



**THE EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES PERFORMANCE**

THE CASE OF ADDIS INTERNATIONAL BANK S.C

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY SCHOOL OF
COMMERCE, IN THE PARTIAL FULFILLMENT FOR THE AWARD OF
DEGREE OF MASTERS OF ARTS IN HUMAN RESOURCE
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DECLARATION

I, **Seyfe Gebretsadik**, declare that the thesis entitled — “**The Effect of Training and development on Employees Performance: The Case of Addis International Bank Share Company**” is my original work. I have carried out the present study independently with the guidance and support of the research advisor, **TekleGiorgis Assefa (Ass,pro)**. Any other contributors or sources used for the study have been duly acknowledged. Moreover, this study has not been submitted for the award of any Degree or Diploma Program in this or any other Institution.

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STATEMENT OF CERTIFICATION

This is to certify that **Seyfe Gebretsadik** has carried out his research work entitled **“The Effect of Training and development on Employees Performance: The Case of Addis international Bank Share Company”** for the partial fulfillment of Masters of Arts in Human Resource Management at Addis Ababa University School of Commerce. This study is original and is not submitted for any degree in this university or any other universities and is suitable for submission of Masters of Arts in Human Resources Management.

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List of Abbreviations and Acronyms

AIB- Addis International Bank

ANOVA: Analysis Of Variance

HR- Human Resource

HRM- Human Resource Management

SPSS- Statistical Package for Social Science

T&D- Training and Development

ABSTRACT

The competitive world entails organizations to have employees the necessary skill, knowledge and experiences in order to cop up with the existing competition. Employees' training and development is one of the methods organization use to obtain the necessary skill, knowledge and performance. The purpose of this thesis therefore was to evaluate the effect of training and development on employees' performance in the case of Addis International bank. The research was conducted based on primary and secondary data. A quantitative research approach of the data collection was used and 195 questionnaires were distributed in which 177 of them returned. Stratify sampling method was used and employees were selected from each strata with a random sampling techniques. The data was analyzed using explanatory research method; correlation and regression were used to analyze the data. The correlation result of the study signifies that there is a positive and significant relationship between independent variables (training and development) with the dependent variable (employee performance). The study also recommended that in order to enhance employee performance the bank should continue its training and development programs in an advanced, systematic way and keep constant review of its training practices to identify effectiveness on its employee's performance regularly.

Key words: *Training (on the job, off the job), Development (managerial development), Performance*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

One of the main functions of human resource management is training and development. This function is believed to be the most important function which enhances employee performance in an organization. The success of any organization in the long run depends very much on the performance of its human resources. This is especially true in a service oriented industry like banking where improvement in service has to be continuous and required to meet the ever increasing demands of the customers, (Raymond A Noe. 2008).

Edwin B Flippo,(2005) has proposed a well-accepted elaboration regarding training, “Training is the act of increasing the knowledge and skills of an employee for doing a particular job”. Training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behavior of those trained and to enable them to do their jobs better. Training makes newly appointed employees fully productive in lesser time.

Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing the things. Training is a continuous process and does not stop anywhere. The top management should ensure that any training program should attempt to bring about a positive change in the knowledge, skills, and attitudes of the employees.

Training and development programs are planned, continuous effort by the organization to improve employees’ competency level and performance. Training and development are usually used interchangeably; however there are distinctions between these two terms (Mondy, 1998). Training can be defined as a tool used by organization to enable the skills or behavior of employees’ crucial for the performance in their jobs. It gives employees an opportunity to learn and develop while creating conducive work environment which results in attracting new talents and achieve the business strategy (Noe et al, 2008). It helps organization in instructing their employees on what they supposed to do and how they want them to do it. Training is also defined as program that enables employees to develop the skill and knowledge necessary to perform in their current job and develop for the future (Gray et al 2010). On the other hand,

development refers to acquiring knowledge, skill and abilities that enable the employees' to face the challenges and requirement demanded by the job.).

Development programs are designed to give employees opportunity to learn beyond the desired day. It focuses on the future of employees in the organization. It supports employees to keep up with the new technology changes and growth of the organization (Menard S, 1995). There are development programs that are specifically given to the managers this are called Managerial development. Managerial development is programs that are used to develop individual skill, ability and knowledge in order to make the individual competent on their job. It is a learning process where by the organization plan to improve the effectiveness of its employees (Maphatar,2010).Its purpose of designing this program is to make a permanent change in the behavior and performances and enable them to do their current and to the higher positional jobs in the future,(Maphatar,2010).

Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency. Employees who are well trained often have higher motivation and morale because they feel that the company has invested on their ability and development. This in turn results in lower turnover rates. Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik and Barsoux 2002) and therefore promoting these organizations to train their employees is one of the ways of preparing them to the dynamic situation and go in line with it.

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such A manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000).

Thus, the purpose of this study is to investigate, find out and also recommend the effect of training and development on employee performance in Addis International Bank.it also provides suggestions as to how to make the best use of training programs and enable employees to perform well while they are performing their duties. Finally, it will also help to clarify and

contribute towards training and development and employee performance enhancement in the bank.

Addis International Bank is a private owned company established in 2011 as a share company in accordance with the commercial code of Ethiopia 1960 and the licensing and supervision of Banking Business proclamation No 84/1994 of Ethiopia to undertake commercial banking activities. Addis International bank is established with a vision to be the leading bank in Africa.

It has a mission to provide efficient and effective full-fledged banking services to all income groups of the society by deploying qualified and motivated staff and state of the art baking and technology and there by optimizing shareholders interest.(Addis International Bank, 2016/17).

Headquartered in Addis Ababa the bank possesses 56 branches out of which 20 are out line branches,36 branches are found in Addis Ababa. There are about 493 employees, 232 employees are found in the city branches and 148 are found in the head quarter. The study was done on the head quarter and city brunches around Addis Ababa.

The study used the head quarter and city branches grading category for stratified methods by considering the volume of work load performance and transactional grading of brunches.

1.2. Statement of the problem

Every organization needs to have a skilled and well trained human labor to accomplish what the organization stands for and this is done through training and development as it increases the skills and capabilities of employees that will lead to performance.

An effective and efficient performance is achieved through the implementation of training practices forwarded to employees to develop the skills and capabilities of human labor (Edwin B Flippo 2005).

Most organizations have difficulties in evaluating the effects of training and development programs to performance. In evaluation, the focuses should be on transferring the knowledge and the skill employees have acquired by training while doing the job. This requires organizations to have work condition that is suitable to apply for what they have acquired (Noe et al, 2008).

A productive and well educated multi skilled human labor capability is the momentum of Addis International bank and working in line with it to cope up with the ever increasing challenges and

competitors force (Addis International bank bulletin 2015).But There had been no comprehensive work done so far regarding training and development in the bank.

The conversation of the researcher with some of the heads at the human resource department revealed that training and development is the subject of the bank that it is given and practiced, but its effect on employees performance is not well measured and known properly, empirical study of measuring the measurable results were not done at large.

Besides to this no empirical study has been done that shows the effect of training and development on employees' performance and measuring it by defining the decisive variables that determines performance for further development and documentation, so this initiates the researcher to work further on the effect of training and development on employees Performance and give recommendation as deserved.

1.3. Research question

The researcher tried to address and gave answers to the following questions.

- 1) What effects do training and development has on employees' performance of the bank?
- 2) Is there any relationship between training and development with employee performance?
- 3) How does the bank implement training and development practice that leads to performance?
- 4) What does employees' attitude look like after they have participated in training and development program?

1.4. Research objective

1.4.1. General Objective

The general objective of the researcher was to assess and analyze the effect of training on employee's performance as the objective depends on the very nature of the service sectors where training has to be provided.

1.4.2. Specific Objectives

The specific objectives of study were

- 1) To evaluate the effectiveness of training and development programs in the bank.

- 2) To assess the relationship between training and development with employees performance.
- 3) To analyze training and development practices, procedures and programs that exists within the bank.
- 4) To identify employees attitude after they have participated on training and development programs.

1.5. Significance of the study

The prime purpose of the study is to investigate, find out and recommend issues which are related to training and development up on its effect on performance of employees which leads to develop skills and efficiency, besides to this it enables the bank to make corrective actions and concentrate on issues that might be needed to develop new systems of applications due to restructuring or going in parallel with the ever changing technological advancement and management control systems on employees performance at large.

The study provides information about training and development activities of the bank in relation with its applications and analyze the effectiveness of employees performance practice and motivating its employees in order to achieve the desired outcome, Therefore the study will have significant implications up on the bank and other business sectors to practice training and development thus to consolidate and upgrade the performance of their employees. Some of the extracts of the study will be used by the top managing bodies to make decisions and inferences as far as strategic issues are concerned. Finally the trace of the study will be used by some other researchers as an input for further clarifications and reference.

1.6. Scope of the study

The scope of the study was delimited to Addis International Bank head quarter and branch offices which were found around Addis Ababa due some limitations which might be needed to trace out other human resource practices rather the researcher focused on the effect of training and development on employees' performance.

It was delimited geographically to the main office and branches of the bank around Addis Ababa without considering other branches out of Addis Ababa and other banks rendering the same business, it focused only to the effect of training and development on employees' performance in banking industry letting alone other business sectors conceptually.

The study was also delimited methodologically by maintaining itself to the scope of applying explanatory studies and considering quantitative research methods to determine the effect of training and development on employees performance. The researcher drilled out the temporal scope as to how the research will be conducted starting from November 2017 and end up to the end of June 2018 but it was affected by the current situations that were happening around the bank and personal reasons of the researcher rather the researcher drilled out his schedules as to how to do and finalized the research.

1.7. Limitation of the study

Some of the hindrances or limitations that the researcher might face up on performing the research include time constraints which were related to timely collection of the required information, failing out the schedules of drafts from the beginning to the final, costs or budgets which were related to the preparation as well as documentation till the researcher gets to the final study paper and un willingness or general relay of information concerning employees to fill out and give genuine answers thus to return a proper questionnaire formats.

1.8. Definition of terms

Training is the act of increasing the knowledge and skills of an employee for doing a particular job (Edwin B Flippo 2005). Byars and Rue (1994) agreed that training is a learning experience.

Armstrong (2006) defined **performance management** “as a systematic process for improving organizational performance by developing the performance of individuals and teams”.

According to K. Rajanderan (2005), **Job performance** can be defined in terms of quantifiable outcomes of work behaviors such as amount of sales, numbers sold and also in terms of behavioral dimensions which may include work-related communication,

1.9. Organization of the study

The study was compiled into five chapters. The first chapter will elaborate background information, the research problem, and objectives, significance of the study as well as delimitation and limitation of the study.

Chapter two will disclose the various literatures reviewed in order to enhance and support knowledge of the study that concerns about the area very well.

Chapter three will point out the research methodology that might be used for the study with relevant and forwarding justifications.

Chapter four discusses out the findings on the impact of training and development on employees performance in Addis international bank.

The final applications of the study concerning the findings, conclusions and recommendations will be elaborated in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical concepts

The theoretical frame emphasize on different theories forwarded to training and development besides to managerial development.

2.1.1 Over View of Employee Training and Development

One of the main functions of human resource management is training and development. This function is believed to be the most important function which enhances employee performance in an organization. The success of any organization in the long run depends very much on the performance of its human resources. This is especially true in a service oriented industry like banking where improvement in service has to be continuous and required to meet the ever increasing demands of the customers. (K. Rajendran 2005).

Armstrong (2009) defined “Training is the use of systematic and planned instruction activities to promote learning”. It involves the use of formal processes to communicate knowledge and help people acquire the skills necessary to perform their jobs as deserved. Thomas (1997) explains that employee training and development involves teaching and advancing employees skills that can help employees to be efficient and productive workers.

Training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies. Training is an organized activity for increasing the knowledge and skills of the people for a definite purpose. It involves systematic procedures for transferring technical knowhow to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training program (Robert G.2011)

Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency and effectiveness. Employees who are well trained often have higher motivation and morale because they feel that the company has invested on their ability and development. This in turn results in lower turnover rates. Organizations are facing increased competition due to globalization, changes in technology, political and economic environments

(Evans, Pucik and Barsoux 2002) and therefore promoting these organizations to train their employees is one of the ways of preparing them to the dynamic situation and go in line with it.

Training and development must be designed and delivered to meet the needs of all employees in such a way that the employees will not be only productive but also be satisfied. Training and development has a positive impact on the employees to carry out their work more effectively, increasing their interpersonal and technical abilities, team work, job confidence and work motivation (R. Wayen, M., Robert M, Noe, & Shane P. 1999.).

Training develops self-efficacy and results in superior performance on job (Svenja, 2007), by replacing the traditional weak practices by efficient and effective work related practices (NeelamTahir, Israr Khan Yousafzai, Dr. Shahid Jan and Muhammad Hashim (2014)).

Training in organizations holds the key to unlock the potential growth and development opportunities to achieve a competitive edge (Stredwick, J. 2005). Organizations train and develop their workforce to the fullest in order to enhance their productivity. Thus, knowledge, skill and abilities are determinants of employees' performance which organizations need to continuously invest in wisely in order to improve their employees' productivity.

As Supported by (Noe, 2006), organizations spend an enormous amount of money and time on training in order to aid employee's learning of job-related competencies. Thus it is important to fully provide the results from training efforts (Dowling & Welch, 2005).

Training and development ultimately upgrade not only the productivity of employees but also of the organization. It has rightly been said, employee development is the key to organizational sustainable development. Organizations must have employees who are able to quickly adapt to an ever-changing world market. Companies need to invest in on-going employee training and development in order to both keep employees and be successful.

The 21st century will be Favorable to those organizations, which are able to learn faster and adapt to changes than their competitors. Training enhances employees' initiative and quality of work, thereby assisting them to be more committed to achieving the organizational goals and objectives and in turn enhancing employees' effectiveness within the organization. (Adam et al, 2007).

Summarily, training and development impacting on employee productivity does not only improve the wellbeing of organizations, but also aid the prosperity of most countries that has put into consideration the design and delivery of training and development of workforce at national level. As the national policies aim to improve nation's human capital, this optimally in turn results to the economic growth of the nation. However, it is recommended for management of organizations to give training and development of employees a priority in order to get the best out workforce and employees performance in turn improving the organization's productivity.

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning.

As Tai, W. T(2006)Training and development can bring tangible benefits to both the organization and the employees. As elaborated by Harrison R (2000), the major purposes of training are:

- It establishes a sound relationship between the worker and his/her job.
- It upgrades skills and prevents obsolescence.
- To keep pace with changing technology training.
- It develops healthy, constructive attitudes.
- Influencing employee attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty.
- It prepares employees for future assignments.
- It improves employees' satisfaction with their job.
- Training is a powerful tool that breeds in the employee a sense of pride as well as belongingness.
- Moreover, training can improve the relationship between the employees and their immediate supervisor.

2.1.2 Employee Training

Training is the organized way in which organizations provide development and enhance quality of new and existing employees. Training is viewed as a systematic approach of learning and development that improve individual, group and organization (Becker, B. Gerhart, B.1996). Thus it is the series of activities embarked upon by organization that leads to knowledge or skills acquisition for growing purposes. There by, contributing to the wellbeing and performance of human capital, organization, as well as the society at large. According to Herman Aguinis and Kurt(2009), training serves as acts of intervention to improve organization's goods and services quality in stiff the competition by improvements in technical skills of employees.

Training develops self-efficacy and results in superior performance on job (Khan R,2011), by replacing the traditional weak practices by efficient and effective work related practices (Charles R et al., 2006).

It is all about improving the skills that seems to be necessary for the achievement of organizational goals. Training programs may also help the workforce to decrease their anxiety or frustration, originated by the work on job (Andrew Shefered et al. 2012). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers.

Deniz Eseryel (2002), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with her/his job.

According to Gamage and Embulance (2013), trained employees are more able to satisfy the customers and (Tsai et al., 2007), employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance.

Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Harison R et al., 2000).

Training develops self-efficacy and results in superior performance on job (Khan R, 2011), by replacing the traditional weak practices by efficient and effective work related practices (Charles R et al., 2003).

Training as a process is one of the most pervasive methods to enhance the productivity of individuals and communicating organizational goals to personnel (Evans, P., Pucik V. and Barsoux J-L (2002)) also supported that investing in training employees on decision making, team work, problem-solving and inter personal relations has beneficial impact on the organizations' level of growth, as well as impacting on employees' performance.

According to Deniz Eseryel (2002) training is an instrument that fundamentally affects the successful accomplishment of organizations' goals and objectives. However, the optimum goal of every organization is to generate high revenue and maximize profit and a vital tool to realize this is an efficient and effective workforce. Thus, a workforce is only efficient and effective if the appropriate training and development is provided for such and therefore leading to productivity,(Stredwick, J. 2005.).

2.1.3 Employee Development

Employee development is, in addition to training as reviewed above, the major factor in the creation of employee human capital, which determines the long-term productivity of an employee's behavior (Noe et al., 2010). While training is concerned with the employee's current job, development prepares the employee for future job requirements.

Effective development programs allow management to maintain a workforce that can adequately replace employees who may leave the company or who are moved to other areas. It also allows for employees to cope with newly developed technology, and ensures that adequate human resources are available for expansion into new areas.(Noe et al 2010).

Development refers to activities leading to the acquisition of new knowledge or skills for purposes of growing. Organizations provide employees with development programs in order to enhance their capabilities. Employee development is gaining an increasingly critical and strategic imperative in organizations in the current business environment Abdul Hameed (2011). Thus organizations need to invest in continuous employee development in order to maintain employees as well as the organization success (Nadeem 2014).

Development seems to reduce the turnover rate of employees (Deckop et al. 2006). Thus advancement opportunities do not only reduce absenteeism, but it increases employee's commitment, effectiveness and satisfaction that helps reduce turnover (Atif et al. 2010).

Development will be practiced on the top level positions most of the time that strategic looking and forecasting of the future positions will be enhanced as it develops the ability of looking in to the future with the desired levels of consciousness,((Noe et al., 2010).

Employee development is something that most people imagine as intrusive all-day group training sessions. Unfortunately, this dreaded approach to employee development is just the opposite of how employee development should occur and feel to employees. Employee development can manifest itself in many forms of training, evaluation, educational programs, and even feedback. If executed correctly, the effects of training on employee performance can often encourage growth within the worker and the organization itself (Katcher and Snyder, 2003).

Benefits of employee development -

Besides supporting the organization, employees might recognize that most types of employee development initiatives provide them with benefits. Employee development programs that range from certification to education reimbursement, even to basic job skills training, have a certain cost to the organization that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organization as well as enhanced job satisfaction. Training and development that can be added to the employees' résumés are big ticket items in terms of compensation plans (Roger Kaufman, (1985).

- **Employee development limits organizational liability**

According to Khawaja & Nadeem (2013), most human resource professionals would agree that limiting organizational liability when training employees is a very important aspect of employee development. Certain jobs require training and certification in order for an employee to successfully execute the minimum job requirements related to that position. The proper documentation of employee development before or during the employee's completion of their job cannot only help follow and develop training, but also limit liability in the case of human error on the part of these employees. An example of how documented employee training could be helpful would be if a stockroom employee were assigned the position of forklift operator.

Obviously, the organization would be expected to put this employee through all the necessary training to ensure the employee can operate the equipment, and do so in accordance with any

applicable policies and regulations. Although employee training documentation will almost never completely protect an employer from legal liabilities, training and certification can hopefully reduce legal costs and reputation damage for the organization Khawaja & Nadeem (2013).

2.2 Employee Performance

The term *performance* as explained by Bernardin (2003) is the combination of terms such as ability, effort and opportunity that determine the individual's accomplishment of the given job. He defined performance as (2003, p.143) 'the record of outcomes produced on specified job functions or activities during a specified time period.' The writer emphasizes that the definition of performance refers to a set of outcomes produced during a certain period of time, and does not refer to the traits, personal characteristics, or competencies of the performer. It was typically seen as the result of the interaction between individual ability and motivation (Torrington et al., 2005).

Performance is a broad term which basically intended to assist organizations to manage both results and behavior which are the two vital aspects of performance (Homayo unizadpanah and Baqerkord, 2012). According to Noe et al. (2007, p. 248) 'performance management is the process through which management ensure that employee's activities and outputs contribute to the organization's goals.' This process requires knowing what activities and outputs are desired, observing and providing feedbacks to help employees meet expectations. In such process, as stated by Dessler (2005), evaluating of employees' performance is crucial to the organizations because it combines goal setting, performance appraisal and development into a single system that aim to ensure employees' performance supports company's strategic aims by anchoring itself on the philosophy of continuous improvement.

Employee performance, according to McShane, refers to goal-directed behaviors under the individual's control that support organizational objectives. Performance behaviors transform raw materials into goods and services or support and maintain technical activities. On the other hand, the measurement aspect of performance is another dimension that writers gave due attention such as Armstrong (2009), defined it by citing the definition given by Campbell, McCloy and Sager (1993) as 'behavior or action relevant to the attainment of the organization's goals that can be

scaled, that is, measured.' Performance is also considered as multi-dimensional with similar behavior and actions constitute each dimension. The components in this theory consists of:

- (1) job-specific task proficiency
- (2) non-job-specific proficiency (e.g. organizational citizenship behavior)
- (3) Written and oral communication proficiency
- (4) Demonstration of effort
- (5) Maintenance of personal discipline;
- (6) Facilitation of personal and team performance;
- (7) supervision/leadership;

There are a number of factors affecting the performance of individual, as Beardwell et al., (2004) stated by citing in Vroom (1964) suggestion that the main factors affecting performance are individual ability and motivation toward executing the job. According to Anderson (2003), features the factors that are affecting employee performance thus reducing performance include

1) Experience

Hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral (Anderson, 2003:122). Company training should be used to enhance the employee's background. If an employee has undergone extensive training but is still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job.

2) Work-home balance

As much as an employer may not want to be affected by the personal life of his employees, personal problems can sometimes affect employee performance. Managers need to be sensitive to employees' personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all employees that the company values them (Anderson, 2011).

3) Manager interaction

If an employee does not get feedback from his/her manager, then he/she has no idea how to rate his/her performance. Managers should be trained to give positive and negative employee

feedback. In negative situations, the manager should work with the employee to create a program that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong (Anderson, 2011).

4) Setting goals

To help employees improve their performance, employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals (Anderson, 2011).

For effective performance individual attributes are essentially required by employees. Blumberg and Pringle (1982) also included organizational support in addition to individual attributes and work effort as a factor that affect performance..

Employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007).

The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce.

Peffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. Training is determined as the process of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically and also mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm. (Lawler, 1993; Delaney and Huselid, 1996). Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding.

In the planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals.

Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them. Monitoring means continuously measuring performance and providing on going feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards.

During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company.

During planning and monitoring of work, deficiencies in performance become evident and can be addressed. The rating is to summarize the employee performance.

This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know who their best performers are at the end of the cycle is rewarding stage. This stage is designed to reward and recognize outstanding behavior.

One of the major aims of performance management is motivating employees through training so that they are encouraged, recognized and willing to expend more effort on the achievement of their individual goals, as a result organization will achieve what they are planned and aspire for. It can be considered that motivation is regarded as a concept which embraces preferences for particular outcomes, strength of effort and persistence.

These are the factors that need to be understood in order to explain workforce motivation and behavior. These are the factors that used to motivate employees to behave in organizationally desirable ways (Huczynski and Buchanan, 2007).

Therefore, it is important to assess and explore the relationship between performances management of the organization with that of motivation of employees if it is believed that employee's inspiration is the driving force that makes employees to strive more on the successful achievement of organizational wide strategic plans. And management and employees should have understanding on the performance management and its system which will guarantee the organization's future success because it will set goal congruence between organization and individual, provide the context for fairly and objective measurement and evaluation employee's

effort, feedback and reward employees based on the observed achievement. Hence, the performance management will build organization's reputation in delivering it promised final output and giving the much need behavioral change of employees that is desired by the organizations.

2.3 Training process

Training and development programs need to be organized and structured in way that address what it was designed for and in return attain the goals and objective of the organization (Mathis, 2008). For these programs to be effective, it requires systematic process that meets the specific needs that organization entails (Noe et al, 2008).

A business firm should have a clearly defined strategy and set of objectives that direct and drive All the decisions made especially for training decisions. Firms that plan their training process are More successful than those that does not. Most business owners want to succeed, but do not engage in training design that promise to improve their chances of success (Harrison R.(2000).

The most widely used training and development model in which used to develop training programs that most companies indorse to achieve what they intend to do as an objective of their strategy is known as known as the "ADDIE" training system which consist of the following five element making up the ADDIE model:

This model is a process of systematically developing training and development programs to achieve the specific needs of the organization (Noe et al, 2008). The model has five plans in developing and planning these programs.

2.3.1 Employee Training Steps

2.3.1.1 Training Need Assessment

This very step tries to identify and trace out the very real importance and the worth of undergoing training and development that in turn leads to the decision approval to practice training and development.

Need assessment identify the tools that are required to ensure that employees are effective and productive, it is a tool that helps to identify course and activities that are required to produce

work productivity Harrison R.(200). In addition an effective need assessment can lead and serve as basis for next steps in designing the training and development programs (Velada, R.2007).

According to Noe, *et al* (2008), the three sources that a company should apply in order to determine the need include

1) Organizational analysis

Organizational analysis involves determining the appropriateness of training and development programs in light with the business strategy, its resource and availability for training and support of managers and peers for these activities. Managers need to be aware of the business strategy the organization is moving towards. Whether its growth or reduction of its employees, or other strategies the organization is following, the training and development programs need to be according to the business strategy.

2) Personal analysis or individual analysis

The personal analysis identifies which employees are in need of these programs, their readiness and the skill, knowledge and attitude that is required. The person that is doing the job should be analyzed for the managers to determine the skill and knowledge the employees are requiring. In assessing the training and development programs, managers should identify the variable that might affect these programs.

It involves Determining whether performance deficiencies result from a lack of knowledge, skill, or ability (training issue) or from motivational or work design problems, Identifying who needs training and Determining employees' readiness for training.

A training needs survey can take the form of questionnaires or interviews with supervisors and employees on an individual or group basis. The purpose is to gather information on problems perceived by the individuals involved. The following sources are useful for individual analyses: Questionnaires, Records of critical incidents, Job knowledge tools, Data from assessment centers Skill tests, Role-playing results, and Attitude surveys.

3) Task analysis

Task analysis includes reviewing the job involved with employees' skill and knowledge (Mathis and Jackson, 2008). It provides a detailed study about the job and the required skill of the job employees are performing (Grey, 2011).the process of identifying the important tasks

,knowledge, skill, and behaviors that are need to be emphasized in training for employees to complete their tasks.

The result from the three analysis can be used as an input for designing the training and development programs, that is why need analysis is essential to be done frequently for the organization to be aware of training needs (Edralin,2004).

2.3.1.2 Designing training and development

After the need of training and development has been determined and developed the next step will be just to design or plan, it comprises establishing objectives, priorities and selection of the methods.

The designing process begins with establishing the objective and priorities to be achieved. Establishing effective objective clearly helps the organization to identify what it wants in the department, individual and the organization after training and development has been finalized (Byer and Rue, 1994).

Training objectives

Objectives should clearly state what behavior or skill will be changed as a result of the training and it should be related to the mission and strategic plan of the company.

Objectives can be used as a yard sticks where the company implements what has been intended to do and keep the good pace of the objective.

According to Mathis and Jackson (2008), the three objectives that an organization establishes for trainees.

1. **Knowledge:** - Providing detail information on the training and development and cognitive process.
2. **Skill:** - Changing behavior that assists in performing the various task employees are required.
3. **Attitude:** - Making employees be aware and have interest on the essential part of the training.

Once the need assessment provides the required information or data then

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 objectives are set to close the gap. The success of training should be measured in terms of the objectives set.

Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned.

Objectives should be simple, measurable, achievable, and realistic and time bounded that it will be clarified by the real intents of the application and a comprehensive medium.

After the objects are set properly and determined there should be priorities that must be done in order not to lose the timing and application of the desired output at good phase, thus it is also important to have priorities established when training and development is designed. The result from the need analysis might indicate multiple training and development for employees however, organization must prioritize urgent problems and improvement that are required and it should also consider their limitation such as the budget when prioritizing (Mathis and Jackson, 2008).

The last thing that should be done is to select by the deliberate applications of the objectives taking considerations to plan the method of delivering and the content of the training and development.

2.3.1.3 Development stage of training and development

This step out lays the content of the program that after the need and design has been completed considerations should be given regarding the content as it determines what employees are learning.

According to Lang (1992), it is not only important to give focuses on the content but also to give emphasize to the how the content will be delivered. He outlined products that are taken up from the content which includes training lessons and guidance's, trainee resources, training and job aids, evaluation instrument, assessment on trainees knowledge skill and attitude and reviewing of implementation and evaluation of the cost.

2.3.1.4 Implementation

The process of putting the actual training accommodations in to practice that it out lays the logistic aspect of the deeds that they include food, budget, equipment and recourse. Implementation occurs when employees are actually training (Mathis and Jackson, 2008).

According to Noe et al (2008), employees are likely to learn from the training if it is related to their current job or task. In addition, it is better to use acquainted concepts and materials so that they can easily learn.

2.3.1.5 Evaluation

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Monitoring the training serves as a bridge between the implementation and evaluation phases and provides feedback for setting future training objectives. It measures what trainees have learned and what the organization wanted employees to learn (Mathis and Jackson, 2008). The evaluation should be not only at the end of the program but also during the training and development process and any gap between the actual and the expected performance (Harisson R(2000).

According to De Cenzo and Robin (2005), there are three popular methods of evaluating training Programs.

1. Post-training performance method: Evaluating training programs based on how well training was conducted measuring it based on the achieved result.
2. Pre-post-training performance method: Evaluating employees can perform their jobs after training programs based on the difference in performance before and after training.
3. Pre-post-training performance with control group method: Evaluating training by comparing pre and post- training results with individuals.

The evaluation phase will help to make a proper adjustment of the undergoing training by making a corrective action if there are deviations and propose the possible solution in any way it is deserved.it will also help the checkup of the undergoing training importance and the successful implementation of the training program by giving approval on the devised method.

2.4 Types of Training

Different criteria can be used to determine the types of training that According to (Mathis et al, 2008) training is classified based on the content of training or focus of the program such as, personal computer, team building, leadership, conducting performance appraisal and new employees etc. and thus are classified as on the job training and off the job training.

2.4.1 On the Job Training

On the job training -This relates to formal training on the job. A worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills. Michael Armstrong (2010), Managers play a vital role in helping their people to learn and

develop. Most learning takes place on the job but it will be more effective if managers provide the coaching, guidance and support people need.

2.4.1.1 Job Rotation

It is the planned rotating of staffs between jobs to alleviate monotony and provide a fresh job challenge, (Ojokuku et al, 2013) It can take two forms:

- An employee might be transferred to another job after a longish period (2-4 years) in an existing a job to give a new interest and challenge.
- Job rotation might be regarded as a form of training where employees learned about a number of different jobs by spending six month as one year in each job before being moved on.

2.4.1.2 Induction/Orientation

Induction/orientations is carried out for new entrants on the job to make them familiar with the Total corporate requirements like norms, ethics, values, rules and regulations (Armstrong, 2010).

Orientation formats are unique to each firm. However, almost all emphasize these areas: the Employment situation (job, department, and company), company policies and rules, compensation and benefits, corporate culture, team membership, employee development and dealing with change and socialization (Noe, *et al*, 1999).

2.4.1.3 Demonstration/Job instruction

Teaching by example, whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job. The desired job will be traced out in any way it is required and employees will get an immediate feedback up on the learning and teaching process, (Ojokuku et al, 2013) When people learn specific tasks, especially those involving manual skills, the learning will be more effective if job instruction techniques are used. According to Michael Armstrong (2010), Job instruction techniques should be based on skills analysis and learning theory.

2.4.2 Off-the-job methods

Training accommodations which are done and implemented outside the premises of the organization. Sensitivity training includes techniques such as laboratory and T-group training,

communication workshops and outward board's trips. The purpose of sensitivity training is to make employees more aware of their own behavior and how their behavior is perceived by others. It also increases the participants' awareness and acceptance of the differences between them. In terms of this type of training, small groups of eight to fourteen individuals who are strangers to each other are usually grouped together and assisted by a trainer. During the discussion, employees discuss themselves, their feelings, and the group process (Grobler et al.,2006).

The most frequent changes derived from this training include a more favorable self-perception, reduced prejudice, improved scores on tests of interpersonal relations, and changes in interpersonal behavior as observed by others).

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Off-the-job techniques include lectures, television conferences or discussions, case studies, role playing, simulation, group exercise, and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly. On- the-job training has also been argued to be the most useful but equally the most abused and most unsuccessful method of training (Tobin and Daniel, 1998).

2.4.2.1 Lecture

It is common to provide a framework for ideas by using a drawing or system model to show the inter connection of points, facts, realities and keeping together the framework of ideas that the speaker has assembled. They clarify and give dimension to what is being said. The danger is to use too many lectures, so that the audience is over whelmed by facts and figures which begin to

confuse them. If the presentation is to be accompanied by a hand-out, facts may be usefully contained in that and can be referred later, when the audience wants to remember them (Taylor, *et al.* 2008).

2.4.2.2 Computer based training

Computer based training can be defined as any training that occurs through the use of computer. Many companies are implementing computer based training as an alternative to classroom based training. Some of the reason for this thinking is; reduces trainee learning time, reduces the cost of training, provides instructional consistency, affords privacy of learning, trainees can study only what they need to know, increases access to training, allows trainee to master learning, that is the best way to keep interest and motivation high. Perhaps the most important advantage of computer based training is its control over the content of the material, method of presentation, and movement of the trainee through sequentially structured learning episodes based on previous trainee responses (Kearsly, 1984).

2.4.2.3 Case study

In Case Study method, detail of series of events, either real or hypothetical, takes place in a business environment. When this method of training used, participants asked to sort through data provided in the case to identify the principal issues and then propose solutions to these issues (Woods, 1995). The learning objective is to have trainees apply known concepts and principles and discover new ones. A variation of case study is the incident process, in which trainees are given only a brief description of the problem and must gather- additional information from the trainer by asking specific questions (Pigor, 1987)

2.4.3 Managerial Development

Managerial development refers to activities leading to the acquisition of new knowledge or skills for purposes of growing. Organizations provide employees with development programs in order to enhance their capabilities. Managerial development is gaining an increasingly critical and strategic imperative in organizations in the current business environment (Sheri-lynn 2007).

Coaching:- Emphasize on the managers responsibility in developing its subordinate (Byars and Rue, 1994). Under this method, managers guide and advise employees in solving managerial problems. Employees are expected to develop their own approach to management with the help of experienced managers (Byars and Rue, 1994)

Experience:- This method imparts employees that they are allowed to learn themselves through their own experiences, practices, situations in their daily activities However, it has a drawback because employees can make serious mistakes (Byars and Rue, 1994).

Mentoring:- Is another method where by employees are developed, Many skill for high position is learned via this method and also provides employees with viable role models, candid feedback, instruction, insight into the organizations politics, guidance and other support that can serves as valued capacities (Greener, S. (2008).

2.5 Importance of training

According to Mcgrill (1993), major benefits of training are summarized as follows-

- 1) Training improves organizational productivity by reducing turnover. companies having an investment perspective of human resource management view training as an opportunity to increase long-term productivity. Training may also be viewed as a solution to a number of problems, such as substandard quality resulting from skill deficiencies and voluntary turnover of employees seeking more rewarding jobs. It may also reduce the involuntary turnover of employees who are terminated because of skills deficiencies and provide a means of preventing skills obsolescence.
- 2) Training improves the productivity of the organization.
as supervisors are able to spend a reduced amount of time supervising employees after training was conducted, training improves the productivity of the organization because supervisors spend less time supervising employees after training while training improves the productivity of the organization because supervisors have to spend less time supervising employees after training. Noe et.al, (2003) found that immediate supervisors and managers need to display the interpersonal skills required to engage employees and enhance their self-confidence. This includes providing positive encouragement for a job well done.

- 3) Training helps employees to adapt to new developments in order to improve productivity.

Training helps employees to adapt to new developments in order to improve productivity,(Noe et al. 2003) state that, through training, employees can quickly adopt newly developed and advanced technology such as robots and computer-based manufacturing processes. training helps employees to adapt to new developments and that adapting to new developments depends on employees' level of intelligence.

- 4) Training improves organizational productivity through employee performance enhancement.

(Obisi Chris et al. 2001) supports the statement that training improves organizational productivity through employee performance when they state that employee development is the major factor in the creation of employee human capital, which determines the long-term productivity of an organization. While training is concerned with the employee's current job, development prepares the employee for future job requirements. Effective development programs allow the organization to maintain a workforce that can adequately replace employees who may leave the company or who are moved to other areas.

- 5) Training assists employees to meet organizational targets by effectively managing time.

(Wright P.(2001) state that the training process enables employees to be aware of their individual roles and responsibilities in terms of meeting organizational targets. Training employees to work as a team will allow them to accomplish the organization's strategic goals and strategic objectives.

- 6) Staff retention: Training increases staff retention which will save money(Harrison R 2000)

2.6 Empirical studies

Many studies have confirmed that there had been a very strong relationship among the practices of human resource that are practiced by the relentless activities of managers up on the performance of employees.so this momentum will be put in to practice by the deliberate application of practices on training and development, training and development will be the remedy for the successful application and approval of output featuring as performance.

As Guest (1997) mentioned in his study that training and development programs as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance.

The result of Arnoff (1971) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion.

Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000).

The achievement of organizational goals and employee performance is important and that depends on a variety of factors but training receives high importance as it improves the skills, capabilities, confidence and competencies (Naveed, *et al.*, 2014). There is a positive relationship between training and employee performance.

Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta and Appiah, 2010). It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity which in turn will help the company reach to the level of its best and be competitive in the business arena.

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

There might be various reasons for poor performance of the employees such as workers may not feel motivated any more to use their competencies, or may be not confident enough on their

capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. Employee commitment has become increasingly important in many organizations as indicated by (Meyer, *et al.*, 1993)

In his study the construct 'employee commitment' is however complex and commitment cannot be seen as a single, homogenous entity, which means the same to all employees. It is multifaceted and can impact on an organization in a number of ways. It changes over times as employee circumstances and needs change. Commitment is defined as purely psychological- it is a measure of the extent to which an employee has formed a strong psychological attachment to an organization (Meyer, *et al.*, 1993).

According to Wright and Geroy (2001), competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

Employee performance is also affected by some environmental factors such as corporate culture, Organizational structure, job design, performance appraisal systems, power and politics practiced in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance, these elements should be taken into consideration (Velada, *et al.*, 2007), Wright and Geroy (2001). Besides, Eisenberger et al. (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2005); it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad

and Bakar (2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level.

According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between human resource management practices and organizational commitment, so as to discover the causes of effective employee performance.

As mentioned by Ulrich D (1993), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Robert Griffin (2011) reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. The need for training should be traced out before it is going to be implemented.

2.7 Conceptual Framework

The relevance of training and development to the successful achievement of organizational activities are the deliberate momentums that plays a very vital role in the attainment of objectives through the apprehensions of competent and capable human resource performance, training serves as an acts of intervention to improve organization's goods and services quality in stiff competition by improvements in technical skills and performances of employees. Manju & Suresh (2011).

Training develops self-efficacy and results in superior performance on job (Svenja, 2007), by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan et al., 2006). Different theories have been formulated to explain the importance of training and development that in social learning theory employees acquire new skills and knowledge by observing other members of staff whom they have confidence in and as well believe to be credible and more knowledgeable (Bratton,2007; McKenna, *et al.*, 2006).The

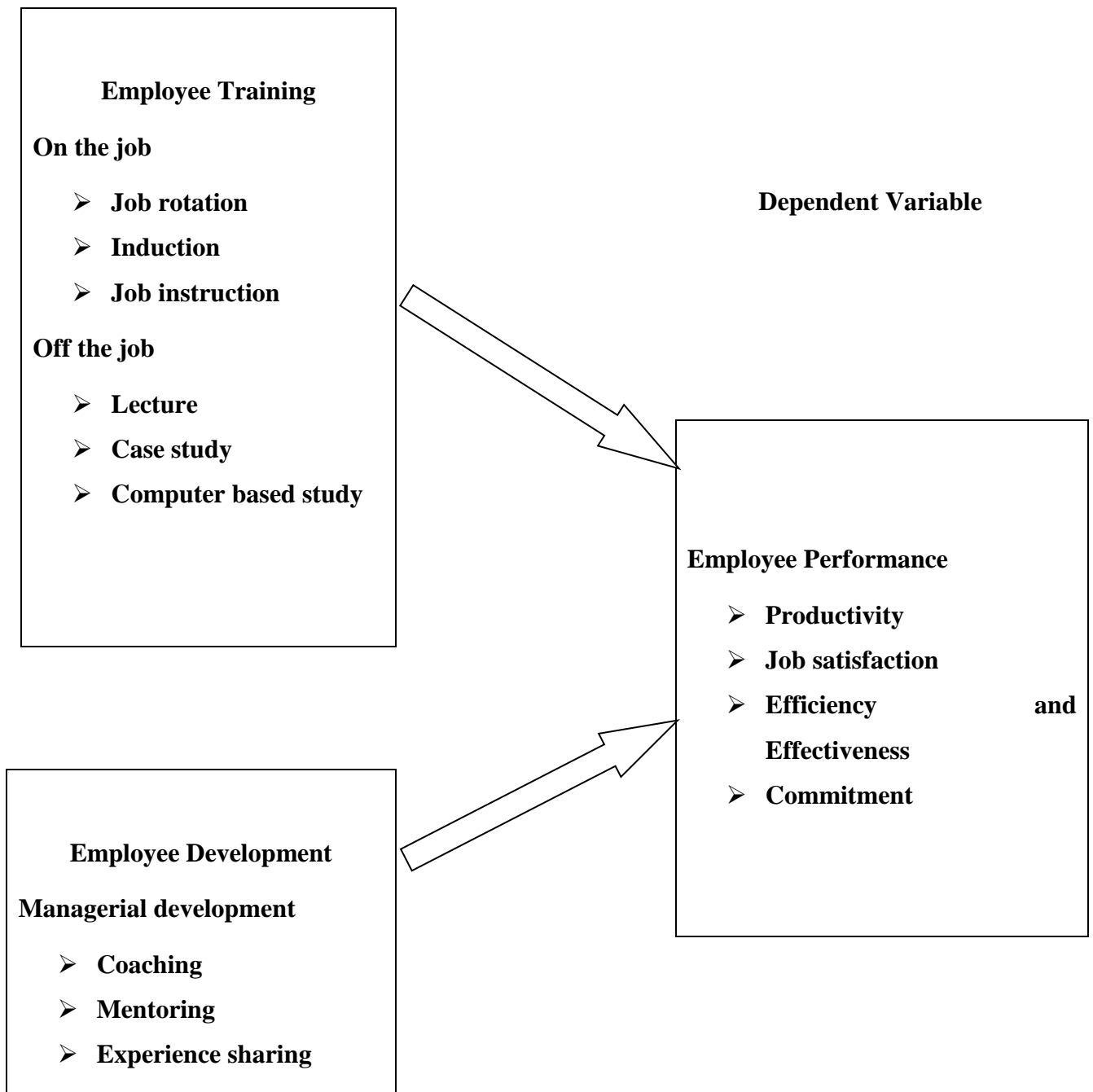
theory elaborates that employees self-efficacy and ability to learn new skills influences the training and development practices and applications that must be followed in the long run.

The applications of training and development(independent variables) that will be put into reality by applying two techniques which are named On-the-job(orientations, job instruction training, job rotation) and Off-the-job (Lectures, computer-based training, games etc. (Mehrdad, *et al.*,2007).

These techniques tend to play a very vital role up on the implementation of employees performance (dependent variables) which leads to remarkable out comes of commitment, efficiency and effectiveness besides to productivity and satisfaction.

Finally the researcher formulated the conceptual frame work taking the advantage of developments which is developed by Mehrdad, *et al.*(2007). The frame work shows the association between employee training and development along with the two training techniques that are on the job, off the job and managerial development representing independent variables and also the final outcome of employee performance of deserved out puts of productivity, commitment, efficiency and effectiveness being the dependent variable. It also shows the relationships among these variables in any way it is deserved.

Figure 2.1) Conceptual Frame work
Independent Variable



Source;-Developed by the Researcher, 2018

CHAPTER THREE

Research Design and Methodology

3.1. Research Design and approach

Research design is a systematic process of identifying and formulating by setting objective and method for collecting, editing and tabulating data to find solution.

This study used quantitative research approach for data collection, analyzing and interpreting the data collected to further understanding of the research problem and result is the closest indicator of one's contribution of effectiveness and efficiency not on the traits and behaviors rather only focusing on results that can minimize subjectivity relying on objective and figurative momentums..

The research is explanatory because the researcher elaborates the cause and effect relationships among variables thus how employees and managers of the bank perceive training and development to enhance employee performance after analyzing the results of questioner to be collected from the research participants. .

3.2. Population and sample

The composition of the target population were employees of Addis International bank that are working around Addis Ababa at the head office and city branch offices positioned at the clerical levels with the size of 380 employees.

The researcher took up this target population in order to be cost effective and easiness of the availability of the required data at the required level and also usage facilitation of the data that will be accessed with this population make up.

3.3. Sampling Technique

The deliberate focus of the study was on employees who were working in Addis International Bank basing itself on the clerical level as the non-clerical employees are out sourced due to this they were excluded from the study. Stratified sampling technique was used to select samples from the existing employees of the bank as the study focused on different groups of respondents and each group of the respondents were required to have their own representative from the total sample size so that, stratified sampling guaranteed specific groups within a population which

were adequately represented in the sample. The bank divided its branches into two grades(grade one and grade two) and these branches have their own positions based on their transaction and performance.

The researcher used the head office and city branches as a stratum, the estimated numbers of clerical staffs will be identified from each stratum and using random sampling method respondents will be selected from each stratum.

3.4. Sample size

The researcher used stratified sampling in order to determine the sample size, from the target population of 380 employees located at the head office and city branches of the bank. optimal sample representation was determined using Solvin's formula (2010).

$$n = \frac{N}{1 + Ne^2}$$

Where; **n** -sample size **N**- target population **e**- margin of error at 95%,
100% -95% = 5% and therefore, e =0 .05

Since the strata of employees are 380

The sample size will be;

$$n = \frac{380}{1 + 380 * .05^2}$$

$$n = 195$$

Table 3.1. Sample Size Determination Table

Stratum/Grade	Number of branches	Number of staff	Sample size
Grade 2	33	195	97
Grade 1	3	37	21
Head office	-	148	77
Total Population		380	195

Source;- Addis bank, 2018

3.5. Data sources and types

The objective of the study was met by the gathering of data which were from both sources of Primary and secondary. For primary sources The researcher used adapted questionnaire from different studies by rearranging it and develop questionnaires in order to meet the objective of the study, the questions were close ended as it helps to get the response of many respondents and

the easiness of drawing up of statistical data for the larger number of respondents and also just to lead the respondents keeping them on the track of the objectivity of the paper, the Instrument uses a 5 point likert scale form.

The questionnaire featured importance to all factors in relation to the effects of training on employee performance. Secondary sources of data were included from training and development researches, books, journals besides to bulletins and publications of the bank.

3.6. Data collection procedures

The Questionnaires of 195 that combined five point likert scales close ended types were distributed to the respondents in person, after they completed their questionnaires it was collected from the respondents at their respective city branch and head office of Addis International Bank.

3.7. Data Analysis

The researcher analyzed the data in order to present the association and congruency of variables, the data gathered and accumulated were analyzed using quantitative type of explanatory analysis method. Explanatory analysis includes describing the result found used from different method through percentage, means, standard deviations and range of scores (Creswell, 2009). Explanatory analysis provides as data in the profile, characteristics and composition on the subject of the study. (Kotharia, 2004).

The variables in which the researcher took in to considerations could be taken as independent and dependent ones that the effect of training and development on employee performance phenomenon was shown properly, Training and development is the cause factor that is an independent variable and also performance of the employees will be the dependent or result variable. SPSS was used interpret the quantitative data that was collected.

3.8. Ethical consideration

The researcher was endowed to be getting the required results from the study that during data collection and the data interpretation processes, the researcher tried to make it realistic and free from bias as much as possible. Furthermore, the researcher made relentless effort to persuade the participants of the study about the importance and the purpose of such study that helps the bank identifying and tracing out possible solutions by undergoing training and development activities

up on the effect of employees performance and also respondents answers were kept confidential and was not disclosed to nobody.

3.9. Reliability

Reliability is assessment of the extent to which a question, instrument or measure gives safe results. Cronbach's alpha is a measure of reliability which assesses the extent to which a group of questions are asked for the same basic underlying information (Gorard, 2004). Cronbach's alpha is a coefficient of reliability and it is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees.

Lombard ,B,D(1992), the scales with coefficient alpha which lies in between 0.8 and 0.95 are of good quality type, scales with coefficient alpha between 0.7 and 0.8 possesses good reliability, and at last there lies fair reliability if the coefficient alpha is in between 0.6 and

0.7. Hence the researcher tested the reliability position that is the internal consistency of the items which were developed for respondents as shown in table 3.9.1 in that the reliability of the whole item is 0.858 which means the whole items were reliable and acceptable because as Lombard stated coefficients of 0 .80 or greater is acceptable in most situations.

Table 3.2. Reliability test

CRONBACH'S ALPHA	NUMBER OF ITEMS
0.858	46

3.10. Validity

Validity refers to the degree to which the measurement actually measures what it supposed to measure (Kothari, 2004). According to Adam et al (2007), Validity is “is the strength of our conclusions, inferences or propositions. It involves the degree to which you are measuring what you are supposed to, more simply, the accuracy of your measurement”.

The researcher tried to make sure the validity of the study, by using reliable sources such as published books and recent articles written by highly praised authors in the fields of training and development. The bank's training and development practice was assessed based on questionnaire which were adopted from different studies Armstrong (2009a, p. 331), Hume (2000, p. 6) and Armstrong (2009b, p, 1021). And developed in a manner to fit for the purpose of the measure,

self-prepared questions were also apprehended the questionnaire and presented in a suitable manner by making minor modification to be applicable on the current scenario.” The questionnaires were simple, comprehensive and easily understood.

For further refine of the accuracy of the instrument, ten questionnaires were administered to selected colleagues and the bank’s HR professionals so that they reviewed it and provide their opinion on the questionnaire. In addition to this, the research advisor provided valuable comments on the questionnaire.

CHAPTER FOUR

Data Analysis, Results and Discussion

This chapter features out the data analysis and discussion of the research findings.. The data analysis was made with the help of Statistical Package for Social Science (SPSS). An aggregate number of 195 questionnaires were disseminated to the head office and city brunches however 177 were returned properly filled, out of which 18 were unfilled and lost thus making the response rate 91% therefore 177 usable questionnaires were used for the study.

4.1. Response rate of respondents

Based on the sampling procedure described in chapters three 195 questionnaires were distributed to 17 branches and the main office. The table elaborates out the overall details.

Table 4.1 Summery of questionnaire’s distribution

ITEM	WORK UNIT	DISTRUBUTED	RETURNED
1	Head office	29	27
2	Lideta brunch	8	8
3	Stadium brunch	12	12
4	Mekanissa brunch	10	9
5	Mexico brunch	11	9
6	Arat kilo brunch	11	11
7	Megenagna brunch	10	9
8	Ghandi brunch	11	9
9	Lam beret brunch	10	9
10	Sumaletera brunch	10	7
11	Sefereselam brunch	9	9
12	Kera brunch	8	8
13	Addisumikale brunch	9	7
14	Saris brunch	10	8
15	Sebategna brunch	9	9
16	Bole medhanialem brunch	10	8
17	Mega brunch	9	9
18	Gurde shola brunch	9	9
	Total	195	177
	Percent	100%	91%

4.2. Characteristics of Respondents

The demographic characteristic of the participants are summarized as shown in the following table and has been stated one after the other.

Table 4.2 Summary of respondents' characteristics;

Variables	Categories	Frequency	Percent
1. Gender mix of respondents	Male	132	74.6%
	Female	45	25.4%
	Total	177	100.0%
2. Age distribution of Respondents	<20	-	-
	20-29	87	49.2%
	30-39	72	40.7%
	40-49	18	10.2%
	>50	-	-
	Total	177	100.0%
3. Educational Qualification of Respondents	College diploma	18	10.2%
	First degree	134	75.7%
	Second degree	25	14.1%
	Other	-	-
	Total	177	100.0%
4. Service Year of Respondents	<2	34	19.25%
	2-5	76	42.9%
	5-10	67	37.9%
	11-15	-	-
	>15	-	-
	Total	177	100.0%
5. Marital Status of Respondents	Single	100	56.5%
	Married	77	43.5%
	Divorced	-	-
	Widowed	-	-
	Total	177	100.0%
6. Position of Respondents	Clerical	126	71.2%
	Non clerical	-	-
	Middle level manger	51	28.8%
	Top level manager	-	-
	Total	177	100.0%

Source: Own Survey, 2018

4.2.1. Gender Mix of Respondents

The gender mix of the sample respondents revealed from the collected questioners, 74.6% of the respondents were male while the remaining 26.4% were Females. Thus, dominance of male respondent's over female was observed that implies fair distribution or priorities should be done in the bank.

4.2.2 Age of respondents

The sample population is largely dominated by respondents who are at the age of 20-29 covering 49.2% followed by age group of 30-39 that is 40.7%. The rest of the respondents are under the Age category of 40-49 representing 10.2%. It is clear that most of the employees of the bank are young and it is a great opportunity for the bank to perform better and need to give attention for training and development.

4.2.3 Educational Qualification

Table 4.2 features out that respondent hold a range of educational qualification from College diploma to master's degree. The majority of the sample group holds a degree which accounted 134 (75.7%). 18 out of 177 respondents were college diploma holders. 25 (14.1%) of the respondents are master's degree holders. And since the majority of the respondents are Educated, it can be concluded that almost all employees are educated, people with different educational qualifications are working in the Bank. This implies that the bank needs to know whether employees with different educational background have different opinion, preference and interests about training and development effect on employee performance though their field of study matters about training and development concerns.

4.2.4. Years of service in the Bank

The study elaborated the number of years the sample respondents have rendered to the bank which enables us to put their responses into proper perspective. Accordingly, the respondents have served the bank from less than two years to above five years. It can be seen that respondents who have served form 2-5 years representing 42.9% that formed the majority while respondents who have served from 5-10 year representing 37 %. Those who have served the bank for less than two years represent 19.2%.

This means that the bank has young workers who have few years of experience that requires constant training to update their skills and perform their duties.

4.2.5. Respondents' Marital Status

The marital status part of the questioner was intended to achieve the response of marriage stratum. Accordingly, majority of the respondents' were singles which represent 56.5% of the total respondents, while 43.5 % were not married at all.

4.2.6. Current Employment Position

Respondents were asked to fill their current employment position that they were endowed to do. Addis International Bank as a company involved in private banking service provider and related activities over the past few years developed its own organizational structure that shows various job position categories namely non-clerical, clerical and managerial. The employees are assigned to these positions based on their skill, knowledge, educational background, work experience, their employment job title and competencies in the bank. Hence, it was revealed that out of 177 respondents 126 of them are clerical, which account 71.2 %, whereas 51 of them are of managerial accounts 28.8% of the total respondent and there were no non-clerical respondents as they were excluded from the study.

4.3. Selection of Trainees for training in the bank

As Table 4.3 out lays that more than half of the respondents (54 percent) were trained on joining the company. 52% of the respondents were selected since it is compulsory for all employees and also upon supervisor's recommendations 10%. 33% of the respondents do not know why they were selected for the training, while 25% of them because of performance appraisal and the rest 3% up on their employees request. Hence this figure shows that Addis International bank has a culture of training its employees when they join the company in order to let new entrants make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations.

Table 4.3. Selection of Trainees for training in the bank

	Frequency	Percent
On joining the company	54	30.5%
Supervisors recommendation	10	5.6%
Compulsory for all employees	52	29.4%
Upon employee request	3	1.7%
Performance Appraisal	25	14.1%
I don't know	33	18.6%
Total	177	100.0%

Source: Own Survey, 2018

4.4. Frequency of Training given in the bank

The frequencies demonstrates that respondents who were trained for their duties are shown in Table 4.3, The results indicated that out of the total Of 177 respondents which took training since joining Addis international bank, 23.2% of the employee are trained only once and 19.8% are trained twice, 50.3% are trained several times. This clearly demonstrates that Addis International bank has a training practice in place that employees are being given due consideration regarding training and development.

Table 4.4. Frequency of Training given in the bank

	frequency	Percent
Only once	41	23.2%
Twice	35	19.8%
Several times	89	50.3%
Never	12	6.7%
Total	177	100.0%

Source: Own Survey, 2018

4.5. Assessment of Training Effectiveness in the bank

The very aim of this section is to asses training effectiveness of respondents that they have undergone in relation to their overall practice of training, questions were prepared to elaborate what they forward regarding their attitude, reaction, comment and positions up on the scenes of training.

Table. 4.5. Reaction of Employees on Training Effectiveness

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	St.Dev
1)There is a separate division responsible for training and development in your bank	frequency	12	15	60	57	33	3.47	1.098
	percent	6.8%	8.5%	33.9%	32.2%	18.6%		
2)I did not participate in any form of training since I was hired	frequency	86	64	-	21	6	1.85	1.118
	percent	48.6%	36.2%	-	11.9%	3.4%		
3)There is a professional trend of selection for training programs in the bank	frequency	9	10	61	66	31	3.56	1.010
	percent	5.1%	5.6%	34.5%	37.3%	17.5%		
4)The management examines feedback from trainees' before and after training.	frequency	6	7	29	110	25	3.80	0.855
	percent	3.4%	4.1%	16.4%	62.1%	14.1%		
5)There is training program such as class room trainings, seminars, workshops etc. frequently	frequency	4	19	52	64	38	3.64	1.008
	percent	2.3%	10.7%	29.4%	36.2%	29.5%		
6)Training is given by competent trainers who acquire the real skill.	frequency	3	58	-	85	31	3.81	0.734
	percent	1.7%	32.8%	-	48%	17.5%		
7)The training I received helped me to become efficient and productive.	frequency	3	3	17	98	53	4.63	3.945
	percent	1.7%	1.7%	9.6%	55.4%	31.6%		
8)The training delivery method that the bank uses is convenient to get the necessary knowledge and skills.	frequency	3	3	28	104	39	3.98	0.776
	percent	1.7%	1.7%	15.8%	58.8%	22%		
9) Training needs are identified before it is practiced in the bank.	frequency	-	12	34	103	28	3.83	0.772
	percent	-	6.8%	19.2%	58.2%	15.8%		

Source: Own Survey, 2018

As Table 4.5 on number 1 questionnaire indicates if there was a separate department/division responsible for manpower training in the organization, majority of the respondents indicated that is 90% agreed with Addis international bank has a separate division responsible for training and development, while 15% of them disagree for the existence of the division/department and 33.9% of the total respondents remained neutral about the existence of the division. The value of

the mean 3.47 also indicates that employees have agreed with the intent as it is greater than three so the large figure indicates that there is a separate division for training and development in the bank.

The second question in the Table 4.5 elaborates that 15.3% of the respondents agree with the question, which means they have never participated in any type of training since they joined the bank. On the contrary, majority of them or 84.8% disagree with question, which means they have already taken one or more trainings and only no respondents remain neutral.

There is also a professional trend for selection that 55% of the respondents agreed in a way that professional selection program in the bank is practiced which represents preciseness of the bank in preparing training programme, 10.7% disagreed in this context while 34.5% remained neutral.

As Table 4.5 on number four shows that most of the respondents reaching the percentage of 76.2% agree with the question that the management request feedback after training is given in the bank while 7.5% on the contrary disagreed with the question and 16.4% remain neutral. Training programs like seminar, classroom and work shop had been the intent of the bank that 65.7% respondents out favored it that the bank undergoes these programs that describes training is given to update the skills of employees rather 13% disagreed in a way 29.4% responded neutral.

The other issue that respondents answer was the opinions on trainers if training was given by competent trainers So that 65.5% of the respondents agreed and 34.5% disagreed while no respondent remained neutral on the trainer's competency. So trainers of the bank are capable to transfer the required knowledge to the trainees. From the 177 respondents 87% believe that the reason they are able to accomplish their tasks efficiently and productive was because of the knowledge, skills and attitude they had received from the training. But 3.4% of the respondents either disagree or strongly disagree that it is not because of training they accomplish their activities efficiently. The rest 9.6% are neutral.

As the table 4.5 indicates training has helped employees in accomplishing their activities efficiently and productive. With regards to the question as how the training delivery method was convenient to get the required knowledge and skill, more than half of the respondents agreed that it is convenient. Moreover, 22% of the respondents strongly agree with its suitability. The rest 15.8%, 1.7%, and 1.7% of respondents' response were neutral, disagree and strongly disagree

respectively. The large figure of agreement shows that the organizations uses a suitable delivery method to transfer the required knowledge and skills through training. At last the management identifies training needs before it is practiced that is more than half the total respondent 74% agreed on the issue, 19.2% remained neutral and 6.8% disagreed that the bank out lays its programs based on concrete issues that requires training. This intent shows that the bank avoids challenges and other issues by identifying the real importance of training.

4.4. Assessment on Training and Development

Table 4.6 Questionnaires on training and development

		Strongly disagree	Dis-agree	Neutral	agree	Strongly agree	Mean	St.Dev
I have clear understanding of the objective and goals of employees training and development programs.	frequency	3	-	35	98	41	4.00	0.707
	Percent	1.7%	-	19.8%	55.4%	23.2%		
Training employees will increase productivity and efficiency.	frequency	-	-	7	76	94	4.49	0.575
	Percent	-	-	4%	42.9%	53.1%		
Developmental activities will speed up long term thinking of employees.	frequency	-	-	12	101	64	4.29	0.587
	Percent	-	-	6.8%	57.1%	36.2%		
Training and development will have a positive effect on the performance of employees as well as on organization.	frequency	-	-	10	90	77	4.38	0.592
	Percent	-	-	5.6%	50.8%	43.5%		
The developmental programs of the bank have impacted my performance on the job?	frequency	3	3	25	96	50	4.06	0.803
	Percent	1.7%	1.7%	14.1%	54.2%	28.2%		

Source: Own Survey, 2018

The above table 4.7 elaborates that respondents responded their position if they have a clear understanding of the goals and objective of training that 41(23.2%) and 98(55.4%) demanded they know the objective very well and also 3(1.7%) disagreeing the intent while 35(19.8%) went neutral, even the value of the mean 4.00 is greater than three thus respondents revealed that the

real meaning of undergoing training is understood by employees as for increasing and developing their skill that in turn facilitates the deeds of the bank.

Respondents relayed that 76(42.9%) and 94(53.1%) agreed and strongly agreed their efficiency and productivity increased due to training while 7(4%) remained neutral; this shows that training in the bank will speed up productivity and efficiency to the employees.

101(57.1%) and 64(36.2%) agreed and strongly agreed 12(6.8%) being neutral that developmental activities apprehend the long term effects of employees at large.

An elaboration in the table 4.6 also shows that 90(50.8%) and 77(43.5%) agreed and strongly agreed to the positive effect of practicing training and development while 10(5.6%) favored neutral, this shows that the effect of training and development have a positive and advisable result up on the performance of employees as well as the organization.

The performance of employees is also impacted by training and development that 96(54.2%), 50(28.2%) agreed and strongly agreed as this figure shows that training and development had influenced their actions after they had taken it in which changes in behavior will benefit the bank as deserved, 25(24.1%) out laid their attitudes being neither agreed nor disagreed on the intent.

4.5. Analysis on the Type of Trainings Given by the Bank

The very known broad types of training that are widely practiced most of the time include on-the-job training, off-the-job training and also managerial development applications can be taken in accordance with some of the techniques forwarded at large.

This written part elaborates out the satisfaction level of the workers on types of training that exists in the bank with regards to (on-the job training (Induction/Orientation, Job rotation and Job instruction), off-the-job training (Lecture, case method and computer based training) and managerial development (coaching, mentoring, experience sharing, counseling).

The respondent's value judgments were computed using statistical tools such as mean and standard deviation. The mean describes that 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 a single sample (Marczyk, Dematteo and Festinger,)

4.5.1. Analysis regarding off-the-Job training

The process of teaching and up grading the skills and knowledge of employees outside the premises of their working place can be expressed as off the job training, thus employees will be subjected to get the necessary skill by different mechanisms of describing the real momentums of the desired job they are about to perform, Off-the-job techniques include lectures, television conferences or discussions, case studies, role playing, simulation, group exercise, and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly. On- the-job training has also been argued to be the most useful but equally the most abused and most unsuccessful method of training (Tobin and Daniel, 1998).

Table4.7 questionnaire on-lecture, case method and computer based method

Item	N	Mean	Standard Deviation
Supervisors support the use of lecture techniques learned in training that employees bring back to their jobs	177	3.85	0.711
Lectures are arranged by considering The status of employees in the bank.	177	3.69	0.898
Lectures will pass out the intended Message to employees strongly.	177	3.82	0.760
I fell that the case method will enable Me to trace out the cause and effect very well.	177	4.09	0.546
Computer based training is practiced in the bank and it is very helpful widening up the performance of employees.	177	4.25	0.629
N	177		

Source: Own Survey, 2018

As Table 4.6 shows, the majority of the respondents with mean of 3.85 agreed that supervisors support the use of lecture techniques learned in training to be applicable on the job, respondents with a mean of 3.82 agreed with the use of lecture to pass out the intended message strongly. For the arrangement of the training considering the status or abilities and education of employees respondents have agreed with a mean of 3.53.as for the case method will enable employees to trace out the cause and effect very well with mean 4.09, respondents highly expressed their agreement that they traced out the real intent at last computer based training is practiced in the bank that it will play significant effect on performance of employees with mean 4.25.

4.5.2. Analysis regarding On-the-Job training

Workers will be endowed to get the necessary wisdom of their duty by the exact excretion of their ability performing on the actual place of their job. On-the-job training is delivered to employees while they perform their regular jobs Michael Armstrong (2010). In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A time-table should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation

Table 4.8 questionnaire on- job Rotation, job instruction, induction/orientation

Item	N	Mean	Standard Deviation
Employee rotation in the bank increases my performance level to the desired level	177	4.28	0.674
Mediums of job instructions are very clear and easy to apply	177	3.95	0.685
Support from supervisors and peers are advisable that I receive enough guidance and leading to increase my potential that leads job instructions	177	3.99	0.674
The practice of induction/orientation is done on a timely basis in the bank.	177	3.76	0.886
Induction clears out every values and norms that the bank stands for new employees joining the bank.	177	4.08	0.620
Job instructions are very well documented and there is an ease of access of applying it in the bank.	177	3.93	0.819
Induction training provides an excellent opportunity for new comers to learn	177	4.31	0.574
Orientation plays a great deal in the bank that it creates the feeling of working together and share ideas that will lead to constrictive performance.	177	4.08	0.772
Rotation of employees is the culture of the bank that every employee is entitled to get the opportunity	177	4.14	0.616
N	177		

Source: Own Survey, 2018

As the table 4.8 indicates with the mean of 4.31 and 4.08 the majority of the employees agreed that The induction training prepared by Addis International bank creates an excellent opportunity

for New comers to learn and the norms and values of the company are clearly explained in any way it is deserved during this training.

As for the induction training by playing a great deal in the bank that it creates the feeling of working together and share ideas leading to constructive performance respondents have the same opinions i.e. with the mean of 4.08 showing an agreement. Whereas, the mean of 3.76 indicates that the training was done on a timely basis.

The intents of job instructions are elaborated in the table 4.8 that respondents’ aggregate response revealed the majority of the respondents with a mean of 3.99 and 3.95 agree that the job instructions that were prepared by the organization are clear and easy to apply and they have received enough guidance from their peers and supervisors. The mean 3.93 shows that the documentation and ease access for job instruction manuals are reachable and conducive.

The last respondent’s result interpretation is forwarded in this way that the statistical mean of 4.28 and 4.14 indicates from the respondents of the employees job rotation within the organization increases the performance level of workers to the desired level in the bank and also rotation of workers to different job sections is being given and accepted by the bank in order to make workers all rounded skill make up momentums for the workers and also for the benefit of the bank as well.

4.5.3. Analysis on Managerial Development Questionnaire

Table 4.9, questionnaire on-coaching, mentoring, work experience and counseling

Item	N	Mean	Standard Deviation
Coaching is practiced in the bank that it helps employees to get a proper guidance about their duty from their immediate boss	177	3.97	0.818
Experience sharing is the culture of the bank that it helps employees to get the right wisdom of their duty through time	177	3.92	0.573
A trusted councilor of the bank helps employees to adjust themselves to go in line with their duties	177	3.81	0.831
Work experience is a deliberate concern of the bank that it has a huge weight for efficiency and effectiveness	177	4.14	0.547
Counseling helps to add new blood into the bank that new changes are introduced at good conditions	177	3.90	0.819
Coaching paves ways to employees to do their duties and keep them to the pace of rules and regulations of the bank	177	4.13	0.707
N	177		

Source: Own Survey, 2018

The table 4.9 describes that coaching with means of (4.13) and (3.97) is out favored by respondents in a way by paving ways to do their duties And keep them to the pace of rules and regulations of the bank as respondents were agreed to the main intension and also its benefit that employees get proper guidance from their immediate bosses this intern will lead to the proper implementation of every activities which are forwarded by Addis International bank.

Regarding the question in table 4.9 that counseling helps to add new blood into the bank that new changes are introduced at good conditions and respondents agreed on their responses with the mean of 3.90, A trusted councilor that is mentor of the bank helps employees to adjust themselves to go in line with their duties that respondents agreed on the question as the mean 3.81 was answered decisively which implies that counseling and mentoring brings new blood injection to the bank from outside out let that new ideas will be developed as deserved.

Work experience with mean 4.14 shows that it is a deliberate concern of the bank that it has a huge weight for efficiency and effectiveness as respondents strongly agreed on the basis that it is vital for the achievement of skills and also experience sharing with mean 3.92 indicates that it has been taken by the bank as a culture to transfer wisdom to employees through time.

4.6. Analysis on Effects of Training on Employee Performance

Training is important and an imperative tool for the organization to increase the performance of all the personnel for organizational growth and success. It is beneficial for both employers and employees of an organization. An employee will become more efficient and productive if the employee is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development activities. In this section the employee's performance is going to be analyzed based on effectiveness and efficiency, commitment, productivity and also job satisfaction of employees.

Table 4.10 Questionnaire on the Effect of Training on Employee Performance

Item		Strongly disagree	Disagree	Neutral	agree	Strongly agree	Mean	St.Dev
I can say that after training employees performance is enhanced and working well with their regular activities.	Frequency	-	3	6	105	63	4.29	0.614
	Percent	-	1.7%	3.4%	59.3%	35.6%		
Because of the knowledge, skills and attitude that I received from the training, I can accomplish my duties without waste and precision.	Frequency	-	-	24	105	48	4.14	0.625
	Percent	-	-	13.6%	59.3%	27.1%		
My attentive participation during training has created a positive effect on commitment and effectiveness.	Frequency	-	3	13	82	79	4.314	0.689
	Percent	-	1.7%	7.3%	46.3%	44.6%		
The performance evaluation process in the bank designed to motivate me to achieve my goals and improve my performance.	Frequency	-	12	30	97	38	3.91	0.807
	Percent	-	6.8%	16.9%	54.8%	21.5%		
The safe and conducive mediums of training have encouraged me to produce high and act to my level best	Frequency	-	3	28	106	40	4.03	0.673
	Percent	-	1.7%	15.8%	59.9%	22.65%		
The accommodation of training has created Confidence in solving problem and making decision	Frequency	-	3	28	96	50	4.09	0.709
	Percent	-	1.7%	15.85%	54.2%	28.2%		
It is through the medium of training that management of time and priorities of situations became the performance of my improvement.	Frequency	-	12	191	115	31	3.93	0.743
	Percent	-	6.8%	10.7%	65.0%	17.5%		
My level of knowledge/skill related to the job has improved significantly that am now performing as deserved.	Frequency	-	-	15	134	28	4.07	0.489
	Percent	-	-	8.5%	75.7%	15.8%		

Source: Own Survey, 2018

Respondent results which are forwarded in the table 4.10 stated that employees who were asked if they perform their activities well after training 3.4% answers they were neutral. 1.7% disagrees but 94.9% of the respondents agree and strongly agree that training enabled them to work well with their regular activities, the mean of 4.29 also shows that many of the respondents have

agreed on the intent so these figures indicate that the training provided by the bank is effective for the performance of the employees.

As for the knowledge, skills and attitude that I received from the training, I can accomplish my duties without waste and precision employees responded 59.3% and 27.1% of them agreed and strongly agreed on this content 13.6% demanded to be neutral, the rest disagreed and strongly disagreed to their position, this out lays that the majority of the respondents were efficient in discharging their duties without waste and precision.

The questionnaire to know whether attentive participation during training has created a positive effect on commitment and effectiveness to the organization and for their work, 46.3% and 44.6% of respondents as indicated in the above table strongly agreed and agreed respectively. Only 7.3% respondents were neutral and 1.7% of respondents disagreed on their active participation which will help to more commitment to the organization. There are also no respondents that strongly disagree with this issue. Therefore, it can be concluded that, employees in Addis international Bank were in a position to be actively participating in training for better commitment.

The performance evaluation process in the bank that was designed to motivate workers to achieve their goals and improve performance is elaborated in the table that 54.8% and 21.5% strongly agreed and agreed to the position while 16.9% chose neutral and the rest 6.8% disagree on the parameter. This describes that the aggregate sum of respondents favoring their agreement to do the right thing and achieve their effectiveness, The safe and conducive mediums of training have encouraged me to produce high and act to my level best responded by the employees that 59.9% and 22.6% while 15.8% preferred to be neutral and 1.7% disagreed, this shows that productivity has increased in any way it is deserved.

Respondent's attitude with the figure of 54.2% and 28.2% regarding the confidence they have in solving problems and making decisions is strongly agreed and agreed respectively. 15.8% of employees responded to a neutral intent and 1.7% employees disagreed that training had not added their ability to solve problems and make decisions on the job they perform. Therefore, it can be said that employees perceive training as it has created their level of confidence in solving problems and making decisions so that there will be efficiency in their duties.

Respondents answer regarding it is through the medium of training that management of time and priorities of situations became the performance of workers improvement was relayed in this form that 65% and 17.5% agreed and strongly agreed while 10.7% neither agreed nor agreed and 6.8% disagreed on the content, this shows that the sum total agreeing on the training management that they are satisfied and forwarded their effort by prioritizing their situations that will lead to job satisfaction and performance at all and at last productivity of employees were improved as the level of knowledge and skill related conditions were agreed 75.7% and 15.8% strongly agreed and by remaining 8.5% of neutral position no rank was forwarded for disagreeing.

4.7. Analysis about perception of employee's performance after training

Table 4.11 questionnaire on attitude of employees after training

Item		Strongly Disagree	Dis-Agree	Neutral	Agree	Strongly Agree	Mean	St.Dev
I believe training and development helped me to see things in a who listic way thus skill and knowledge is improved.	frequency	-	-	43	97	37	3.97	0.673
	Percent	-	-	24.3%	54.8%	20.9%		
Strategic make up of goals of the bank, solving problems and making decisions is highly improved due to training and development	frequency	-	-	30	109	38	4.05	0.620
	Percent	-	-	16.9%	61.6%	21.5%		
the management of time and prioritizing of duties to do is improved by employees and the bank due to training and development	frequency	-	-	67	83	27	3.77	0.695
	Percent	-	-	37.9%	46.9%	15.3%		
Because of the good training practices of the Bank, I am committed and motivated for my work.	frequency	-	-	30	78	33	4.03	0.625
	Percent	-	-	16.9%	44.1%	18.6%		

Source: Own Survey, 2018

This section is prepared to trace out the effect of training and how employees were influenced or has improved in their capabilities after training is conducted and relayed, it can be taken as post training performance evaluation method. Robin (2005), thus As shown in the above table 4.11 as the mean of 3.97 and 54.8% and 20.9% of employees shows the majorities of respondents agree and strongly agree that training has increased their level of knowledge and skill related to the job they perform. Therefore, the figure indicates that the organization has a good training practice in place to improve the level of knowledge skills of the employees and develop all rounded looking of situations that are demanded by the job.

The perception of the employees with a figure of 61.6% and 21.5% regarding the confidence they have in solving problems, making decisions and their strategic make up of goals of the bank is strongly agreed and agreed respectively. 16.9% of employees responded that neutral and no employees believe that training has not improved their ability to solve problems and make decisions on the job they perform. Therefore, it can be said that from the mean statistics of 4.05, the employees perceive training has improved their level of confidence in solving problems and making decisions.

Respondents believe that training improve the ability of managing time and priorities for them. 46.9% and 15.3% employees perceive training as a means of improving the management of time and priorities. The rest of the respondents with a percentage of 37.9% responses were neutral. As the table indicates with the mean of 3.77, training has improved the ability of the employees in managing their time and giving priorities for the tasks they perform.

After taking training, out of 177 employees 62.7% of respondents replied that training improves the commitment and motivation to perform their job. The mean 4.02 also indicates that the bank gives adequate training for its employees to improve their work commitment and motivation.

4.8. Correlation Analysis

This study employs the correlation analysis, which investigates the strength of relationships between the studied variables. Pearson correlation analysis was used to provide evidence of convergent validity. Correlations are perhaps the most basic and most useful measure of Association between two or more variables (Marczyk, Dematteo and Festinger, 2005).

General guidelines correlations of 0.10 to 0.30 are considered small, correlations of 0.30 to 0.70 are considered moderate correlations of 0.70 to 0.90 are considered large, and correlations of

0.90 to 1.00 are considered very large. Or else the independent variables (training and development up on which on the job and off the job techniques along with managerial development being endowed in it) and dependent variable (employee performance) will be interpreted by the result proposed by (Franzblu, 1985).definition which has five classical rules as shown below in interpreting the coefficient of correlation between two different variables. (r=0 to 0.20) indicates negligible or no correlation, (r=0.2 to 0.40) indicates positive but low degree of correlation, (r=0.4 to 0.60) indicates positive moderate degree of correlation, (r=0.6 to 0.80) indicates positive and marked degree of correlation, (r=0.8 to 1.00) indicates positive and high degree of correlation.

As per Table 4.12 shown below, the coefficients shows that factors included under employee training (on-the job training (Induction/Orientation, Job rotation and Job instruction), off-the-job training (lecture, computer based and case method) and managerial development(coaching, mentoring, experience sharing, counseling)were all related with employee performance within the range of 0.247 to 0.484, all were significant at $p < 0.01$ level except for some of the questionnaires that discloses an independent variables which will be shown below.

4.8.1 Pearson correlation for-off the job training.

Table 4.12 correlation for (lecture, case method and computer based training)

Item	N	Pearson Correlation	Sig (2tailed)
Supervisors support the use of lecture techniques learned in training that employees bring back to their jobs	177	0.117	0.120
Lectures are arranged by considering The status of employees in the bank.	177	0.117	0.123
Lectures will pass out the intended Message to employees strongly.	177	0.484**	0.00
I fell that the case method will enable Me to trace out the cause and effect very well.	177	0.471**	0.00
Computer based training is practiced in the bank and it is very helpful widening up the performance of employees.	177	0.412**	0.00

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

The above table shows that techniques of off the job training named lecture, case method and computer based training are significantly correlated to employees performance since their values

are ranging from 0.412 to 0.484 signifying there is a significant correlation among off the job techniques and employees performance as all were significant at $p < 0.01$ level except for two of the questionnaires of lectures which have no colorations or negligible at values of ($r=0.117, p > 0.01$). computer based training questionnaire features out the value of its significance to a positive moderate level of ($r= 0.412$) and also lecture technique letting out its value to ($r=0.484$) that may correlate it to employees performance at $p < 0.01$ to a positive moderate level as well. at last case method shares the positive moderate correlations of significance valuing the range of ($r=0.471$) to employees performance. Generally the table shows that there is a positive correlation of the independent variables of on the job training (lecture, case method and computer based training) to the dependent variable that is employee performance.

4.8.2 Pearson correlation for -on the job training.

Table 4.13 correlation for (job rotation, job instruction, induction /orientation)

Item	N	Pearson Correlation	Sig (2tailed)
Employee rotation in the bank increases my performance level to the desired level.	177	0.247**	0.00
Mediums of job instructions are very clear and easy to apply	177	0.426**	0.00
Support from supervisors and peers are advisable that I receive enough guidance and leading to increase my potential that leads job instructions.	177	0.070	0.355
The practice of induction/orientation is done on a timely basis in the bank.	177	0.367**	0.00
Induction clears out every values and norms that the bank stands for new Employees joining the bank.	177	0.259**	0.001
Job instructions are very well documented and there is an ease of access of applying it in the bank.	177	0.324**	0.00
Induction training provides an excellent opportunity for new comers to learn	177	0.400**	0.00
Orientation plays a great deal in the bank that it creates the feeling of working together and share ideas that will lead to constrictive performance.	177	0.355**	0.00
Rotation of employees is the culture of the bank that every employee is entitled to get the opportunity.	177	0.404**	0.00

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

Source: Own Survey, 2018

On the job elaborations from the table features that all the techniques (job rotation, job instruction, induction/ orientation) that are disclosed are significantly correlated to the performance of employees in any way it is deserved ranging from 0.247 to 0.426 at $p < 0.01$. Positive moderate significant correlations were observed for most of the techniques that these independent variables has got a relentless effect on employees performance ranging in between 0.30 and 0.70.

The observed value to one of the questions regarding job instructions discloses that there is no significant colorations of the variable to employees performance as the value ($r=0.070$) is out of the sated values that lies as per Pearson correlations that signifies a significant correlation among variables to employees performance at $p > 0.01$.

Job rotation questions valuing ($r= 0.247$) and ($r=0.404$) signifies that the variable is correlated to the dependent variable (employee performance) at a small level of correlation significant at $p < 0.01$ and positive moderate correlations respectively Implying that job rotation training for employees has corresponding effect on employee performance.

Person correlation analysis for induction/orientation ranging from 0.259 to 0.404 indicates that there will be a positive low and moderate degree of correlation at $p < 0.01$ among their values and significance to employees' performance is seen in any way it is deserved.

Job instruction questions are correlated to employees performance in that positive significance is disclosed ranging from 0.324 to 0.426 except to one of the questions featured that shows negligible correlation to the dependent variable (employees performance). generally the table shows that there is a positive correlation of the independent variables of on the job training (job rotation, job instruction, induction/orientation) to the dependent variable that is employees performance.

4.8.3 Pearson Correlation for Managerial Development

Table 4.14 correlation for (coaching, work experience, mentoring / counseling)

Item	N	Pearson Correlation	Sig (2tailed)
Coaching is practiced in the bank that it helps employees to get a proper guidance about their duty from their immediate boss	177	0.426**	0.000
Experience sharing is the culture of the bank that it helps employees to get the right wisdom of their duty through time	177	0.369**	0.000
A trusted councilor of the bank helps employees to adjust themselves to go in line with their duties	177	0.390**	0.000
Work experience is a deliberate concern of the bank that it has a huge weight for efficiency and effectiveness	177	0.447**	0.000
Mentoring helps to add new blood into the bank that new changes are introduced at good conditions	177	0.328**	0.000
Coaching paves ways to employees to do their duties and keep them to the pace of rules and regulations of the bank	177	0.438**	0.000

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

Source: Own Survey, 2018

One of the independent variables factors that is managerial development descriptions under coaching, work experience, mentoring/ counseling were elaborated in the table 4.14 showing their correlation significance to the dependent variable employees performance, thus values clearly shows that the variables are all correlated positively and significant correlation is observed all the way ranging from 0.328 to 0.447.

Mentoring/ counseling and experience sharing were elaborated with the positive and low degree of correlation but for coaching and work experience elaborations were shown at the positive intent of moderate correlations to the dependent variable that is employees performance. coaching training significantly correlate with employee performance with a moderate level Of significance of 0.426 and 0.438. It is moderately correlated with the dependent variable significant at $p < 0.01$. mentoring/ counseling ranging in between 0.328 and 0.390 shows relatively positive significance up on the intent that there is correlation contribution towards employees performance significant with a moderate level at $p < 0.01$.

work experience sharing valuing itself to 0.369 to 0.447 significant at $p < 0.01$ is correlated to the dependent variable at faith values that they have relentless effect on it relating itself to the

moderate correlation values to describe the study at large. At last it can be said that the variables under managerial development (coaching, work experience, mentoring/ counseling) are correlated to the dependent variable (employee performance) significant to the Pearson correlation.

Table 4.15. Correlations of on the job/ off the job and managerial development

Item		On the job and off the job training	Managerial development	Employee performance
On the job and off the job training	Pearson Correlation	1	.615**	.577**
	Sig. (2-tailed)		.000	.000
	N	177	177	177
Managerial development	Pearson Correlation	.615**	1	.614**
	Sig. (2-tailed)	.000		.000
	N	177	177	177
Employee performance	Pearson Correlation	.577**	.614**	1
	Sig. (2-tailed)	.000	.000	
	N	177	177	177

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

Source: Own Survey, 2018

The above table 4.15 shows a correlation between the effect of employee training and development on enhanced employee performance under the independent variables of (on the job training, off the job training and also managerial development) and their relations among each other, resulted into strong positive relation with $r = 0.577$ and 0.614 , p is significant at 0.01 levels respectively. These value of correlation indicates a stronger relationship and significant at p value 0.01.

The overall training techniques taken as an independent variables(on the job, off the job training and managerial development)are correlated with each other with a positive relations of correlations with $r=0.615$, p is significant at 0.01 levels. This value of correlation indicates a stronger relationship which is significant at p value 0.01.

4.9. Regression Analysis

The result of the study was also tested using Regression analysis as it 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 a dependent variable.

Table 4.16 reports the results of the regression model using employee performance as the dependent variable and the independent variables which were formulated in the form of on the job, off the job and managerial development , these variables being measured on a five-point Likert scale.

Table 4.16. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 ^a	.441	.434	.25485

Predictors(constant),on the job, off the job training and managerial development

Table 4.17 ANOVA for Multiple Linear Regressions

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.906	2	4.453	68.561	.000 ^b
	Residual	11.301	174	.065		
	Total	20.207	176			

a. Dependent Variable: employees performance

b. predictors (9 constant) , on the job, off the job training and managerial development

Table 4.18 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.658	.215		7.728	.000
On the job and off the job training	.293	.066	.320	4.444	.000
Managerial development	.306	.053	.418	5.805	.000

Table 4.16 can also clearly show the value of R and R square. In this analysis the value of R is 0.664 which is a measure of the correlation between the observed value and the predicted value

of the dependent variable (employee performance). Whereas R Square is the square of this measure of correlation and indicates the proportion of the variance of employee performance with the existence of training and development. Hence, R Square = 44.1% (adjusted R square of 43.4% with estimated standard deviation 0.254) implies that only 44.1% of performance is explained by training and development. The model also indicates that, the remaining 55.9% 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 job performance.

In essence, this is a measure of how good a prediction of the dependent variable we can make by knowing independent variables, The F-ratio, which explain whether the results of the regression model could have occurred by chance, has a value of 68.56 and is significant at 0.000. Large F value and a small significance level (typically smaller than 0.05 or 0.01) indicate that the results probably are not due to random chance. Therefore, it is possible to say that the regression model adopted in this study could have not occurred by chance and is considered significant.

The most contributing value of independent variables is known by the value of beta coefficient that the study discloses this by comparing the total contribution of each independent value that may describe it in any way it is deserved. thus managerial variables discloses with ($\beta=0.418$) and also on the job and off the job mediums with ($\beta=0.320$) are shown clearly, from this intent we can say that the contributing factor as a whole tends to be on the managerial methods of techniques for the major contributing factors for the situation under study.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary of major findings

The conducted study disclosed the following findings, to start from the summary of demographic part of respondents, majority of the respondents are between the age of 31 and 45 which accounts for 63% this shows the bank has young work force distribution. Among the total sample taken 74.6% are male, 75.7% have first degree, 43.5% are married, 71.2% are clerical and 28% of them served the bank 3-4 years.

The result indicates that proportion of males over female employees is high, and employees of the Bank are comparatively well educated. In addition it is possible to see that the Bank is paving its way for progress and growth as it has young work force whom they can adjust themselves with the ever changing demand of customers and advancement of technology at large.

The second part of findings will be summarized as follows that the primary objective of this research was to assess the effect of training and development on employee performance in the case of Addis international bank.

The key findings indicated that employees training and development is positively and significantly correlated thus influencing employees' performance. Training and development has a positive effect towards enhancement of employee performance in Addis International Bank.

Besides to the main objective the specific objectives of the study that is evaluating the effectiveness of training and development on employee performance, the key findings indicated that training is positively and significantly correlated with employee's performance. This finding also supports (Velada's and Caetano's 2007) conclusion "the effect of training on employee performance is not only significant but also increases productivity, job satisfaction, commitment, efficiency and effectiveness towards the organization".

Another specific objective which identifies the relationship of training and development with performance after it is implemented; training being the cause factor is related positively to performance that is the effect with a significant intent and interrelations among variables.

Employees are working well with their regular activities after training. They are also committed as a result of their active participation during training and by the facility of training that the organization provides for them.

The objective of assessing the attitude of employees after training and development is implemented featured in such a way that employees towards the outcome of the training and development are beneficial that there is improvement in the level of knowledge/skill, managing time, prioritizing things, motivation, confidence in solving problems and making decisions.

The last objective of the study was to evaluate training applications, programs and procedures towards the effect of employee performance that employees' capability is increased due to the application of training and development techniques in that all the techniques created a positive and significant effect on employees at large. Other findings include

- Results from the correlation analysis indicate that there exists a significant and moderate relationship between the independent variables (on-the job training (Induction/Orientation, Job rotation and Job instruction), off-the-job training (Lecture, case method and computer based training) and managerial development(coaching, mentoring, experience sharing, counseling)and the dependent variable (employee performance).the group effect of the variables revealed that managerial development played the upper hand followed by on the job and off the job training contributing to the employees performance(dependent variable).the results achieved from the correlation analysis indicates that there exists significant relationship among the independent and dependent variable. The result is similar with (Falola, et.al, 2014), who concluded that both on-the-job and off-the-job training techniques enhances employee's capacity and it developed employees skills and knowledge for optimal performance.
- The other finding was discovered using regression analysis. The specific analysis showed that on-the-job and off-the-job and managerial development types of training affect employee performance. The R square 0.441 indicates that 44.1% of the variance in the dependent variable (employee performance) is explained by the independent variables (training) in the model. The employee's perceived lecture had a greatest effect on the overall level of performance with a 0.484 indicating that a one unit in lecture would lead to a 48.4% influence in the level of performance.

5.2. Conclusion

This study was initiated to investigate the effect of training and development on employee performance in the case of Addis international bank. The result of the study showed that there is an association and relation of employees training and employee performance.

The following are the major conclusions drawn from the results and findings of the research:

- The training practice of the bank shows that the frequency of training that employee has received is advisable and several times they have undertaken training and development and also employees are selected for training when joining the company and training is given as mandatory for employees. Lecture is used as a main method of training.
- The bank has a separate division responsible for training and development. The availability of this division can make things easy to coordinate as well as control the activities under the human capital as it gives and control the clear picture of training and development. This condition shows that the bank gave due consideration for training and development to enhance employees performance. More over after training results are documented as deserved.
- In Addis international bank, it is possible to conclude that training delivered to employees helped them to receive the necessary knowledge, skills and attitudes, training helped employees to be productive, committed, efficient and effective on their performances. The attitude of the employees disclosed that, there is improvement in the level of knowledge/skill, managing time, prioritizing things, satisfaction, confidence in solving problems and making decisions at large and ultimately achieve its purpose. Besides, accuracy in discharging their duties is remarked.
- The outcomes forwarded from the Pearson correlations findings disclosed that there is correlation between the independent variable and dependent variables. Training and development is positively and significantly correlated with employee performance, Employees are satisfied with the training provided to them, (on-the job training (Induction/Orientation, Job rotation and Job instruction), off-the-job training (Lecture, case method and computer based training) and managerial development (coaching, mentoring, experience sharing, counseling) have a significant relationship with employee performance.

- The regression analysis showed that there is a strong effect of Training and development on Employee Performance in Addis international bank.

5.3. Recommendation

Based on the points raised above, the following recommendations were forwarded which will be helpful for the bank in its activities.

The global world takes up employee training and development as a means of achieving profit by up grading and increasing the skills, knowledge and letting workers to go in line with the ever changing situations and advancement in technology thus in industries like banking should strive their best to cop up with the dynamic conditions in the business arena, taking the advantage of these development Addis international bank,

- The bank must be clear about the learning requirement of employees as a result employees will collaborate effectively and communicate their effort for performance. For instance if a training session is organized then it must be arranged and designed according to employees need to enhance their capability to perform.
- The draft, usage, approval and also application of training and development should be done with the division of the bank by requesting sufficient budget for employee training purpose and in order to get this budget the division should try to convince and persuade the top management of the bank who approve budget for work units by preparing sound training program proposals. In order to use the budget effectively besides the study recommends that the training division should give great attention and make it participatory when the training plans, policies and programs are first developed and designed as it will help the implementation of the process of training in any way it is deserved by employees.
- The condition of creating clear picture of the objective and relevance of training should be developed in line with the corporate plan and employee should aware and know what it looks like in order to understand the intention of the Bank and creating self confidence among employees in line with this the management of Addis international bank should continuously improve and follow up the systems of training plan and policy in operation. This can help the bank to have planned, systematic and up-to-date training and development programs.

- The condition of providing and application of training and development to employees should be done with a very systematic results of performance appraisal as it helps to know the real achievement of the deeds of undergoing the training and development by paving ways where to go and do it as deserved since it shows the position of employees skills, knowledge, experience for further training.
- The training practice at the bank should be kept under constant review. It is important to identify the effectiveness of the training practice of the company. It will help the organization to know whether employees are comfortable with their job, their workplace and organization they are working for, which in turn help the company result in profitability by providing quality services to its customers.
- Addis international bank should keep both on-the-job and off-the-job types of Training along with managerial development practices for employees, in order to increase their performance. Because there exists a strong correlation between these types of training practices and performance.

5.4. Suggestion for Further Area of Research

The study was conducted to find out the effect of training and development on employee performance. The research only focused on (on-the job training (Induction/Orientation, Job rotation and Job instruction), off-the-job training (Lecture, case method and computer based training) and managerial development (coaching, mentoring, experience sharing, counseling). It did not include all the possible training types under both on-the-job and off-the-job training even the study only focuses in Addis Ababa another longitudinal research can be conducted by incorporating difference branches out of Addis Ababa. A comparative study can also be made by incorporating other firms who provide the same service therefore; there is a scope for other researchers to study other types of trainings and their effects on performance of the same or different sectors. Further research can also be carried out to identify other factors that may affect performance which were not studied before.

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Part two, questions on training effectiveness

No	Description	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1	There is a separate division Responsible for training and development in your bank.					
2	I did not participate in any form of training since I was hired					
3	There is a professional trend of selection for training programs in the bank					
4	The management examines feedback from trainees' before and after training.					
5	There is training program such as class room trainings, seminars, workshops etc. frequently					
6	Training is given by competent trainers who acquire the real skill.					
7	The training I received helped me to become efficient and productive.					
8	The training delivery method that the bank uses is convenient to get the necessary knowledge and skills.					
9	Training needs are identified before it is practiced in the bank.					

Part three, questions on employees training and development

No	Description	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
10	I have clear understanding of the objective and goals of employees training and development programs.					
11	Training employees will increase productivity and efficiency.					
12	Developmental activities will speed up long term thinking of employees.					
13	Training and development will have a positive effect on the performance of employees as well as on organization.					

14	The developmental programs of the bank have impacted my performance on the job?					
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Part four, questions on types of training

no	Description	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Off the job training	5	4	3	2	1
15	Supervisors support the use of lecture techniques learned in training that employees bring back to their jobs					
16	Lectures are arranged by considering The status of employees in the bank.					
17	Lectures will pass out the intended Message to employees strongly.					
18	I felt that the case method will enable Me to trace out the cause and effect very well.					
19	Computer based training is practiced in the bank and it is very helpful widening up the performance of employees.					
	On the job training					
20	Employee rotation in the bank increases my performance level to the desired level.					
21	Mediums of job instructions are very clear and easy to apply					
22	Support from supervisors and peers are advisable that I receive enough guidance and leading to increase my potential that leads job instructions.					
23	The practice of induction/orientation is done on a timely basis in the bank.					
24	Induction clears out every values and norms that the bank stands for new Employees joining the bank.					
25	Job instructions are very well documented and there is an ease of access of applying it in the bank.					
26	Induction training provides an excellent opportunity for new comers to learn					
27	Orientation plays a great deal in the bank that it creates the feeling of working together and share ideas that will lead to constrictive performance.					

28	Rotation of employees is the culture of the bank that every employee is entitled to get the opportunity.					
	Managerial Development					
29	Coaching is practiced in the bank that it helps employees to get a proper guidance about their duty from their immediate boss					
30	Experience sharing is the culture of the bank that it helps employees to get the right wisdom of their duty through time					
31	A trusted councilor of the bank helps employees to adjust themselves to go in line with their duties					
32	Work experience is a deliberate concern of the bank that it has a huge weight for efficiency and effectiveness					
33	Mentoring helps to add new blood into the bank that new changes are introduced at good conditions					
34	Coaching paves ways to employees to do their duties and keep them to the pace of rules and regulations of the bank					

Part five, questions on the effect of training on employee performance

No	Description	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
35	I can say that after training employees performance is enhanced and working well with their regular activities.					
36	Because of the knowledge, skills and attitude that I received from the training, I can accomplish my duties without waste and precision.					
37	My attentive participation during training has created a positive effect on commitment and effectiveness.					
38	The performance evaluation process in the bank designed to motivate me to achieve my goals and improve my performance.					
49	The safe and conducive mediums of training have encouraged me to produce high and act to my level best					
40	The accommodation of training has created					

	Confidence in solving problem and making decisions					
<i>No</i>	<i>Description</i>	<i>Strongly Agree</i> 5	<i>Agree</i> 4	<i>Neutral</i> 3	<i>Disagree</i> 2	<i>Strongly Disagree</i> 1
41	It is through the medium of training that management of time and priorities of situations became the performance of my improvement.					
42	My level of knowledge/skill related to the job has improved significantly that am now performing as deserved.					

Part six, questionnaire about perception of employees performance after training

No	Description	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
43	I believe training and development helped me to see things in a wholistic way thus skill and knowledge is improved.					
44	Strategic make up of goals of the bank, solving problems and making decisions is highly improved due to training and development					
45	the management of time and prioritizing of duties to do is improved by employees and the bank due to training and development					
46	Because of the good training practices of the Bank, I am committed and motivated for my work.					