work	117	3.37	1.208
I have got an opportunity to do a variety of tasks.	117	3.46	1.134
Valid N (list-wise)	117		

Source: Author (2017)

With statistical mean 3.46 indicates from the majority respondents of the employees they have got an opportunity to do variety of tasks the mean 3.38 and 3.37 indicates from the

respondents of the employees job rotation of the organization broadened their ability to do variety of tasks and agreed is an excellent system to acquire new methods of work respectively.

4.3.2 Analysis off the job training methods

4.3.2.1 Seminar

As table 4.10 shows, the majority of the respondents with the mean 3.40 agree the seminar they have taken is designed at the level of their abilities. As for the opportunities to participate in seminar and training and development teams support the use of techniques learned in in seminar to be applicable on the job respondents with a mean of 3.34

Table 4.10 seminar

statement	N	Mean	Std. Deviation
I had an opportunity to participate in seminar	117	3.34	1.261
The Seminar method of delivery mode is designed at the level of abilities of participants	117	3.40	1.197
Training and development teams support me the use of techniques learned in seminar that I bring back to my job	117	3.34	1.233
Valid N (list-wise)	117		

Source: Author (2017)

4.3.2.2Lecture

As the table 4.11 shows, the majority of the respondents with the mean 3.49 agree that the type of training they have taken is applicable for the job after training .As for training and development teams support the use of techniques learned in training respondents with a mean 3.48 . For the design of training considering the level of abilities and education of employees, the above table shows the respondents are agreement with a mean of 3.33

Table 4.11 lecture

Statements	N	Mean	Std. Deviation
The lecture training programs are designed at the level of abilities and education of participants	117	3.33	1.293
The type of training I have taken is applicable for the job after training	117	3.49	1.236
Training and development teams support me the use of techniques learned in lecture that I bring back to my job	117	3.48	1.264
Valid N (listwise)	117		

Source: Author (2017)

Table 4.12 the mean and standard deviation on training method dimensions

	N	Minimum	Maximum	Mean	Std. Deviation
Mean of induction	117	1.00	5.00	3.4979	1.10567
Mean of employee mentoring	117	1.00	5.00	3.4644	1.01894
Mean of job rotation	117	1.00	5.00	3.4017	1.05094
Mean of seminar	117	1.00	5.00	3.3618	1.10863
Mean of lecture	117	1.00	5.00	3.4330	1.13568
Valid N (list-wise)	117				

Generally As indicated the above table (4.12) the mean of the induction program ,employee mentoring , job rotation , seminar and lecture was presented as follows 3.4979, 3.4644, 3.4017,3.3618and 3.4330respectively as the mean scores all training methods in ALERT performed in the moderate level i.e. (the mean score from 3.40 up to 3.79 was considered as moderate) except seminar that is performed in lower level. i.e (the mean score below 3.39 was considered as low)

4.4. Analysis on the Effects of training and developments on employee performance

Training and development generates benefits for the employee as well as the organization by positively influencing employee performance through the development of knowledge, skills, ability, competencies and behavior. Thus it is the knowledge and the skills acquired for the job that makes employees effective and efficient. In this section the employees' performance are going to be analyzed based on effectiveness and efficiency, job satisfaction and motivation.

Table 4.13 training and development effect on employee effectiveness and efficiency

	Agreement level	Frequency	Percent	Cumulative Percent
30.)The training and development provided by ALERT helped me to perform my work quickly and efficiently	strongly disagree	10	8.5	8.5
	disagree	20	17.1	25.6
	neutral	24	20.5	46.2
	agree	26	22.2	68.4
	strongly agree	37	31.6	100.0
	Total	117	100.0	
31.)Because of the knowledge, skills and attitude that I received from the training and development I can accomplish activities without waste	strongly disagree	11	9.4	9.4
	disagree	12	10.3	19.7
	neutral	24	20.5	40.2
	agree	31	26.5	66.7
	strongly agree	39	33.3	100.0
	Total	117	100.0	
32.) Training and developments are enabling me to perform my work with greater accuracy and precision.	strongly disagree	9	7.7	7.7
	disagree	15	12.8	20.5
	neutral	26	22.2	42.7
	agree	26	22.2	65.0
	strongly agree	41	35.0	100.0
	Total	117	100.0	

Source: Author (2017)

One of the factors that we can measure performance of employees is through effectiveness and Efficiency. When the employees asked whether the training they took has made them perform their work quickly and efficiently, does it help them accomplish activities without waste and also when asked does training and development enables them to perform their

work with greater accuracy and precision their agreement was respectively as follows 31.6%, 33.3% and 35.0% strongly agree that their efficiency has increased after they took training and development 22.2%, 26.5% and 22.2% of the respondents agree that their efficiency has increased after they took training and development also 20.5%, 20.5% and 22.2% of the respondents level of agreement is neutral. The rest of the respondents disagree that it is not because of the training that they perform their work quickly, efficiently and without waste.

Table 4.14 training and development effect on employee effectiveness and efficiency

	Agreement level	Frequency	Percent	Cumulative Percent
33.) I carried out works in group after training because it enables me more effective than individually.	strongly disagree	7	6.0	6.0
	disagree	15	12.8	18.8
	neutral	26	22.2	41.0
	agree	28	23.9	65.0
	strongly agree	41	35.0	100.0
	Total	117	100.0	
	34.) Because of the good training practices of ALERT, After training and development I am committed for my work and my organization.	strongly disagree	12	10.3
disagree		16	13.7	23.9
neutral		22	18.8	42.7
agree		30	25.6	68.4
strongly agree		37	31.6	100.0
Total		117	100.0	
35.) I am better-off to rely on myself for a solution when things are looking difficult in my work because of the knowledge and attitude that I learned from the training and development.	strongly disagree	14	12.0	12.1
	disagree	13	11.1	23.3
	neutral	23	19.7	43.1
	agree	33	28.2	71.6
	strongly agree	33	28.2	100.0
	Total	116	99.1	

Source: Author (2017)

As the above table indicates 23.9% and 35% of the respondents agree and strongly agree that training enable them effective in group than individually. 26(22.2%) took neutral side with the training and development enabling them effective in group than individually. 15(12.8%) and 7(6%) of the respondents disagree and strongly disagree that training enable them effective in group than individually

Out of 117 respondents 67 of them answer that they are committed for their work and organization that training increased their level of commitment i.e. strong sense of belongingness. 18.8% of the respondents were neutral with this aspect. The rest 13.7% and 10.3% of the respondents disagree and strongly disagree that training is a factor for increasing commitment for both work and organization .this shows that 40% of the respondents are unsatisfied with the use of training for increasing commitment

As the above table indicates out of 117 respondents 66 of them answer they are better off to perform their work by them self for a solution when things are looking difficult in my work because of the knowledge and attitude that they learned from the training and development 23(19.7%) of the respondents were neutral with this aspect. The rest13 (11.1%) and 14(12.0%) of the respondents disagree and strongly disagree that training is the factor that gives them confidence to perform their jobs respectively. this shows that 23.1% of respondents are unsatisfied with the use of training in performing the tasks that is assign to them

Table 4.15 employee job satisfaction

	Agreement level	Frequency	Percent	Cumulative Percent
36.)Employee training offers me an opportunity to learn new skills	strongly disagree	10	8.5	8.5
	disagree	17	14.5	23.1
	neutral	23	19.7	42.7
	agree	35	29.9	72.6
	strongly agree	32	27.4	100.0
	Total	117	100.0	
	37.)After attending trainings and development programs, I have given opportunities to be assigned a variety of responsibilities	strongly disagree	6	5.1
disagree		14	12.0	12.0
neutral		27	23.1	23.1
agree		36	30.8	30.8
strongly agree		34	29.1	29.1
Total		117	100.0	100.0
38.)Training and development empower me to achieve a degree of independence associated with work rules	strongly disagree	7	6.0	6.0
	disagree	14	12.0	17.9
	neutral	28	23.9	41.9
	agree	47	40.2	82.1
	strongly agree	21	17.9	100.0
	Total	117	100.0	

Source: Author (2017)

As the table shows (4.15) question 36 indicates 67(57.3%) of the respondents agree that training offers them an opportunity to learn new skills. Accordingly 23(19.7%) of them are neutral the rest 27 (23%) of the respondents disagree that training offers them an opportunity to learn new skills

As the table shows (4.15) question 37 indicates 70 (59.9%) of the respondents agree that after attending trainings and development programs, they have given opportunities to be assigned a variety of responsibilities while 27(23.1%) of the respondents are neutral the rest 20(17.1%) of the respondents disagree that they have given opportunities to be assigned a variety of responsibilities

As the table shows (4.15) question 38 indicates 68 (58.2%) of the respondents agree that Training and development empower them to achieve a degree of independence associated with work rules while 28(23.9%) of the respondents are neutral the rest 21(18%) of the respondents disagree that Training and development empower them to achieve a degree of independence associated with work rules.

Table 4.16 employee job satisfaction

39.)After attending trainings and development programs, I have given opportunities to be assigned a variety of responsibilities	Agreement level	Frequency	Percent	Cumulative Percent
	strongly disagree	6	5.1	5.1
	disagree	18	15.4	20.5
	neutral	25	21.4	41.9
	agree	43	36.8	78.6
	strongly agree	25	21.4	100.0
	Total	117	100.0	
40.)Training and development enable me to use my skills and talents better	strongly disagree	4	3.4	3.4
	disagree	22	18.8	22.2
	neutral	23	19.7	41.9
	agree	38	32.5	74.4
	strongly agree	30	25.6	100.0
	Total	117	100.0	

Source: Author (2017)

As in the above table (4.16) shown question 39 indicates 68 (58.2%) of the respondents agree that after attending trainings and development programs, they have given opportunities to be assigned a variety of responsibilities while 25(21.4%) of the respondents are neutral the rest 24(20.5) of the respondents disagree that after attending trainings and development programs, they have given opportunities to be assigned a variety of responsibilities.

As in the above table (4.16) shown question 40 indicates 68 (58.2%) of the respondents agree that training and development enable them to use their skills and talents better while

23(19.7%) of them are neutral the rest 26(22.2%) disagree that Training and development enable them to use their skills and talents better.

Table 4.17 employee motivation

41.)The training and development I have taken in ALERT gave me the necessary skills to work in tasks in a motivated manner	Agreement level	Frequency	Percent	Cumulative Percent
	strongly disagree	13	11.1	11.1
	disagree	13	11.1	22.2
	neutral	30	25.6	47.9
	agree	28	23.9	71.8
	strongly agree	33	28.2	100.0
	Total	117	100.0	11.1
42.)I now take personal responsibility for my job outcomes after being trained	strongly disagree	5	4.3	4.3
	disagree	19	16.2	20.5
	neutral	30	25.6	46.2
	agree	32	27.4	73.5
	strongly agree	31	26.5	100.0
	Total	117	100.0	
43.)I now find my work more interesting and passionate after being trained	strongly disagree	7	6.0	6.0
	disagree	13	11.1	17.1
	neutral	33	28.2	45.3
	agree	35	29.9	75.2
	strongly agree	29	24.8	100.0
	Total	117	100.0	
44.)Training has empowered me to carry out my duties without any difficulty	Agreement level	Frequency	Percent	Cumulative Percent
	strongly disagree	7	6.0	6.0
	disagree	18	15.4	21.4
	neutral	24	20.5	41.9
	agree	37	31.6	73.5
	strongly agree	31	26.5	100.0
	Total	117	100.0	
45.)I now complete my tasks within time after being trained on how to improve my performance	strongly disagree	9	7.7	7.7
	disagree	16	13.7	21.4
	neutral	26	22.2	43.6
	agree	35	29.9	73.5
	strongly agree	31	26.5	100.0
	Total	117	100.0	

As in the above table (4.17) shown question 41 indicates 61(52.1%) of the respondents agree that the training and development they have taken in ALERT gave them the necessary skills to

work in tasks in a motivated manner, accordingly 30(25.6%) of them are neutral the rest of them are neutral the rest 26 (22.2) disagree that training and development they have taken gave them the necessary skills to work in tasks in a motivated manner

As in the above table (4.17) shown question 42 indicates 63(53.9%) of the respondents agree that they take personal responsibility for their job outcomes after being trained, accordingly 30(25.6%)of them are neutral the rest of them are neutral the rest 24 (20.5) disagree that they take personal responsibility for their job outcomes after being trained

As in the above table (4.17) shown question 43 indicates 64(54.7%) of the respondents agree that they find their work more interesting and passionate after being they trained, accordingly 24(20.5%)of them are neutral the rest of them are neutral the rest 25 (17.1) disagree that they find their work more interesting and passionate after being they trained.

As in the above table (4.17) shown question 44 indicates 68(58.2%)of the respondents agree that Training has empowered them to carry out their duties without any difficulty, accordingly 33(28.2%)of them are neutral the rest of them are neutral the rest 25(21.4%)disagree that Training has empowered them to carry out their duties without any difficulty.

As in the above table (4.17) shown question 45 indicates 66(56.4%)of the respondents agree that they complete their tasks within time after being trained on how to improve my performance, accordingly 26 (22.2%)of them are neutral the rest of them are neutral the rest 25(21.4%)disagree that they complete their tasks within time after being trained on how to improve my performance.

Table 4.18 Aggregated percentages of employee effectiveness and efficiency

Agreement level	frequency	percentage
strongly disagree	63	8.97
Disagree	91	12.96
Neutral	145	20.66
Agree	174	24.78
strongly agree	228	32.58
Total	702	100

Source: Author (2017)

Table 4.19 Aggregated percentage of employee satisfaction

Agreement level	frequency	percent
strongly disagree	33	5.64
Disagree	85	14.53
Neutral	126	21.54
Agree	199	34.02
strongly agree	142	24.27
Total	585	100

Source: Author (2017)

Table 4.20 Aggregated percentage of employee motivation

Agreement level	frequency	percent
strongly disagree	41	7
Disagree	79	13.5
neutral	143	24.44
agree	167	28.55
strongly agree	155	26.5
Total	585	100

Source: Author (2017)

4.5. Correlation

As this paper is set out to determine the association of training and development and employee performance in ALERT, Pearson correlation was used to associate the independent variables training design(objective of training, training content, selection of trainer) and training methods(induction, employee mentoring, job rotation, seminar and lecture) and dependent variable (employee performance)

Pearson correlations are perhaps the most useful measure of association between two or more variables. Pearson correlation analysis was used in this paper to provide evidence to construct validity. Pearson correlation coefficients reveal magnitude and direction of relationship (either positive or negative) and the intensity of the relationship (-1.0 to +1)

As per table 4.21 shows the coefficients shows that factors included under both training design and training methods were strongly related with each other with 0.702,all are significant at $p < 0.01$.All independent variables are significantly correlated with the dependent variable (employee performance).

Table4.21 correlation analysis

		EMPLOYEE PERFORMANCE	MEAN OF TRAININGDSIGN	MEANTRAININGM ETHODS
EMPLOYEE PERFORMANCE	Pearson Correlation	1	.693**	.677**
	Sig. (2-tailed)		.000	.000
	N	116	116	116
MEAN OF TRAINING DSIGN	Pearson Correlation	.693**	1	.702**
	Sig. (2-tailed)	.000		.000
	N	116	117	117
MEAN OF TRAINING METHODS	Pearson Correlation	.677**	.702**	1
	Sig. (2-tailed)	.000	.000	
	N	116	117	117

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

4.6. Multiple Linier Regression analysis

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 dependent variable.

Table 4.22 shows the independent variables have accounts for 55.4 %(Adjusted R2 is 0.546 with estimated standard deviation.62400) of the variance of the variance in the dependent variable (Employee Performance)this indicates that 55.4% of the variance in the dependent variable is explained by the independent variable in the model the model also indicates that the remaining 44.6%of the variance can be explained by other variables out of this model and indicates that further research is needed to identify the additional factors that influence the level of employees performance . From table 4.19 F-ratio, which explains whether the results of regression model coul have occurred by chance, the F value, is 70.132at 0.000significant levels which show that the model is good as its value is less than 0.05.

Table 4.22 Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.744 ^a	.554	.546	.62400

a. Predictors: (Constant), MEANTRAININGMETHODS, MEANOFTRAININGDSIGN

Table4.23 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	54.615	2	27.307	70.132	.000 ^b
Residual	43.999	113	.389		
Total	98.614	115			

a. Dependent Variable: EMPLOYEEPERFORMANCE

b. Predictors: (Constant), MEANTRAININGMETHODS, MEANOFTRAININGDSIGN

Table 4.24 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.434	.273		1.590	.115
TRAINING DESIGN	.471	.096	.430	4.930	.000
TRAINING METHOD	.406	.094	.378	4.331	.000

a. Dependent Variable: EMPLOYEE PERFORMANCE

As the above table shows the regression standardized coefficients for the independent variables. The relative importance of training and development (independent variables) in contributing to variance of the employee performance (dependent variables) was explained by standardized Beta coefficient. The factor which had the greatest effect on the overall employee performance in ALERT from training design or training methods was training design ($\beta=0.430$). The result revealed that, a one unit increase in training design would lead to 43 percent increase in the perception of employees' level of performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Findings

This part of the study aims to summarize the finding and results that have emerged from the data analysis presented in chapter four. The general objective of this research was to examine the effects of training and development on the employees' performance in ALERT. From the study the following particular finding were observed:

- ✚ Majority of the Respondents are between fall under the age of 18 and 28 which accounts 56.4% this shows ALERT has young work force distribution. Among the total sample taken 57.3 are female 97% having diploma and above, 52.1% of them served ALERT 1-5 years.
- ✚ The result indicates that the proportion of females over male employees is high, and employees of ALERT are comparatively well educated .in addition ALERT is in a good track to serve the society, because it has young work force and can adjust themselves with the ever changing demand of the society as well as technology.
- ✚ Determining the effect of Training design (objective of the training, training content, selection of trainer) on employee performance, the study shows that rather than selection of trainer in setting and communicating objective of training with trainees ALERT is in satisfactory level because majority of the respondents level of agreement is moderate So the training program should be designed carefully so as to improve employee performance.
- ✚ Another specific objective which identifies determining the effect of training and development methods (induction programs, employee mentoring, job rotation, lecture and seminar) on employee performance. The study shows that ALERT has an excellent opportunity for newcomers to learn the norms and values of the company but training is not conducted timely. Seniors and peers are willing and able to let trainees apply on the job what they have learned off the job

- ✚ In ALERT training helps employees to perform their work effectively and efficiently after training the aggregated percentage for this is 32.45% of respondents strongly and 24.76% of respondents agree 20.6% of them are not sure whether the training helps them to perform their work effectively and efficiently
- ✚ The perception of employees towards the outcome of training in level of satisfaction shows 24.28% of the respondents strongly and 34.04% of the respondents agree that their satisfaction increased after training 21.56% of them are not sure whether the training increased their satisfaction or not
- ✚ The perception of employees towards the outcome of training in level of motivation shows 26.5% of the respondents strongly and 28.54% of the respondents agree that ALERT amplified their motivation thorough training 24.42% of them are not sure whether the training increased their motivation or not
- ✚ Result from the correlation analysis that there exists a significant relationship between training design and training methods with employee performance i.e. both training design and training methods were strongly related with employee performance 0.693 to 0.677
- ✚ The specific analysis showed that both training design and training methods affects employees performance the R square indicates 0.554 that 55.4% of the variance in the dependent variable (employee performance) is explained by the independent variable (training design and training methods)
- ✚ Investigating the relationship between of training and development and employee performance the key finding indicated that training and development are positively and significantly correlates with employee performance.

5.2 Conclusion

This paper has discussed the effect of training and development on the employees' performance in ALERT. It assumes that training and development and employee performance have a significant relationship. Based on the responses of the sample population as well as interpretations and findings discussed above the researcher represents the following conclusions

- ✚ Based on the responses collected from respondents on of Training design (objective of the training, training content, selection of trainer) on employee performance, the study shows that rather than selection of trainer in setting and communicating objective of training with trainees ALERT is in satisfactory level because majority of the respondents level of agreement is moderate So the training program should be designed carefully so as to improve employee performance.
- ✚ In ALERT setting and communicating the objective of training for trainees is not done in considerable manner i.e. giving sufficient information before their arrival, to make sure on the objectives of the training coherent with their need is expected but not done fully the mean score with this respect respondents moderately agree.
- ✚ Based on the responses collected from respondents on training and development methods (induction programs, employee mentoring, job rotation, lecture and seminar) on employee performance. The study shows that ALERT has an excellent opportunity for newcomers to learn the norms and values of the company but training is not conducted timely.
- ✚ Based on the responses collected from respondents, it is possible to conclude that training delivered to employees in ALERT helped them to be effective and efficient, the data gathered from employees of ALERT training helps to boost their skills to carry out their tasks in a good manner. However, still many respondents are not sure whether

the training they take boosts their motivation or else which means they didn't acknowledge any difference in carrying out their tasks before and after training.

- ✚ The finding from Pearson correlation was used to show the correlation between the independent variable and dependent variable .the result indicates training design and training and development methods have a significant relationship with employees performance
- ✚ The regression analysis showed that there is a strong effect of training on employee performance in ALERT

5.3. Recommendation

- ⌘ Organizational performance is significantly determined by training given to the employees or in other words, training is an important factor contributing to performance.

Performance of an organization relies on the employee performance, which in turn, depends on the training design and methods. The training design and methods should be given proper attention.

- ⌘ It is recommendable for training providers of ALERTT to give attention when designing training and development program. In order to make the design effective there are elements which have to be considered. Objectives of the training should be defined clearly to the trainers, the contents should be relevant and should fit with their respective ability
- ⌘ ALERT should keep on providing both on the job and off the job types of training for employees in order to increase their job performance. Because there exists a strong relation between training provided and employee performance.
- ⌘ The training practice in ALERT 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 weather 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.

5.4 other Researches

The aim of this study was to find out the effect of training and development on employee performance .The study only focused on training design(objectives of the training, training content and selection of trainer) as well training and development methods (induction , mentoring, job rotation from on the job; lecture and seminar from off the job training and development methods).It did not include all the possible training design inputs training and development types, therefore there is a scope for other researchers to study the other inputs from the training design and other types of training and developments with their effect on performance of employees on the same and different sectors. Further research can also be carried out to identify other factors that may affect performance which are not study before

APPENDICES

APPENDIX I: REFERENCES

- Armstrong, M. & Stephen, and T, (2005). A handbook of Management and Leadership: A guide to managing for results. Kogan Page Ltd.
- Armstrong,(2009). A hand book of human resource management practice,11ed.London and Philadelphia.
- AidahNassazi,(2013). Effects of training on Employee performance. Evidence from Uganda Business Economics and Tourism, VAASAN AM MATTIKOR KEAKOULU UNIVERSITY OF APPLIED SCIENCES.
- Amir Elnaga Amen Imran,(2013).European Journal of Business and Management.ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol.5, No.4, The Effect of Training on Employee Performance. www.iiste.org
- AbebaMitiku,AsfawMeseleDamteArgaw and LemessaBayissa (2015). The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia.
- Adams, J., Hafiz, T.A., Raeside, R. and White D. (2007).Research Methods For Graduate Business and Social Science Students.
- Afshan, S., Sobia, I., Kamran, A. &Nasir, M. (2012). Impact of training on employee performance: a study of telecommunication sector in Pakistan, Interdisciplinary Journal of Contemporary Research in Business.
- AidahNassazi,(2013). Effects of training on Employee performance, Evidence from Uganda.
- AliFarazmand,(1998).Privatization or reform? Public enterprise management in Transition.London,Thousand Oaks, CA and New Delhi.
- Amisano, C. (2009). Relationship between Training & Employee Performance.Retrieved on March20,(2011)How.comhttp://www.ehow.com/facts_5848845_relationship-between-training-employee-performance.html#ixzz1Gs98adwm
- Argyris,C(1971).TheManagementofLearning.Maidenhead:McGrawHillBaldwin,T.andMagju ka,R.J.(1988).“TransferofTraining:AFutureResearch”,Personnel Psychology.
- Ballout, H. I. (2009). “Career commitment and career success: moderating role of self-efficacy. Career Development International, Vol. 14

- Barber J. (2004). Skill upgrading within informal training: lessons from the Indian auto mechanic. *International Journal of Training and Development*
- Bartlett, K.R. (2001). The Relationship between Training and Organizational Commitment: A Study in the Health Care Field. *Human Resource Development Quarterly*.
- Bass, B. M. & Vaughan, J. A.(1969). *Training in Industry: The Management of Learning*. London: Tavistock Publications
- Beardwell, I., Holden, L., &Claydon,T.(2004). *Human Resource Management: Acontemporary approach*, 4th Edition. London: Prentice- Hall.
- Beach, L. (1980).*Image Theory: Decision Making in Personal and Organizational Contexts*, Wiley: Chichester Review.
- Birdi, Kamal S.(2005). "No Idea? Evaluating the Effectiveness of Creativity Training", *Journal of European Industrial Training*.
- Blau, G. J,and Boal, K. B. (1987). Conceptualizing how job involvement and organizational commitment affect turnover and absenteeism. *The Academy of Management Review*.
- Buckley,R., &Cable, J. (2000).*The Theory and Practice of Training*, 4th Edition. London: Kogan Page Limited
- Cascio, W. F. (1992). *Managing Human Resources: Productivity, Quality of Work life, Profits*. McGraw-Hill Inc.
- Cheng,E.W.L and Ho, D.C.K. (2001). A review of transfer of training studies in the past decade. *Personnel Review*.
- C.R Kothari (2004). *Research methodology, methods &techniques*, India
- Clark, R. E., &Voogel, A. (1985). Transfer of training principles for instructional design. *Education Communication and Technology Journal*, Volume 33.
- Cole, G.A. (2002). *Personnel and human resource management*, 5th Ed. Continuum London: York Publishers.
- Cook, C. W., and Hunsaker, P.L. (2001). "The Management and Organization" ed.),New York: McGraw- Hill.
- Debrah, Y. A. &Ofori, G (2006). Human Resource Development of Professionals in an Emerging Economy: the Case of the Tanzanian Construction Industry. *International Journal of Human Resource Management*

- DeCenzo, David A, Robbins, Stephen P. (2010). Fundamentals of human resource management.10th Ed. New Yor
- DeCenzo, A. D, & Robbins, P. S. (2000). Personnel / Human Resource Management 4th ed. Prentice-Hall, New Delhi, India
- Dessler, G., & Varkkey, B. (2010). Human Resource Management, 11th Edition. Delhi: Pearson Prentice Hall.
- Dixon, O.(1999). The Role of Training in charge Management. Journal of the Institute of Personnel Management of Nigeria.
- Dobbs, K. (2000). Tires Plus takes the training high road. Training.
- Dr. Nadeem Ahmed Bashir(2013).Training and development program and its benefits to employee and organization: a conceptual study.
- Dubois, D.D., & Rothwell, W.J. (2004). Competency Based Human Resource Management, 1st Edition. California: Davies-Black, Mountain View.
- Elnaga, A., & Imran, A. (2013). The effect of training on employee performance, Volume 5. European journal of Business Management.
- Eric Degraft-otoo,(2012).The effect of training and development on employee performance. accra polytechnic
- EUNICE JANE AMADI, (2014). The effect of training and development on employees' performance; at safaricom limited call center a research project master of business administration (MBA) school of business, university of Nairobi
- Feldman, D. (2000). The Dilbert syndrome: How employee cynicism about ineffective management is changing the nature of careers in organizations. American Behavioral Scientist.
- Fenn, D. (1999).Corporate universities for small companies.
- Fischer, R. (2011).Cross-Cultural Training Effects on Cultural Essentialism Beliefs and Cultural Intelligence", International Journal of Intercultural Relations.
- GITHINJI ANGEL (2014) effects of training on employee performance:a case study of united nations support office for the African union mission in somalia united states international university summer
- Gordon, B.(1992). Are Canadian firms under investing in training? Canadian Business Economics
- Grusky, O. (1966). "Career Mobility and Organizational Commitment." Administrative Science Quarterly 10.

- GUNU, Umar ONI, Emmanuel TSADO, Emmanuel AJAYI, Oluseyi, empirical study of training and development as a tool for organizational performance: case study of selected banks in NIGERIA, Kuwait Chapter of Arabian Journal of Business and Management Review Vol. 2, No.10; June, 2013
- Hales, L. D. (1986). Training: a product of business planning, Training & Development Journal, Vol. 4.
- Haslinda Abdullah (2009). Major Challenges to the Effective Management of Human Resource Training and Development Activities. The Journal of International Social Research.
- Haslinda, A. and Mahyuddin, M.Y. (2009). The Effectiveness of Training, American Journal of Scientific Research.
- Haywood, K.M. (1992). Effective Training: Toward Cornell Hotel and Str Restaurant Administration.
- Itika, J.S. (2011). Fundamentals of Human Resources Management, Emerging experiences from Africa; Africa Public Administration & Management series, Volume 2. African Studies Center, University of Groningen/ Mzumbe University.
- John Adams, Hafiz T.A. Khan, Robert Raeside and David White, (2007). Research Methods for Graduate Business and Social Science Students
- Ivancevich, J. M. (2010). Human Resource Management 8th ed. Boston: Irwin McGraw-Hill
- Joseph Kennedy (2009). The impact of training and development on job performance Ken Blanchard report (2004 companies').
- Josephat Stephen Itika, University of Groningen / Mzumbe University, 2011 African Studies Centre / University of Groningen / Mzumbe University, African Public Administration and Management series, vol. Fundamentals of human resource management
- John Adams, Hafiz T.A. Khan, Robert Raeside and David White, (2007). Research Methods for Graduate Business and Social Science Students
- Job Ayodele Ekundayo (2015). Impact of Training and Development on Workers' Productivity: A Study of Selected Oil Service Companies in Port Harcourt

- JOYCE KORYO HOGARH, (JULY 2012). The effect of training on staff performance: a case study of sic insurance company limited, kwamenkrumah university of science and- knust
- Kothari (1990). Research methodology- methods and techniques, 2nd revised edition. New age international (P) Limited.
- Kraiger K. (2002). Decision-based Evaluation. In Creating, Implementing, and Maintaining Effective Training and Development: State-of-the-Art Lessons for Practice, ed. K Kraiger, San Francisco, CA: Jossey-Bass
- Kiweewa .s and Asimwe (2014) does training influence employee performance in regulatory organizations in Uganda ,merit research journal of business and management Vol. 22 PP.
- Leibowitz, J. (1981). Reflections on Management Education in Britain. Quarterly Journal of Administration.
- Lauriej.mullins(2010) Management & organaizational behavior. 9th edition Harlow, Eangland
- Leonard, Bill. (1998). HR Magazine, July 1998, vol. 43 Issue I.
- Locke, E. A. (1968). Toward a theory of task motivation and incentives, Organizational Behavior and Human Performance, Volume 3.
- Mulugeta dame (2003) manpower training and its impact on employees performance at the selected Ethiopian banks, (Unpublished MA Thesis)
- Mamoria, C. (1995). Personnel Management. New Delhi: Himalaya Publishing House.
- McGhee, et al.(1996). Nature of Learning, 1st edition. Boston: McGraw-Hill Book Company
- McNamara, C. (2010). Employee Training and Development: Reasons and Benefits. Free Management Library.
- McNamara Carter (2008). Employee Training and Development: Reasons and Benefits.
- Mengistuzeleke, (2014). The Practices and Problems of Human Resource Development and Training in Vision Ethiopia Congress for Democracy
- MEKDES T/MARIAM, (2015). the impact of training and development on empolyeesperformance in sme in addisketema sub-city manufacturingsector
- Meyer, J. P., Allen, N. J., and Smith, C.A. (1993). Commitment to organizations and occupations: extension and test of a three-component conceptualization, Journal of Applied Psychology, Vol. 78.

- Monappa, A & Saiyadain, M. (2008). Personnel Management 2nd ed. Tata McGraw-Hill, New Delhi.
- Morrow, P. C. (1996). The Theory and Measurement of Work Commitment. JAI Press: Greenwich, CT.
- Mulatumasreshamekonnen (2014). Determinant factors affecting employees performance in ethio telecom zonal offices: the case of Addis Ababa zonal offices.
- Mullins, J. Laurie. (2007). Management and organizational Behavior 8th ed. Prentice Hall. Pearson Education, Edinburg Gate.
- Muhammad Imran, Aiman Tanveer, (2015). Impact of training & development on employees' performance in banks of Pakistan, European Journal of Training and Development Studies Vol.3, No.1, pp.22-44, March 2015
- Mwita, J. I. (2000). Performance management model: A system-based approach to system quality. The International Journal of Public Sector Management, Volume 13, No. 1.
- Nel, P., Gerber, P., van Dyk, P., Haasbroek, D., Schultz, H., Sono, T. and Werner, A. (2004). Human resources management (6th Ed) South Africa: Oxford University Press.
- Noe, R.A., Hollenbeck, J.r., Gerhart, B., & Wright, P.M. (2011). Fundamentals of Human Resource Management, 4th Edition. New York: McGraw-Hill/Irwin.
- Noe, R.A., Hollenbeck, J. R., Gerhart, B., & Wright, P.M. (2008). Human Resource Management: Gaining a Competitive Advantage, 6th edition. New York: McGraw-Hill/Irwin.
- Noe, A.R., Hollenbeck, R.J., Gerhart, B. and Wright, P.M. (2003). Human resource management (3rd Ed) USA: McGraw-Hill.
- Obikeze, O.S. and Anthony, O.E. (2004). Public Administration in Nigeria: A Developmental Approach. Onitsha: Book Point Ltd. 14
- Obisi, C. (2001). Employee development, Issues and dimensions. Unical Journal of Public Administrator.
- Obisi, C. (1996) Personnel Management: Jackbod Enterprises. Ojokondo Layout Agbowo, Ibadan.
- Pfeffer, J. (1994). Competitive advantage through people. Unleashing the power of the workforce. Boston.

- Raja Abdul Ghafoor Khan, Furqan Ahmed Khan, Dr. Muhammad Aslam Khan (2011). Impact of Training and Development on Organizational Performance. University of Lahore, Islamabad Pakistan.
- Roger Beckley & Jim Capley. (2009). The theory and practice of training. 6th edition, London and Philadelphia
- Saghirjaved (2014). Impact of training and development on employee performance.
- Saks, A. and Haccoun, R. (2007). Managing Performance through Training and Development, Toronto, Nelson and Thompson Ltd.
- Schuler, R.S., and MacMillan, I.C. (1984). Gaining Competitive Advantage through Human Resource Management Practices. Human Resource Management.
- SHAUN TYSON. (2006). Essentials of human resource management. Fifth ed. USA
- Sishan Solomon. (2014). The effect of Training on Employee's Performance: in case of commercial Bank of Ethiopia. Unpublished.
- Sultana, A., Irum, S., Ahmed, K., & Mehmood, N. (2012). Impact of Training on Employee Performance: A study of Telecommunication sector in Pakistan, Volume 4 No 6. Interdisciplinary Journal of Contemporary Research Business, 646-661.
- Shodeindeolubukunola (2015). Personnel training and development as a tool For organizational efficiency.
- Taiwo, K. (2001). The Role of Training in charges Management, Journal of the Institute of Personnel Management of Nigeria. Vol. 10.
- Tannenbaum, S. and Yukl, G. (1992). Training and development in work organizations. Annual Review of Psychology
- Tazebachew Achenefi (2011). The impact of training on worker performance in public sector organizations: a case of Ethiopia ministry of health (Unpublished MA Thesis) (SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION)
- Thompson, E. (2010). Understanding Employee Effectiveness. Retrieved on March 20, 2011 from http://www.jestmanagement.co.uk/content/understand_empl_effec
- Tyson, S., and York, A. (2000). Essential of HRM. 4th edition.
- Tannenbaum, Scott I. & Yukl, Gary, (1992). Training and Development in Work Organizations, *Annual Review Psychology*,
- Tsegaye Molla, (2016). The Effect Of Employee Development Programs On Job Satisfaction & Employee Retention In Commercial Bank Of Ethiopia

- YasichilalshitayeAnley(2006).training impact assessment:the case of government financial institutions (CBB,CBE and BIC). (Unpublished MA Thesis),MBA, AAU
- Velada, R., and Caetano, A. (2007). Training transfer: The mediating role of perception of learning. *Journal of European Industrial Training*, Volume 31.
- Weil, A., &Woodall, J.(2005). HRD in France: the corporate perspective. *Journal of European industrial Training*.
- Weiner, Y. (1982). Commitment in organizations: a normative view, *Academy of Management Review*, Vol. 7.
- Yorks, L. (2005). *Strategic Human Resource Development*. Thomson Southwestern, Maso

APPENDIX II: QUESTIONNAIRE

**Addis Ababa University School of Commerce Masters of Arts program
in Human Resource Management
Questionnaire prepared for employees of All Africa Leprosy,
Tuberculosis, Rehabilitation and Training Center (ALERT)**

RESEARCHER : AYALEW DEMISSIE NAKE

RESEARCH TOPIC: Effects of training and development on employees'

performance: In All Africa, Tuberculosis, Rehabilitation, and Training
center (ALERT)

Dear Respondent:

I would like to express my sincere appreciation and deepest thanks in advance for your generous time and frank and prompt responses.

Objective:

The purpose of the research in general and this questionnaire in particular is to examine the effect of training and development on employees' performance: The case of All Africa, Tuberculosis, Rehabilitation, and Training center (ALERT).

Confidentiality:

I want to assure you that this research is only for academic purpose. Thus, your ideas and comments are highly honored and kept confidential. To create a Conducive environment for your free and genuine responses, you are not required to write your name.

Please note that:

The student researcher has scheduled to get the filled questionnaire back within two days

Contact Address:

If you have any query, please do not hesitate to contact me and I am available at your convenience time on Tel. +251-911931239 or e-mail your questions to ayuwise@gmail.com

DIRECTIONS: PLEASE SELECT THE OPTION THAT BEST DESCRIBES YOU BY PUTTING [✓] MARK ONLY IN THE BOX.

PART I:

SECTION-1. PERSONAL INFORMATION

1. Gender:

- A. Male B. Female

2. In which age group are you?

- A. 18-28 years B. 29-39years C.40-50 years D. above 51 years

3. Marital Status:

- A. Married B. Single C. others

4. What is your level of educational achievement so far?

- A. Certificate B. Diploma C. BA/BSc Degree
D. Master's Degree E. Other : Please Specify-----

5. How long have you been working in ALERT?

- A. Below 1 year B. 1-5 years C.6-10 years
D. 11-15 years E. above 15 years

6. What is your current position category?

- A. Doctor B. Nurse C. Radiologist D. pharmacist E. anesthesia
F. Laboratory technician G. physiotherapist H. others ; please specify_____

SECTION TWO: GENERAL INFORMATION ON TRAINING AND DEVELOPMENT

7. Have you ever received any form of training or development since joining ALERT?

- A. Yes B. No

8. If your answer for question no. 7 is Yes, how often do you attend training or development program?

- A. Only once B. twice C. several times

Part II

The following questions are presented on a five point Likert-Scales. If the item strongly matches with your response choose 5 (Strongly Agree), if you moderately agree on the idea choose 4 (Agree), if you don't have any idea or information on the point choose 3 (I don't know), if you moderately disagree with the point choose 2 (Disagree) and if you completely disagree with the point choose 1 (Strongly Disagree). In each statement please indicate your personal choose by a tick [✓] mark in the appropriate box.

Section-1A. Questions related to training design (objective of the training, training content, selection of trainer) on employee performance in ALERT. Please indicate your level of agreement. Where 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= strongly Agree

No.	Questions or descriptions	1	2	3	4	5
OBJECTIVE OF THE TRAINING						
1.	I was given sufficient information on the objectives of the training course before my arrival.					
2.	The training course encouraged exchange of information and expression of ideas successfully.					
3.	The objectives of the training were coherent with my needs.					
4.	The objectives of the training were achieved					
TRAINING CONTENT						
5.	The topics covered were relevant to me					
6.	The content was organized and easy to follow.					
7.	The time allotted for the training was sufficient.					
8.	I received updated training which is required for my position					
SELECTION OF TRAINER						
9.	Trainers have sufficient knowledge.					
10.	The trainer summarized the main points before finishing.					
11.	The trainer used effective examples and illustrations					
12.	Trainers communicate well					
13.	Trainers are open, honest and fair to all.					

Section-1B. Questions related to training and development methods(induction programs, employee mentoring, job rotation, lecture and seminar) on employees' performance. Please indicate your level of agreement. Where 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= strongly Agree

I. On the job training methods

No.	Questions or descriptions	1	2	3	4	5
INDUCTION						
14.	ALERT has a planned induction program for new employees.					
15.	The norms and values of ALERT are clearly explained to the new employees during induction					
16.	The induction program was conducted timely					
17.	Induction program has sufficient duration					
EMPLOYEE MENTORING						
18.	My supervisors and seniors give me an opportunity to express my views, feelings concerning the objectives and standards of work.					
19.	My supervisors and seniors and I regularly review the objective of sharing knowledge for improvement.					
20.	I receive enough support and guidance that I need from my peers and seniors to fulfill my potential					
JOB ROTATION						
21.	Job rotation program of ALERT broadened my ability to do variety of tasks.					
22.	Job rotation program of ALERT is an excellent system to acquire new methods of work					
23.	I have got an opportunity to do a variety of tasks.					
Off the job training methods						
SEMINAR						
24.	I had an opportunity to participate in seminar					
25.	The Seminar method of delivery mode is designed at the level of abilities of participants					
26.	Training and development teams support me the use of techniques learned in seminar that I bring back to my job					
LECTURE						
27.	The lecture training programs are designed at the level of abilities and education of participants					
28.	The type of training I have taken is applicable for the job after training					
29.	Training and development teams support me the use of techniques learned in lecture that I bring back to my job					

Section -2. Questions related to employee performance (Employee effectiveness and efficiency, satisfaction and motivation). Please indicate your level of agreement. Where 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= strongly Agree

No	Questions or descriptions	1	2	3	4	5
Employee effectiveness and efficiency						
30.	The training and development provided by ALERT helped me to perform my work quickly and efficiently					
31.	Because of the knowledge, skills and attitude that I received from the training and development I can accomplish activities without waste					
32.	Training and developments are enabling me to perform my work with greater accuracy and precision.					
33.	I carried out works in group after training because it enables me more effective than individually.					
34.	Because of the good training practices of the organization, After training and development I am committed for my work and my organization.					
35.	I am better-off to rely on myself for a solution when things are looking difficult in my work because of the knowledge and attitude that I learned from the training and development.					
Employees job satisfaction						
36.	Employee training offers me an opportunity to learn new skills					
37.	After my training at work, I now enjoy good relationships with patients					
38.	Training and development empower me to achieve a degree of independence associated with work rules					
39.	After attending trainings and development programs, I have given opportunities to be assigned a variety of responsibilities					
40.	Training and development enable me to use my skills and talents better					
Employees motivations						
41.	The training and development I have taken in ALERT gave me the necessary skills to work in tasks in a motivated manner					
42.	I now take personal responsibility for my job outcomes after being trained					
43.	I now find my work more interesting and passionate after being trained					
44.	Training has empowered me to carry out my duties without any difficulty					
45.	I now complete my tasks within time after being trained on how to improve my performance					

