

**EFFECTS OF TRAINING ON EMPLOYEES PERFORMANCE:
THE CASE OF DASHEN BANK SHARE COMPANY**

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**A Thesis Submitted to the Addis Ababa University School of Commerce in
Partial Fulfilment of the Requirement for the Degree of Masters of Arts
in Human Resource Management**

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DECLARATION

I, **Romanework Wubie**, declare that the thesis entitled — **“Effects of Training on Employees Performance: The Case of Dashen Bank Share Company”** is my original work. I have carried out the present study independently with the guidance and support of the research advisor, **Matiwos Ensermu (PhD)**. 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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Date

STATEMENT OF CERTIFICATION

This is to certify that **Romanework Wubie** has carried out her research work entitled “**Effects of Training on Employees Performance: The Case of Dashen 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.

Confirmation by Advisor: _____

Matiwos Ensermu (PhD)

Signature

Date

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List of Abbreviations and Acronyms

ANOVA: Analysis Of Variance

ATM: Automated Tailor Machine

HR: Human Resources

HRM: Human Resources Management

SPSS: Statistical Package for Social Science

ABSTRACT

The success of any organization in the long run depends very much on the quality of its human resources. This is especially true in the service oriented industry like banks. Training helps a great deal in the acquisition of new technical knowledge and skills in the different aspects of banking so as to provide quality service to the banks customers. The purpose of this thesis therefore was to evaluate the effects of training on employees' performance using Dashen Bank S.C. as a case study. The study used both primary and secondary sources of data. A quantitative research approach of the data collection was used and 200 questionnaires were distributed in which 187 of them returned. Stratify sampling method was used and employees was selected from each strata with a random sampling techniques. The data was analyzed using explanatory research method and data was analyzed using correlation and regression. The correlation analysis indicates all relationship between the independent variables (induction/orientation, job instruction, job rotation and lecture) and dependent variable (employee performance) are positively and significantly correlated. The result of the regression indicates that the independent variables have accounted 48.2% of variance on the dependent variable. Based on the findings of the study, the researcher recommend the bank to keep constant review of its training practices to identify its effectiveness on its employee's performance regularly.

Key words: On-the-Job training, Off-the-Job training, employee performance

CHAPTER ONE

Introduction

1.1. Background of the Study

The success of any organization in the long run depends very much on the quality of its human resources. This is especially true in the service oriented industry like banking where improvements in service have to be continuously made to meet the rising expectations of the customers (Rajendran, 2005). There are also technological changes which are very rampant in the banking industry like the introduction of electronic funds transfer, e-banking, mobile banking etc. This has led to the need for improving the employee training in the banking sector as per the improved technology. Trainings helps a great deal in the acquisition of new technical knowledge and skills in the different aspects of banking so as to provide quality services to the banks customers as well as to avoid errors that will lead the bank to lose its image (Leonard, 2011).

In this technologically dynamic environment, upgrading of services and adaptability to the changing environment are essential for the very survival of an organization. Training is a tool that can assist organizations in building a more committed and productive workforce.

Thomas (1997) argues that employee training involves teaching employees skills that can help them become more 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. 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 in their ability and development. This also results in lower turnover rates.

For employees to carry out their duties effectively and efficiently, they must have the relevant skills, knowledge, values, attitudes and competencies as well as understand their organization's culture.

Thus, the purpose of this study is to investigate the effect of training on employee performance using Dashen Bank S.C. as a case study and provide suggestions to the company as how it can make best use of training programs to make their employees perform well on their job.

1.2 Historical Background of Dashen Bank.

Dashen Bank is a privately owned company established in 1995 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. The Bank obtained its license from the National Bank of Ethiopia on 20 September 1995 and started normal business activities on the first of January 1996. The first foundation members were 11-business man and professionals that agreed to combine their financial resources and expertise (Dashen Bank, 2014).

Headquartered in Addis Ababa, the Bank is the biggest private bank in Ethiopia. It operates through a network of 146 area banks, nine dedicated Forex Bureaus, 170 ATMs and 832 plus Point-of-Sale (POS) terminals spread across the length and breadth of the nation. It has established correspondent banking relationship with 462 banks covering 70 countries and 169 cities across the world.

Dashen bank is established with a vision of providing service which is unparalleled. It has a mission to provide efficient and customer focused domestic and international banking services, overcoming the continuous challenges for excellence through the application of appropriate technology (Dashen Bank, 2014).

Dashen Bank Share Company provides various banking services in Ethiopia. The company offers deposit products, including current, savings, hybrid, saving plus, youth, student, interest plus, and salary accounts; and loan products, such as overdraft, term loans, letter of credit facility, advance on import bills, revolving overdraft, merchandise loans, trade bills discounted, export credit guarantee schemes, and letter of guarantee, as well as agriculture, manufacturing, import/export, trade and services, building and construction, and transport loans (Bloomberg Business week, 2015).

Dashen is the most reputable brand in the domestic banking market; a reputation earned through consistent delivery of values and preeminence unmatched by its competitors. The Bank also works in partnership with leading brands in the electronic payments industry (VISA, MasterCard , Union Pay & American Xpress) and prominent money transfer operators (Western Union, Money Gram, Express Money, Dahabshiil, Transfast, Ezreemit & Flowcash).

In Dashen bank, Human Resources development is a key factor for organizational success and effectiveness. Carefully designed and executed training is not a cost but an investment with encouraging return and an instrument for preparing the staff for further and sustainable development.

Furthermore, Human Resources and Logistics Department is underway to develop strategic training manual that enables the Bank to design and implement training programs on continuous basis (Dashen Bank HR manual).

1.3. Statement of the Problem

Due to fast pace global and technological development firms are now facing new changes as well as challenges. Technological advancements have molded the need of capabilities and competencies required to perform a particular tasks. Thus, to cope with these challenges, more improved and effective training programs are required by all corporate. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Tai, 2006).

In line with this, the Mission of Dashen Bank is to provide efficient and customer focused domestic and international banking services by overcoming the continuous challenges for excellence through the application of appropriate technology (Dashen Bank, 2013/14).

The Bank has been one of the leading financial institutes in the country for the last decade. This cannot be done without the effort of its staff. One method of creating a competent staff in service delivery, commitment and efficiency is through training. According to the pilot survey undertaken by the researcher through discussion with six staffs of the bank, trainings are given to employees of the bank but its effect on the performance of the employees are not frequently measured. Therefore based on the response the researcher identified that the measurement for employee performance as a result of training is not well developed and documented in the bank.

The problem initiated the researcher to further investigate the effect of training on employees performance in Dashen Bank and give recommendation and suggestion to the organization.

1.4. Objectives of the Study

1.4.1. Main Objective

The main objective of the research was to assess the effect of training on employee performance with regard to commitment, efficiency and effectiveness on their jobs.

1.4.2. Specific Objectives

- To assess the training practices and methods of the organization
- To evaluate effectiveness of training program in Dashen Bank
- To find out whether training schemes have effect on the performance of the employees

1.5. Research Question

The main intention of this study was to give answer for the following questions.

- What are the training practices and methods in Dashen Bank?
- How effective is Dashen Bank in its training program?
- To what extent training has an effect on employees' performance with regard to commitment, efficiency and effectiveness in Dashen Bank?

1.6. Significance of the Study

The purpose of this study is basically to find out issues of employee training and how it affects the performance of employees in Dashen bank S.C. The result of the study will serve as an input for Dashen Bank to re-examine how much they were effective in their training programs towards improving the performance of the workforce.

It serves as a secondary source of data for those who want to conduct further investigation in this area and adds to the existing literature and may serve as an additional source of reference.

1.7. Scope and Limitation of the Research

The scope of the study was delimited only to employees located in Addis Ababa. There are two broad training types, on-the- job and off-the-job training. The effect of all types of training and methods cannot be addressed in this study. Therefore, the research mainly focused on induction/orientation training, job rotation method and job instruction method from on-the-job training and lecture (class room training) method from off the job training.

1.8. Organization of the Study

The study is organized into five chapters. The first chapter discusses background information, the research problem, objectives, and significance of the study, delimitation and limitation of the study. Chapter two is concerned with the various literatures reviewed in order to enhance the knowledge about the area. Chapter three discussed the research methodology that is adopted for the study with relevant justifications. Chapter four presents the findings on the effect of training on employee performance in Dashen Bank S.C. Chapter five consist findings, conclusions and recommendations.

CHAPTER TWO

Literature Review

2.1. Overview of Training

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 Reynolds (2004) points out, training has a complementary role to play in accelerating learning: ‘It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.’ He also commented that the conventional training model has a tendency to ‘emphasize subject-specific knowledge, rather than trying to build core learning abilities’ (Armstrong, 2010).

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 (Mahapatro, 2010).

Even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organizational orientation (Dessler, 2008).

To achieve the organizational goals employee performance is important 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).

Employees are however a very crucial and expensive resource to every organization. There are significant changes today in terms of the value of the employee. Along with these changing values are the workplace trends that have significant impact on employees' knowledge and skills. Training is therefore necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further knowledge based on the foundation gained from the training and further effect changes in co-workers. In order to sustain performance there is the need for training in empowering the workforce to be creative and innovative. Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment (Javed, 2014).

According to Armstrong (2006), training is the act of increasing the knowledge and skills of an employee for doing a particular job. Training involves the department of skills that are usually necessary to perform a specific job. Its purpose to achieve a change in the behavior of those trained and to enable them to do their jobs better. Training makes newly appointed workers fully productive in the minimum 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 things. In fact, training is a continuous process. It does not stop anywhere.

2.2. Types of Training

There are two broad types of training available to the businesses: on-the-job and off-the-job techniques. Individual circumstances and the “who,” “what” and “why” of your training program determine which method to use (Armstrong, 2006).

On-the-Job Training

On-the-job training is one way in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work. For example, employees' skills may be increased by learning how to perform new tasks or operate new equipment. Employers may structure jobs so that these skills may be learned from other employees. They may also give employees time to learn new procedures or how to operate new equipment through self-instruction, such as by reading technical manuals, or by learning new software through self-instruction. Employers may also absorb the costs of lower

productivity while workers lacking relevant skills learn through interaction with skilled employees or through trial-and-error processes.

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. 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 and coaching.

According to Michael Armstrong (2010), Managers have 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.

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).

The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 per cent of all employees who quit do so in the first ten days (Armstrong, 2010).

- According to Armstrong (2010), orientation training should emphasize on the company's mission, the key members of the organization, the departments and how the department helps fulfill the mission of the company.

This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is

generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures (Aidah, 2013).

Job Rotation

In job rotation, employees move from one job to another to broaden their experience. This breadth of knowledge is often needed for performing higher level tasks. Rotational training programs help new employees understand the variety of jobs and their interrelationships. Job rotation has much potential as a T&D method, but it also has some potential problems. The new hires may have such short assignments that they feel more like visitors in the department than a part of the workforce. Because they often do not develop a high level of proficiency, the new hires can lower the overall productivity of the work group. In addition, employees who observe or have to work with an individual rotation through their department may resent having to help a fast track employee who may in time become their boss (Noe, *et al*, 1999).

Job rotation and transfers (Aidah, 2013) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates.

Job Instruction

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. The sequence of instruction should follow six stages:

1. Preparation for each instruction period means that the trainer must have a plan for presenting the subject matter and using appropriate teaching methods, visual aids and

demonstration aids. It also means preparing trainees for the instruction that is to follow. They should want to learn. They must perceive that the learning will be relevant and useful to them personally. They should be encouraged to take pride in their job and to appreciate the satisfaction that comes from skilled performance.

2. Presentation should consist of a combination of telling and showing – explanation and demonstration.
3. Explanation should be as simple and direct as possible: the trainer explains briefly the ground to be covered and what to look for. He or she makes the maximum use of films, charts, diagrams and other visual aids. The aim should be to teach first things first and then proceed from the known to the unknown, the simple to the complex, the concrete to the abstract, the general to the particular, the observation to reasoning, and the whole to the parts and back to the whole again.
4. Demonstration is an essential stage in instruction, especially when the skill to be learnt is mainly a ‘doing’ skill. Demonstration takes place in three steps:
 - The complete operation is shown at normal speed to show the trainee how the task should be carried out eventually.
 - The operation is demonstrated slowly and in correct sequence, element by element, to indicate clearly what is done and the order in which each task is carried out.
 - The operation is demonstrated again slowly, at least two or three times, to stress the how, when and why of successive movements.
5. Practice consists of the learner imitating the instructor and then constantly repeating the operation under guidance. The aim is to reach the target level of performance for each element of the total task, but the instructor must constantly strive to develop coordinated and integrated performance, that is, the smooth combination of the separate elements of the task into a whole job pattern.
6. Follow-up continues during the training period for all the time required by the learner to reach a level of performance equal to that of the normal experienced worker in terms of quality, speed and attention to safety. During the follow-up stage, the learner will continue to need help with particularly difficult tasks or to overcome temporary setbacks that result in a deterioration of performance. The instructor may have to repeat the

presentation for the elements and supervise practice more closely until the trainee regains confidence or masters the task.

Off-the-job Training

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).

Lecture

A lecture is a talk with little or no participation except a question-and-answer session at the end. It is used to transfer information to an audience with controlled content and timing. When the audience is large, there may be no alternative to a ‘straight lecture’ if there is no scope to break it up into discussion groups (Armstrong, 2010).

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole (Alipour, *et al*, 2009).

The effectiveness of a lecture depends on the ability of the speaker to present material with the judicious use of visual aids. But there are several limits on the amount an inert audience can absorb.

In a lecture it is common to provide a framework for ideas by using a drawing or system model to show the interconnection of points. Facts, by giving impact, keep 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, so that the audience are overwhelmed by facts and figures which begin to bemuse them. If the presentation is to be accompanied by a hand-out, facts may be

usefully contained in that, so that they can be referred to later, without the audience having to remember them (Taylor, *et al.* 2008)

2.3. Benefits of training

Major benefits of employee training are summarized according to Mahapatro (2010) as follows:-

1. Impact on bottom line: Successful employee training delivers improvements in employee performance which, in turn, creates a better performing business and an improved bottom line.

2. Staff retention: Training increases staff retention which will save money.

3. Improved quality and productivity: Training that meets both staff and employer needs can increase the quality and flexibility of a business's services by fostering:

- Accuracy and efficiency.
- Good work safety practices.
- Great customer service.

4. The flow-on effect: The benefits of training in one area can flow through to all levels of an organization. Over time, training will boost the bottom line and reduce costs by decreasing:

- Wasted time and materials.
- Maintenance costs of machinery and equipment.
- Workplace accidents, leading to lower insurance premiums.
- Recruitment costs through the internal promotion of skilled staff.
- Absenteeism.

The benefit of this culture is a happy, innovative and successful workforce. A positive culture only comes through a respect for and an investment in employees.

5. Remaining competitive: Businesses must continually change their work practices and infrastructure to stay competitive in a global market. Technology, previously the main driver of competitive advantage, is progressively taking a back seat to people. As economies become

progressively service orientated, it is the development of people that is providing successful businesses with long-term sustainable success.

2.4. Training Process

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 do not. Most business owners want to succeed, but do not engage in training design that promise to improve their chances of success (Mahapatro, 2010).

One of the more generally used training model used in developing training programs which can achieve these objectives of reaching broad range of learners is a training model known as the “ADDIE” training system which consist of the following five element making up the ADDIE model:

- Assess
- Design
- Develop
- Implement
- Evaluate

We can use these five planning elements in the model when in the developmental and planning stages of a new training program to develop a very effective training program, and once all of the individual phases making up the model have been implemented. The model then closes the loop in the training developmental cycle by validating the effectiveness of the training program.

Training Needs Assessment

A training needs assessment is a tool utilized to identify what educational courses or activities should be provided to employees to improve their work productivity.

Determining organizational training needs is the diagnostic phase of setting training objectives. Just as a patient must be examined before a physician can prescribe medication to deal with an ailment, an organization or an individual employee must be studied before a course of action can be planned to make the “patient” function better (Mahapatro, 2010).

According to Noe, *et al* (2008) managers can identify training needs by considering three sources.

1. **Organizational analysis**- involves determining the business appropriateness of training, given the company's business strategy, its resources available for training and support by managers and peers for training activities.
2. **Personal analysis**- helps identify who needs training. It involves:
 - i. Determining whether performance deficiencies result from a lack of knowledge, skill, or ability (training issue) or from motivational or work design problems
 - ii. Identifying who needs training and
 - iii. Determining employees' readiness for training
3. **Task analysis**- includes identifying the important tasks and knowledge, skill, and behaviors that need to be emphasized in training for employees to complete their tasks.

In an organization many changes indicate the need for training. According to (Mahapatro, 2010), these could be employee's request, evaluation deficiencies, new employee, new equipment, new manager, new program, new technology, safety issues and others.

Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program.

Training Goals

The goals of the training program should relate directly to the needs determined by the assessment process. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future.

Evaluation of Training

The evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training development process because it becomes the tool used to tell us if we reached our intended goals or objectives.

Training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals.

According to DeCenzo and Robin (2005), there are three popular methods of evaluating training programs.

1. Post-training performance method: Evaluating training programs based on how well employees can perform their jobs after training.
2. Pre-post-training performance method: Evaluating 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.

Reasons for Evaluating Training

Many companies are beginning to invest millions of dollars in training programs to gain competitive advantage. Firms with high leverage training practices not only invest large sums of money in developing and administering training programs but also evaluate training programs (Wright, et.al, 2008). Why training programs should be evaluated?

1. To identify the program's strength and weakness. This includes determining whether the program is meeting the learning objectives, the quality of the learning environment, and whether transfer the content, organization, and administrative.

2. To assess whether the content, organization, and administration program (including the schedule, accommodations, trainers, and materials) contribute to learning and the use of training content on the job.
3. To identify which trainees benefited most or least from the program
4. To gather marketing data by asking participants whether they would recommend the program to others, why they attended the program, and their level of satisfaction with the program.
5. To determine the financial benefits and cost of the program
6. To compare the costs and benefits of training to non training investment (such as work redesign or better employee selection)
7. To compare the costs and benefits of different training program to choose the best program.

2.5. Effective Training Practices

The training techniques used should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn). A blend of different techniques should be used where appropriate. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course (Armstrong, 2006).

The relevancy of training also plays a role in establishing employee commitment. Employees enter into training programs with specific expectations and needs. The result of training programs that do not meet the expectations and needs of participants may be lower commitment, negative attitude change, and an increase in turnover. Effective training program is one such organizational practice that can lead to greater employee commitment and a more stable workforce (Greer, 2003).

What Training Effects to Measure

There are four basic categories of training outcomes or effects that can be measure Gary Dessler, (1994).

1. **Reaction-** first, evaluates trainees' reaction to the program. Did they like the program? Did they think it worthwhile?

Training reactions capture how the trainees feel about training. It can help to know what went well and what did not which can be useful for providing feedback to training designers and trainers. It can also be useful as overall measures of satisfaction with training courses. Reaction data should be interpreted cautiously and are properly better used to provide feedback to improve training that to make decisions about discontinuing training (Greg, *et al.*, 2009).

2. **Learning-** the trainees to determine if they learned the principles, skills, and facts they were to learn. It is a change that occurs from experience. Learning can improve knowledge, skills, or attitudes, and each of these can be assessed (Greg, *et al.*, 2009).

Measuring the effectiveness of training at this level is important as it gives an indication about the quantum of change vis-à-vis the learning objectives that were set. It provides critical inputs to fine-tuning the design of the program. It also serves the important aspect of being a lead indicator for transfer of learning on to the job context.

3. **Behavior-** It helps to know whether the trainee's behavior on the job changed because of the training program. This is not an easy task because it is not easy to define standards that can be utilized to measure application of learning and there is always this question that preys on the minds of various people: 'can all changes be attributed to the training?' Inputs at this level can come from participants and their supervisors. It makes sense to obtain feedback from the participants on the application of learning on the job. This can be done a few weeks after the program so that it gives the participants sufficient time to implement what they have learnt. Their inputs can indicate the cause of success or failure; sometimes it is possible that learning was good at level-2, but implementation did not happen due to system-related reasons. It can help the organization deal with the

constraints posed by systems and processes so that they do not come in the way of applying learning.

4. **Result-** to determine “what final results were achieved in terms of the training objectives previously set. This measures effectiveness of the program in terms of business objectives. At this level we look at aspects such as increase in productivity, decrease in defects, cycle time reduction, etc.

Many organizations would like to measure effectiveness of training at this level; the fact remains that it is not very easy to do this, as it is improbable that we can show direct linkage. However, it is worthwhile making the attempt even if the linkage at this level is indirect.

2.6. Organization’s Need for Training

Training should be seen as a long term investment in Human resource using the equation given below

$$\text{Performance} = \text{ability} \times \text{motivation}$$

Training can have an impact on both these factors. It can heighten the skills and abilities of the employees and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills. It is powerful tool that can have a major impact on both employee productivity and morale, if properly used.

The continued effectiveness and efficiency of an organization is to some extent dependent on the ability of its employees to produce at high levels of efficiency, and keep abreast with their changing job role demands. Training will provide for an output in this direction. Mamoria (1995 cited from Zheng et. al., 2007) mentioned that a well trained worker is able to make a best use of organizational resources along with minimum level of wastages.

An organization growth needs to be meshed with the individual’s growth. The concern is the organizational viability, that it should adapt itself to a changing environment. Employees’ growth and development has to be seen in the context of this change (Arun and Saiyadain, 1996).

Training, when designed and delivered properly, can improve the overall effectiveness of an organization in three ways.

First, it can boost employees' commitment and motivation opportunities to learn new skills are important in today's economy, so employees appreciate learning opportunities offered by training. As a result, companies that offers more training foster employee commitment. To be more precise, organizations that offer employees opportunities to learn and grow are seen as having employees' best interest at heart, and as a result, employees feel more committed to the organization. Employee commitment can benefit an organization by increasing retention of high performing employment.

Second, training helps employees perform their work more effectively and efficiently, so the organization is able to function better on a day-to-day basis.

Employees who are trained are more likely to be committed to the organization and have higher level of knowledge and skill. As a result, they are better individual performers, and this helps the organization to be more productive.

The third way in which training benefits organization is by helping them to meet their strategic objectives. It does so by providing employees with the specific knowledge, skills and attitudes necessary to make strategic initiative a reality. In other words, by making effective decisions regarding training, companies ensure that the right people have the right skills for achieving the competitive advantage sought by the strategy.

2.7. Relationship between Training and Employee Performance

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).

It is also believed that to achieve the organizational goals employee performance is important 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).

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. It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top.

According to the study of Alazar (2012), the absence of proper job training will affect a person's expertise. This will probably affect their motivation, and quite likely their opportunity to progress. Conversely, the absence of opportunity to develop may have a negative impact on their motivation, and thus their desire to learn or apply themselves.

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, and eventually putting companies in the best position to face competition and stay at the top.

Employee commitment has become increasingly important in many organizations as indicated by (Meyer, *et al.*, 1993) in their 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 the study of (Neely, *et al.*, 1995), effectiveness was referred as the extent to which customer requirements are met and to efficiency as a measure of how economically the firm's resources are utilized when providing a given level of customer satisfaction.

Employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration (Velada, *et al.*, 2007).

Akinpeju (1999) postulated that the process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training

The employee performance is going to be more effective if he is trained in good manner and the affective commitment will lead to more emotional type of attachment which is going to improve the work efficiency and helps the organization in succeeding competitive edge in the market because of the training employees stick to the same organization which helps him to develop as commitment more of norm type to help organization (Meyer and Allen, 1990, P.1).

Rautalinko & Lisper (2004) claim that successful and effective job trainings largely impact the productivity of employees during their present job. If an employee feels well-trained, they automatically commit to the organization. The same result was achieved in other study by (Bartlett, 2001) i.e. organizations that are able to create an environment where training is supported and valued by employees will be able to achieve greater commitment outcomes.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively

influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart, *et al.* (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart, *et al.*, (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, 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, Bartle concluded that high level of employee commitment is achieved if training achieves learning outcomes and improves the performance, both on individual and organizational level.

In the study of Falola *et.al*, (2014) shows that there exists a positive and significant relation between training (on-the-job and off-the-job) and employee performance. Induction/orientation is effective in equipping employees with the practice and core value of the organization and what is expected of them to do. In addition job instruction and job rotation enhance employee performance and they concluded that on-the-job training (behavioral training) techniques have significant effect on employee performance and organizational effectiveness. Off-the-job training (cognitive training) techniques also have a significant effect on employees' optimal performance and creativity and Lecture method can also wilding the employees reasoning and be inovative.

2.8. Summary

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 (Mahapatro, 2010). Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment (Javed, 2014).

There are two broad types of training available to the businesses: on-the-job and off-the-job techniques. On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching. Off-the-job techniques include lectures, television conferences or discussions, case studies, role playing, simulation, group exercise, and laboratory training.

In the study of Falola et.al, (2014) shows that there exists a positive and significant relation between training (on-the-job and off-the-job) and employee performance. Induction/orientation is effective in equipping employees with the practice and core value of the organization and what is expected of them to do. In addition job instruction and job rotation enhance employee performance and they concluded that on-the-job training (behavioral training) techniques have significant effect on employee performance and organizational effectiveness. Off-the-job training (cognitive training) techniques also have a significant effect on employees' optimal performance and creativity and Lecture method can also wilding the employees reasoning and be inovative.

One of the more generally used training model used in developing training programs is as the "ADDIE" which consist assess, design, develop, implement and evaluate. A training needs assessment is a tool utilized to identify what educational courses or activities should be provided to employees to improve their work productivity. According to Noe, *et al* (2008) managers can identify training needs by considering organizational, personal and task analysis. Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible.

According to Gary Dessler (1994), there are four basic categories of training outcomes or effects that can be measure. First evaluates trainees' reaction to the program. It captures how the

trainees feel about training. The second one is learning. It helps the trainees to determine if they learned the principles, skills, and facts they were to learn. The third is behavior. It helps to know whether the trainee's behavior on the job changed because of the training program. Lastly, result which measures effectiveness of the program in terms of business objectives.

Rautalinko & Lisper (2004) claim that successful and effective job trainings largely impact the productivity of employees during their present job. If an employee feels well-trained, they automatically commit to the organization. The same result was achieved in other study by (Bartlett, 2001) i.e. organizations that are able to create an environment where training is supported and valued by employees will be able to achieve greater commitment outcomes.

The continued effectiveness and efficiency of an organization is to some extent dependent on the ability of its employees to produce at high levels of efficiency, and keep abreast with their changing job role demands. Training, when designed and delivered properly, can improve the overall effectiveness of an organization in three ways. First, it can boost employees' commitment and motivation. Second, training helps employees perform their work more effectively and efficiently, so the organization is able to function better on a day-to-day basis. The third way in which training benefits organization is by helping them to meet their strategic objectives (Greg, *et al.*, 2009: 322-323).

2.9. Conceptual Framework

There have been various theories propounded to explain the relevance of training needs in any establishment of organization. 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 posited that training and learning is influenced by person's self-efficacy and his ability to successfully learn new skills which can be influenced by encouragement, oral persuasion, logical confirmation, observation of others.

Training and development Training techniques are classified into behavioral or On-the-job (orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching) and cognitive or Off-the-job (Lectures, computer-based training, games and imulations etc. (Mehrdad, *et al.*,2007) These tend to influence employees' performance.

The researcher took the conceptual framework developed by Falola, *et al.*, (2014) and modified it based on the above theories discussed and develop the following conceptual framework for the study. On-the-Job training (induction/orientation, job instruction and job rotation) and Off-the-Job training (lecture) was the independent variable and employee performance (efficiency, effectiveness and commitment) was the dependent variable. Thus, the conceptual framework was formulated to show the association between the independent and dependent variables.

Independent Variables

Dependent Variable

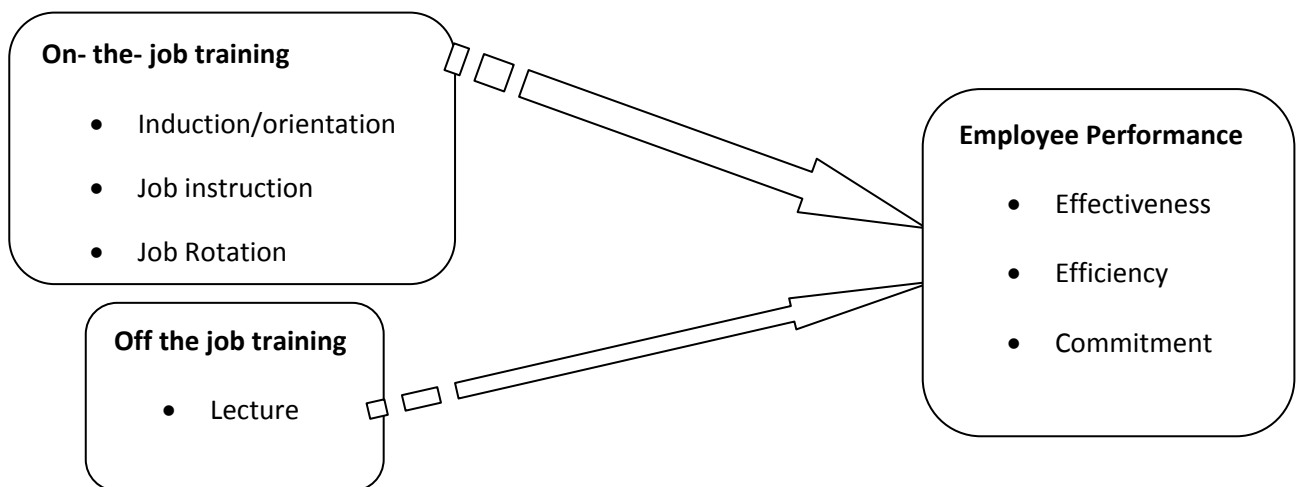


Figure 1: Conceptual Framework

CHAPTER THREE

Research Design and Methodology

3.1. Research Design

This study used explanatory design to examine the effect of Training on Employee Performance. A quantitative research design was set out to collect data. Quantitative approach helps researchers to test relationships between variables. Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study (Creswell, 2009).

It also helps in examining and describing a cause and effect interactions among those variables. Therefore, employees of Dashen Bank S.C. have been chosen as the statistical population. Based on the data collected, results are interpreted.

3.2. Target Population

The target population of the study was employees of the Bank located at Addis Ababa city area banks and at the head office who are working at clerical level with a size of 1,825 employees. The target population is selected because of the easy access to data, cost effectiveness and easy manageability of the study.

3.3. Sampling Technique

The research focus was on employees who are working at Dashen Bank S.C. at the level of clerical. The non clerical employees were excluded since they are outsourced. Stratified Sampling method was used to select the sample.

Stratified sampling technique was used to select samples from the existing employees of the organization; this is because, the study focuses on different groups of respondents and each group of the respondents were required to have its own representative from the total sample size. Stratified sampling guarantee specific groups within a population are adequately represented in the sample.

In Dashen bank, the branches are divided into six grades (grade I, grade II, grade III, grade IV, special and sub branches). These branches have some positions that are unique for the

grades. Therefore not to leave out any group, the researcher uses the branches and the head office as a stratum. The estimated numbers of clerical staffs are identified from each stratum. Then from each stratum respondents were selected through random sampling method.

3.4. Sample Size

In order to determine the sample size Stratify sampling was used. The researcher uses the following sample determination table to determine the representative sample size which was developed by Carvalho (1984), as referred from marketing research book written by Naresh Malhotra (2007). Accordingly, a sample of 200 employees were selected from the target population located at head office and area Banks. The following table shows the breakdown of population range the small, medium, and large sample that can be drawn for the study.

Table 3.4.1 Sample Determination

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

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

Table 3.4.2 Sample Size

Grade	No. of Area banks	Total number of staff	Sample Size
Special	4	116	13
IV	8	208	23
III	2	46	5
II	10	180	20
I	19	209	23
Sub Branches	39	234	26
Head Office	-	832	90
Total population		1,825	200

Source: Dashen bank , 2013/2014

Since the population of the study lays between the range of 1,201- 3,200 a sample size of 200 was selected.

3.5. Data Collection Method and Instrument

In order to determine the effect of training on employee performance, data are gathered from both primarily and secondary sources to meet the objective of the study.

Primary data was gathered thorough adapted questionnaire from different studies and also from self designed questionnaire as a research instrument. Closed ended questions were used since it is easier to generate statistical analysis on a larger number of participants. The instrument uses a 5 point likerts scale from:

The questionnaire gives importance to all factors relation to the effects of training on employee performance. It shows the opinions of the employees in regards to each question.

Secondary data was also collected from existing company documents like published materials, manuals, memorandums, websites and brushers.

3.6. Data Analysis

To present the association between the variables, the data collected was analyzed using quantitative type of explanatory analysis method. These variables can be used in the form of dependent (effect) and independent (cause) variables. Training was the cause factor and the performance of the employees were the dependent or effect variable.

The questionnaires were divided into in to five parts. Part I: General information about respondents, Part II: Assessment on training effectiveness of the bank, Part III: Types of training, Part IV: Effects of training on employee performance and Part V: Employees perspectives on how training improves their performance. The Information gained by the questionnaire was numerically described. The collected data was entered in to an SPSS statistical tool and this tool was used to analyze and interpret the results. The findings of the study were presented by using tables.

3.7. Reliability

Internal consistency reliability is a measure of consistency between different items of the same construct. Cronbach's alpha is a reliability measure designed by Lee Cronbach in 1951. (Bhattacharjee, 2012). Cronbachs alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. For testing the reliability of the data instrument, Cronbach's Alpha was calculated to test the reliability of the research instrument. According to Zikmund, Babin and Griffin (2010) scales with coefficient alpha between 0.8 and 0.95 are considered to have very good quality, scales with coefficient alpha between 0.7 and 0.8 are considered to have good reliability, and coefficient alpha between 0.6 and 0.7 indicates fair reliability.

The results from analysis indicated that the Cronbach's Alpha value for training effectiveness is 0.923, On the job training is 0.748, Off the job training is 0.735, effect of training on employee performance is 0.879, and Perception of employees is 0.826. All the items measured showed that there was internal consistency reliability as indicated in Table 3.7.1 below. This suggested that the internal reliability in this study was acceptable and signified to be good.

Table 3.7.1 Reliability Analysis of Variables

Variables	Cronbach's Alpha	Number of Items
Training Effectiveness	0.923	11
On-the-Job training	0.748	10
Off-the-Job training	0.735	3
Effect of Training on Employee performance	0.879	8
Perception of employees	0.826	4

Source: Own Survey, 2015

3.8. Validity

Validity, often called construct validity, refers to the extent to which a measure adequately represents the underlying construct that it is supposed to measure. (Bhattacharjee, 2012). Validity is used to make more accurate and meaningful results.

Questionnaires were administered to ten respondents and adjustments were made to the questionnaire items based on the comments of the respondents.

Several measures were employed to ensure that the results are free from material errors from the design of the questionnaire to interpretation of the results. Such measures enable to find out the time needed to complete a questionnaire, clarity of instructions, clarity of the questions, the layout of the questionnaire and other comments.

3.9. Ethical Consideration

The study was conducted by considering ethical responsibility. This includes providing information to the respondents the purpose of the study and the use of the information as well. Information obtained was held in strict confidentiality by the researcher. Respondents' anonymity was kept so that participants would feel free and safe to express their ideas.

CHAPTER FOUR

Data Analysis, Results and Discussion

This chapter presents the data analysis and discussion of the research findings. The data analysis was made with the help of Statistical Package for Social Science (SPSS). A total of 200 questionnaires were circulated, however 187 completed and properly returned, out of which 13 questionnaires were unfilled thus making the response rate 93.5%. Therefore, 187 useable questionnaires were considered for the study.

4.1 Demographics Characteristics of the respondents

4.1.1. Gender of Respondents

The demographic data for gender shows that out of the 187 respondents there were 115 male and 72 female. Table 4.1 shows that the male respondents formed majority of the target population with a percentage of 61.5%, while female respondents were representing 38.5%.

Table-4.1. Gender of respondents

	Frequency	Percent	Cumulative Percent
Valid Male	115	61.5	61.5
Female	72	38.5	100.0
Total	187	100.0	

Source: Own Survey, 2015

4.1.2 Age of respondents

The sample population is largely dominated by respondents who are at the age of 20-30 covering 65.8% followed by age group of 31-40 (31.6percent). The rest of the respondents are under the age category of 41-50.

Table-4.2. Age group of respondents

		Frequency	Percent	Cumulative Percent
Valid	20-30	123	65.8	65.8
	31-40	59	31.6	97.3
	41-50	5	2.7	100.0
	Total	187	100.0	

Source: Own Survey, 2015

4.1.3 Educational Qualification

It can be seen from Table 4.3 that respondents hold a range of educational qualification from college diploma to master's degree. The majority of the sample group holds a degree which accounted 159 (85 Percent). 17 out of 187 respondents were college diploma holders. 11 (5.9 Percent) of the respondents hold a masters degree. And since the majority of the respondents are educated, it can be concluded that almost all employees are capable of understanding and answering the questions in the questionnaires.

Table-4.3. Educational Qualification

		Frequency	Percent	Cumulative Percent
Valid	College Diploma	17	9.1	9.1
	Degree	159	85.0	94.1
	Masters	11	5.9	100.0
	Total	187	100.0	

Source: Own Survey, 2015

4.1.4 Tenure of Respondents

The employees have served in Dashen Bank from less than a year up to the 16 to 20 years. From the respondents, only 2 of them have worked more than 16 years in Dashen Bank. The majority of the respondents have served the company up to 5 years which consists 66.8% of the study group. The other 23.5% respondents worked between 6 - 10 years while respondents who have served for 11-15 years followed with a frequency of 16 representing 8.6%.

According to this figure, employees' of the bank are largely dominated by workers who have been working in the bank less than five years. Since most of the respondents are youngest they have few years of experience.

Table-4.4. Years of Service in the company

	Frequency	Percent
Valid Below 1	27	14.4
1-5	98	52.4
6-10	44	23.5
11-15	16	8.6
16-20	2	1.1
Total	187	100.0

Source: Own Survey, 2015

4.2 Training practice

Three questions were raised to the respondents in order to understand the training practice of the bank. The question tries to find out how employees are selected for training, how frequently they took training and the method of facilitation of the training.

4.2.1 Selection of Trainees

As Table 4.5 indicates, more than half of the respondents (56.7 percent) were trained on joining the company. 31.6% of the respondents were selected since it is compulsory for all employees and also upon supervisor’s recommendations. 5.9% of the respondents do not know why they are selected for the training, while 4.8% of them because of performance appraisal and the rest 1.1% up on their request.

This figure indicates that Dashen 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-4.5. Selection of Trainees

	Frequency	Percent
Valid On joining the company	106	56.7
Supervisors recommendation	28	15.0
Compulsory for all employees	31	16.6
Upon employee request	2	1.1
Performance Appraisal	9	4.8
I don't know	11	5.9
Total	187	100.0

Source: Own Survey, 2015

4.2.2 Frequency of Training

The frequencies at which respondents are trained as shown in Table 4.6., The results indicated that out of the total 187 which took training since joining Dashen Bank, 38% of the employee are trained only once and 21.9% are trained twice, 40.1% are trained several times. This clearly demonstrates that Dashen Bank has a training practice in place.

Table-4.6. Frequency of Training

	Frequency	Percent
Valid Only once	71	38.0
Twice	41	21.9
Several times	75	40.1
Total	187	100.0

Source: Own Survey, 2015

4.2.3 Method of Training

As the following Table 4.7 shows that Dashen Bank used different methods of training to train the employees as 67.9%, 12.8%, 11.8% of the respondent replied that they have taken the training lectures, seminar and group exercise respectively. While the rest of the 1.6%, 4.8%, 1.1% of respondents were trained with case study, demonstration and other methods respectively. As revealed above, the most common methods of facilitation identified by the respondents is Lecture training.

Table-4.7. Method of Training

	Frequency	Percent
Valid Lecture	127	67.9
Seminar	24	12.8
Group exercise	22	11.8
Case Study	3	1.6
Demonstrations	9	4.8
Other	2	1.1
Total	187	100.0

Source: Own Survey, 2015

4.3 Assessment of Training Effectiveness of the bank

In order to assess the training effectiveness of the bank respondents were asked three types of questions using the Kirkpatrick Model. The first question was their reaction to the training which included six sub questions. The second question measures learning and the last one were about the behavior change due to training under which three and two sub questions was included respectively.

Table-4.8. Reaction of Employees on Training Effectiveness

			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	I am satisfied with the training condition including the material and facility of the training.	Frequency	8	21	37	104	17	187
		Percent	4.3%	11.2%	19.8%	55.6%	9.1%	100%
2	My organization is best in providing training program such as classroom training, seminars, workshops etc frequently.	Frequency	17	24	64	72	10	187
		Percent	9.1%	12.8%	34.2%	38.5%	5.3%	100%
3	The delivery method that the organization used by internal staff is convenient to get the necessary knowledge and skills.	Frequency	5	18	52	96	16	187
		Percent	2.7%	9.6%	27.8%	51.3%	8.6%	100%
4	I had a good relationship with my trainer to learn more in the training so that I was asking what I did not understand to increase my competence.	Frequency	2	14	52	97	22	187
		Percent	1.1%	7.5%	27.8%	51.9%	11.8%	100%
5	I think that the training session in which I have participated is a good use of my time	Frequency	4	13	41	104	25	187
		Percent	2.1%	7.0%	21.9%	55.6%	13.4%	100%
6	The training I received is a great help in my job.	Frequency	6	9	32	95	45	187
		Percent	3.2%	4.8%	17.1%	50.8%	24.1%	100%

Source: Own Survey, 2015

As Table 4.7 on number 1 indicates 104 (55.6 Percent) of the respondents agree that they are satisfied with the training conditions of the organization. Accordingly 17 (9.1Percent) of them are very satisfied with the material and facility of training. The other 37 (19.8%) of respondents are neutral and the rest 15.5% of respondents are unsatisfied with the training conditions that the organization provides for them.

When employees asked the organization is best in providing training programs frequently, 34.2% of respondents' answer they neither agree nor disagree. Whereas 72 (38.5%) of them agree with this thought while 21.9% disagree with this. This indicates that there are employees who are unsatisfied with the training program that is provided by the bank frequently.

With regards to how the training delivery method that is convenient to get the required knowledge and skill, more than half of the respondents agree it is convenience. Moreover, 16 of the respondents strongly agree with its suitability. The rest 27.8%, 9.6%, and 2.7% of respondents' response was neutral, disagree and strongly disagree respectively. The large figure of agreement shows that the organization uses a suitable delivery method to transfer the required knowledge and skills through training.

As Table 4.7 on number four shows more than half of the respondents (51.9%) have a good relationship with the trainer and ask questions that need clarification. 11.8% of the employees strongly agree and 27.8% replied they are neutral. The other 8.6% are disagreeing that they were having a good relationship with the trainer to ask questions. As the majority of the respondents agree, it shows that Dashen bank has good trainers that makes ease of the trainees so that they can participate and ask questions freely.

Using time for training some might think that it was the waste of their time. Accordingly on number five, 9.1 % of the respondents consider training is a waste of time. 21.9% response was neutral. The majority of the respondents 55.6% and 13.4% are agree and strongly agree that spending time on training is a good use of their time in acquiring the necessary skills and knowledge.

In many literatures it has been said that training has a means of acquiring the necessary skill, knowledge and ability to perform a job. As the above table indicates 50.8% and 24.1% of the employees agree and strongly agree with this. Regardless, 8% of the respondents disagree with

the training they took has a great help on their job. The rest of 17.1% response was neutral i.e. they are undecided whether training is a factor that helped them perform well on the job or not. As the figures indicate 74.9%, the training programs given to employees have helped them in performing their jobs well.

Table-4.9. Training Effectiveness Measured by Learning of Employees

			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	The training I received has increased my knowledge on the topic	Frequency	6	12	32	94	43	187
		Percent	3.2%	6.4%	17.1%	50.3%	23.0%	100%
2	Because of the knowledge, skills and attitude I received from the training I can accomplish activities more efficiently.	Frequency	4	14	44	98	27	187
		Percent	2.1%	7.5%	23.5%	52.4%	14.4%	100%
3	The training I received offered me the opportunity to identify the potential I have for further development.	Frequency	4	11	63	86	23	187
		Percent	2.1%	5.9%	33.7%	46.0%	12.3%	100%

Source: Own Survey, 2015

This first question tries to find out if the trainee’s behavior on the job has changed as a result of training and whether it increased the knowledge on the topic they had trained. As shown in the table half of the employees (50.3%) and 23% agree and strongly agree that the training they receive has increased their knowledge respectively. Whereas 17.1% respond the training neither increases nor decreases the knowledge they had acquired. The rest 6.4% and 3.25 % responded they disagree and strongly disagree that training has increases their knowledge respectively.

From the 187 respondents 98 (52.4%) believe that the reason they are able to accomplish their tasks efficiently is because of the knowledge, skills and attitude they received from the training. But 18 (9.6%) of the respondents either disagree or strongly disagree that it is not because of training they accomplish their activities efficiently. The rest 23.5% are neutral. As the table indicates training has helped the employees in accomplishing their activities efficiently.

When the employees asked whether the training they receive offered them the opportunity to identify the potential they have for further development, 46% and 12.3% response was agree and strongly agree respectively. Whereas 8% of them disagree and strongly disagree that it didn't offer them the opportunity to identify the potential they have for themselves. 63 (33.7%) respondents response was neutral. As the figure indicates (68.3%), training helps employees in identifying the potential they have in themselves.

Table-4.10. Training Effectiveness Measured by Behavior of Employees

			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	I have noticed some changes in my behavior and knowledge as a result of training	Frequency	6	15	61	84	21	187
		Percent	3.2%	8.0%	32.6%	44.9%	11.2%	100%
2	The training increases my motivation to the job that I do	Frequency	4	16	44	77	46	187
		Percent	2.1%	8.6%	23.5%	41.2%	24.6%	100%

Source: Own Survey, 2015

Most of the respondents (44.9%) agree that they have shown some behavioral and knowledge change in how they perform their jobs after they took training. Although 11.2% strongly agree with the changes 11.2% of them disagree with it. The rest 32.6% response was neutral. As the above figures indicate the majority of the employees show behavioral changes in their work performance after they took training.

With regards to how the training increases the motivation of the employees to do their jobs, the majority agree that training increase motivation to do one's job. Only a total of 20 respondents were disagreeing with this point. The other 23.5% of respondents was neither motivated nor unmotivated by the training given to them. The large number of responses shows that most of the employees who took the training have behavioral changes and they are motivated to do their work afterwards.

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

There are two broad types of training available to the businesses: on-the-job and off-the-job techniques. This section tries to find out the satisfaction level of the workers on the type of training that exist as the bank with regards to Induction/Orientation, Job Instruction, Job rotation from on-the-job training and Lecture from off-the-job training. The respondent's value judgments were computed using statistical tools such as mean and standard deviation. The mean indicates the sample group averagely agrees or does not agree with the different statements. The lower the mean, the more the respondents disagree with the statement. The higher the mean, the more the respondents agree with the statement. On the other hand, standard deviation shows the variability of an observed response from a single sample (Marczyk, Dematteo and Festinger, 2005).

4.4.1. Analysis on On-the-Job training

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

Table-4.11. Orientation/Induction training

	N	Mean	Std. Deviation
Orientation/Induction training is well planned	187	3.67	1.040
The induction training is conducted timely	187	3.37	1.082
Induction training provides an excellent opportunity for newcomers to learn	187	4.02	.927
The norms and values of the company are clearly explained to the new employees during induction	187	4.15	.879
Induction training is of sufficient duration	187	3.67	.931
Valid N (list wise)	187		

Source: Own Survey, 2015

As the table indicates with the mean of 4.02 and 4.15 the majority of the employees agreed that the induction training provides by the organization creates an excellent opportunity for newcomers to learn and the norms and values of the company are clearly explained to them during this training. As for the induction training being planned well and whether it has sufficient duration the respondents have the same opinions i.e. with the mean of 3.67 showing an agreement. Whereas, the mean of 3.37 indicates that the training is not conducted timely.

Table-4.12. Job Instructions

	N	Mean	Std. Deviation
The instructions are clear and easy to apply	187	3.65	.837
I receive enough support and guidance that I need from my peers and supervisor to fulfill my potential	187	3.68	.851
Job instruction are well documented and ease of access	187	3.51	.969
Valid N (list wise)	187		

Source: Own Survey, 2015

As the table indicates the majority of the respondents with a mean of 3.65 and 3.68 agree that the job instructions that are prepared by the organization are clear and easy to apply and they receive enough guidance from their peers and supervisors. The mean 3.51 suggests that the documentation and ease access of the job instruction manuals are good as well.

Table-4.13. Job Rotation

	N	Mean	Std. Deviation
Employee job rotation within the organization helps in increasing my overall performance	187	3.63	1.244
Job rotation boosts my moral and self confidence	187	3.54	1.215
Valid N (list wise)	187		

Source: Own Survey, 2015

With the statistical mean of 3.63 and 3.54 indicates from the respondents of the employees job rotation within the organization increases and boosts the moral, confidence and overall performance of the employees respectively.

4.4.2. Analysis on Off-the-Job training

As Table 4.14 shows, the majority of the respondents with mean of 3.70 agree that the type of training they have taken is applicable for the job after training. As for supervisors support the use of techniques learned in training to be applicable on the job, respondents with a mean of 3.50 agreed with it. For the design of the training considering the level of abilities and education of employees, the above table shows the respondents are agreement with a mean of 3.53.

Table-4.14. Lecture

	N	Mean	Std. Deviation
The lecture training programs are designed at level of abilities and education of employees	187	3.53	.894
The type of training I have taken is applicable for the job after the training	187	3.70	.921
Supervisors support the use of techniques learned in training that employees bring back to their jobs	187	3.50	.900
Valid N (list wise)	187		

Source: Own Survey, 2015

4.5. Analysis on Effects of Training on 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. Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient. In this section the employee’s performance are going to be analyzed based on effectiveness, efficiency and commitment of the employees.

Table-4.15. Training Effect on Performance Efficiency

			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	The training provided by the organization helped me to perform my work quickly and efficiently.	Frequency	2	14	39	103	29	187
		Percent	1.1%	7.5%	20.9%	55.1%	15.5%	100%
2	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.	Frequency	2	15	50	97	23	187
		Percent	1.1%	8.0%	26.7%	51.9%	12.3%	100%

Source: Own Survey, 2015

One of the factors that we can measure performance of employees is through efficiency. When the employees asked whether the training they took has made them perform their work quickly and efficiently and also if it helps them accomplish activities without waste their response was 55.1% and 51.9% agreement respectively. 15.5% and 12.3% strongly agree that their efficiency has increased after they took the training also 20.9% and 26.7% response was neutral. The rest of the respondents disagree that it is not because of the training that they perform their work quickly, efficiently and without waste. As the statistics shows in Table 4.15, the majority of the employees agreement indicates, their performance regarding efficiency has increased due to the training they took.

Table-4.16. Training Effect on Performance Effectiveness

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	
1	I feel that training enable me to perform my work with greater accuracy and precisely.	Frequency	-	14	35	100	38	187
		Percent	-	7.5%	18.7%	53.5%	20.3%	100%
2	I feel confident that my training enables me to completely perform all aspects of my job.	Frequency	2	25	50	86	24	187
		Percent	1.1%	13.4%	26.7%	46.0%	12.8%	100%
3	I can say that after training employees in Dashen Bank are working well with their regular activities	Frequency	4	13	43	94	33	187
		Percent	2.1%	7.0%	23.3%	50.3%	17.6%	100%

Source: Own Survey, 2015

As the above table indicates 53.5% and 20.3% of the respondents agree and strongly agree that training enable them to perform their work with great accuracy and precision. 14 (7.5%) and 35 (18.7%) respondents disagree and took neutral side with the use of training in affecting performance accuracy respectively. The large figure of (73.8%) agreement indicates that training helps the majority of the employees in enabling them to work with great accuracy.

Out of the 187 respondents 110 of them answer that they are confident that training enable them to perform all aspects of their jobs. 26.7% of the respondents were neutral with this aspect. The rest, 13.4% and 1.1% of the respondents disagree and strongly disagree that training is the factor that gives them confidence to perform their jobs respectively. This shows that around 15.5% of the respondents are unsatisfied with the use of the training in performing the tasks that is assign to them.

Transferability of training in performing work is important. Employees were asked if they perform their activities well after training. 23.3% answers they are neutral. 9.1%7% and 2.1% disagree and strongly disagree respectively. 67.9% of the respondents agree and strongly agree that training enable them to work well with their regular activities. This figure indicates that the training provided by the bank is effective in the performance of the employees.

4.5.3. Commitment

Employee commitment is the feeling of loyalty that employees have towards the organization that they work for, which largely depends on the extent to which they believe in the values and aims of the organization and feel personally involved in the task of making the organization successful (Brum, 2007). Hence, following table shows to what extent they are committed for their works and for the organization.

Table-4.17. Sense of Belongingness to the Organization

After training I feel that I am committed for my work I feel a strong sense of belonging to this organization since I acquire the needed skills

	Frequency	Percent
Valid Strongly Disagree	7	3.7
Disagree	10	5.3
Neutral	47	25.1
Agree	90	48.1
Strongly Agree	33	17.6
Total	187	100.0

Source: Own Survey, 2015

As the table shows with regard to strong sense of belonging to the organization since it has good training methods to acquire the needed skills and to become loyal for different activities, it is also discovered that, the majority of respondents that representing 48.1% were agree and 25.1% were neutral respectively. The rest of respondents with a percentage of 5.3% and 3.7% disagreed and strongly disagree on this issue respectively. Hence, it can be concluded that employees have confidence to say I have strong sense of belonging to the organization since it has a good training methods to acquire the needed skills and to become loyal for different activities.

Table-4.18. Active Participation of Employees

I think that active participation during training has a positive effect on my commitment to the organization and for my work.

		Frequency	Percent
Valid	Disagree	11	5.9
	Neutral	43	23.0
	Agree	92	49.2
	Strongly Agree	41	21.9
	Total	187	100.0

Source: Own Survey, 2015

In relation with active participation during training, respondents were asked to indicate their level of participation to bring a positive effect on their commitment to the organization and for their work, 49.2% and 21.9% of respondents as indicated in the above table strongly agreed and agreed respectively. Only 23% respondents were neutral and 5.9% 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 Dashen Bank are believe to be actively participating in training for better commitment.

Table-4.19. Training Conditions of Workers

I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my work commitment.

		Frequency	Percent
Valid	Strongly Disagree	9	4.8
	Disagree	14	7.5
	Neutral	57	30.5
	Agree	92	49.2
	Strongly Agree	15	8.0
	Total	187	100.0

Source: Own Survey, 2015

Respondents were also asked to rate their satisfaction in the training conditions that includes the materials and facility of the training that the organization provided. Therefore, as indicated in table, majority of respondents (49.2%) were agreed and they are satisfied with the training condition including the material and facility of the training that the organization provides to increase their work commitment. 30.5% of respondents answered they are neutral and the rest 12.3% of respondents disagreed on the training condition increases work commitment.

4.6. Perception of Employees on How Training Improves Their Performance

According to DeCenzo and Robin (2005), evaluating training programs based on how well employees can perform their jobs after training is called post training performance evaluation method. Respondents were asked to scale their level of post training performance based on a five point Likert scale method.

Table-4.20. Level of knowledge/skill related to the job

	Frequency	Percent	Mean	Std. Deviation
Valid Not Improved at all	1	.5		
Not Improved	11	5.9		
Neutral	29	15.5	3.91	.795
Improved	109	58.3		
Highly Improved	37	19.8		
Total	187	100.0		

Source: Own Survey, 2015

As shown in the above table as the mean of 3.91 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. 12 respondents responded that the training they had taken has no improvement in their knowledge and skill they acquire before. Therefore, the figure indicates that the organization has a good training practice in place to improve the level of knowledge skills of the employees that is demanded by the job.

Table-4.21. Confidence in solving problems and making decisions

	Frequency	Percent	Mean	Std. Deviation
Valid Not Improved at all	2	1.1		
Not Improved	4	2.1		
Neutral	42	22.5	3.88	.756
Improved	106	56.7		
Highly Improved	33	17.6		
Total	187	100.0		

Source: Own Survey, 2015

The perception of the employees with a figure of 56.7% and 17.6% regarding the confidence they have in solving problems and making decisions is highly improved and improved respectively. 22.5% of employees responded that neutral and 6 employees believes 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 3.88, the employees perceive training has improved their level of confidence in solving problems and making decisions.

Table-4.22. Management of time and priorities

	Frequency	Percent	Mean	Std. Deviation
Valid Not Improved at all	3	1.6		
Not Improved	12	6.4		
Neutral	42	22.5	3.75	.851
Improved	101	54.0		
Highly Improved	29	15.5		
Total	187	100.0		

Source: Own Survey, 2015

15 respondents believe that training does not improve the ability of managing time and priorities for them. 15.5% and 54% employees perceive training as a means of improving the management of time and priorities. The rest of the respondents with a percentage of 22.5 responses were

neutral. As the table indicates with the mean of 3.75, training has improved the ability of the employees in managing their time and giving priorities for the tasks they perform.

Table-4.23. Commitment and Motivation

		Frequency	Percent	Mean	Std. Deviation
Valid	Not Improved at all	6	3.2	3.84	.935
	Not Improved	9	4.8		
	Neutral	35	18.7		
	Improved	95	50.8		
	Highly Improved	42	22.5		
	Total	187	100.0		

Source: Own Survey, 2015

After taking training, out of 18 employees 137 of them replied that training improves the commitment and motivation to perform a job. The mean 3.84 indicates that the organization gives adequate training for its employees to improve their work commitment and motivation.

4.7 Correlation

As this paper is set out to determine the association of training and employee performance in Dashen Bank S.C., Pearson’s correlation was used to associate the independent variables (Induction/Orientation, Job rotation, Job instruction and Lecture) and dependent variable (employee performance).

Pearson Correlations are perhaps the most basic and most useful measure of association between two or more variables (Marczyk, et.al, 2005). Pearson correlation analysis was used in this paper to provide evidence of construct validity. Pearson correlation coefficients reveal magnitude and direction of relationships (either positive or negative) and the intensity of the relationship (–1.0 to +1.0).

As per Table 4.24 shown below, the coefficients shows that factors included under both on-the-job training (Induction/Orientation, Job rotation and Job instruction) and off-the-job

training(Lecture) were all related with employee performance within the range of 0.079 to 0.672, all were significant at $p < 0.01$ level except job rotation.

Regarding the relationship between the independent variables, Table 4.24 clearly shows that figures with the symbol “**” indicate that each of the variables are significantly correlated with each other at a significance level of $p < 0.01$.

The results indicate that the relation between job rotation and induction is not significant ($r = 0.079$, $p > 0.01$). Job rotation is significantly related with job instruction at a small level of correlation ($r = 0.211$) and it is moderately correlated with lecture ($r = 0.394$).

Table-4.24. Correlation Analysis

		Induction	Jobinstruction	Jobrotation	Lecture	Employee Performance
Induction	Pearson Correlation	1	.471**	.079	.515**	.485**
	Sig. (2-tailed)		.000	.283	.000	.000
	N	187	187	187	187	187
Jobinstruction	Pearson Correlation		1	.211**	.498**	.426**
	Sig. (2-tailed)			.004	.000	.000
	N		187	187	187	187
Jobrotation	Pearson Correlation			1	.394**	.263**
	Sig. (2-tailed)				.000	.000
	N			187	187	187
Lecture	Pearson Correlation				1	.672**
	Sig. (2-tailed)					.000
	N				187	187
Employee Performance	Pearson Correlation					1
	Sig. (2-tailed)					
	N					187

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

Source: Own Survey, 2015

Job rotation relates at a small level with the dependent variable (Employee Performance) with a correlation amount of 0.263, significant at $p < 0.01$. Implying that Job rotation training for employees has corresponding effect on employee performance.

Inductions training significantly correlate with job instruction and lecture with a moderate level of 0.471 and 0.515 respectively. It is moderately correlated with the dependent variable (0.485) significant at $p < 0.01$.

The independent variable lecture is significantly correlated with induction ($r = 0.515$), job rotation ($r = 0.498$) and job instruction ($r = 0.394$) at a moderate level. It is also significantly correlated with the dependent variable (employee performance) at a moderate level i.e. $r = 0.672$.

4.8. Multiple Linear Regression Analysis

Regression is a technique that can be used to investigate the effect of one or more predictor variables on an outcome variable. That is, it allows us to make statements about how well one or more independent variables will predict the value of a dependent variable. Table 4.25 reports the results of the regression model using employee performance as the dependent variable and the four independent variables (Induction, job rotation, job instruction and Lecture), these variables being measured on a five-point Likert scale.

To predict the goodness of fit of the regression model, the multiple correlation coefficient (R), coefficient of determination (R square), and F ratio were examined. The coefficient of determination (R square) presents how much of the variance in the measure of employees performance is explained by the training dimensions. The independent variables have accounted for 48.2% (adjusted R square of 47.1% with estimated standard deviation 0.494) of the variance in the criterion variable (employee performance). This indicates that 48.2% of the variance in the dependent variable is explained by the independent variables in the model. The model also indicates that, the remaining 51.8% 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. The F-ratio, which explain whether the results of the regression model could have occurred by chance, has a value of 42.37 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.

Table-4.25. Model Summary and ANOVA for Multiple Linear Regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694 ^a	.482	.471	.494

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.297	4	10.324	42.370	.000 ^a
	Residual	44.348	182	.244		
	Total	85.644	186			

a. Predictors: (Constant), Lecture, Job rotation, Job instruction, Induction

b. Dependent Variable: Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.002	.240		4.170	.000
	Induction	.166	.064	.171	2.590	.010
	Job instruction	.069	.061	.073	1.129	.260
	Job rotation	.013	.036	.021	.358	.721
	Lecture	.500	.066	.540	7.561	.000

a. Dependent Variable: Employee Performance

Source: Own Survey, 2015

It is one of the aims to identify the most contributing independent variables (on-the-job or off-the-job) in the prediction of the dependent variable in this study. Thus, the strength of each

predictor (independent) variable influence on the dependent variable can be investigated via standardized Beta coefficient.

The regression coefficient explains the average amount of change in the dependent variable that is caused by a unit of change in the independent variable. The larger value of Beta coefficient that an independent variable has, brings the more support to the independent variable as the more important determinant in predicting the dependent variable.

The coefficient of determination (R-square) value only indicates the variance in overall job performance level as it is explained by the independent variables. However, when we see the extent to which each independent variables influence the dependent variable, Lecture, Job rotation, Job Instruction and Induction/Orientation, was found to be the determinant of employee performance, in their descending order referring Lecture as the most important influencing factor of employee performance.

As the above table shows the regression standardized coefficients for the independent variables. The relative importance of the training (independent variables) in contributing to the variance of the employee performance (dependent variable) was explained by the standardized Beta coefficient. As such, of the our dimensions, the factor which had the greatest effect on the overall level of employee performance level in Dashen bank Share Company was, Lecture with a coefficient ($\beta=0.540$). The results revealed that, a one unit increase in "Lecture" would lead to a 54 percent increase in the perception of workers level of performance.

The other independent variable, Induction with a ($\beta=0.171$) also appear to play an important role in influencing workers for a better performance level. Job rotation with a ($\beta=0.021$) as the other important factor next to the Job Instruction with a ($\beta=0.073$) that do not have a significant impact on workers performance.

4.9. Influencing Factors of Job performance Based on Respondent' Profile

ANOVA is a test of mean comparisons across more than two groups or conditions (Marczyk, *et al.*, 2005). Hence, One-Way ANOVA was used between the factors of employee performance and length of service was executed to find out.

4.9.1 Influencing Factors of Employee Performance Based on Tenure

The analysis shows that there is a significance difference between service lengths of sample respondents with regard to one variable, job rotation. Job rotation is perceived differently among respondents, who are in different years of service. As table 4.26 shows, there is significant difference between different length of service and job rotation at $F=2.808$, significant level 0.027, which is less than 0.05.

Table 4.26: Results of One Way ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Induction	Between Groups	.349	4	.087	.175	.951
	Within Groups	90.765	182	.499		
	Total	91.114	186			
Job instruction	Between Groups	.886	4	.222	.431	.786
	Within Groups	93.468	182	.514		
	Total	94.354	186			
Job rotation	Between Groups	13.600	4	3.400	2.808	.027
	Within Groups	220.366	182	1.211		
	Total	233.965	186			
Lecture	Between Groups	3.397	4	.849	1.605	.175
	Within Groups	96.280	182	.529		
	Total	99.677	186			

Source: Own Survey, 2015

The ANOVA result showed that, respondents who have served at the bank for years between 11-15 considers job rotation greatly to perform better compared to the other respondents with service level group as the highest mean score (4.25) shows (See Appendix 2). In contrary, respondents who had been workers of Dashen bank for years between 1-5 considers job rotation less in order to perform better compared to the other respondents with different service year.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary

This part of the study aims to summarize the finding and results that have emerged from the data analysis presented in Chapter four. The general objective of this study was to examine the effect of Training on Employee Performance in the case of Dashen Bank S.C. From the study the following particular finding were observed:

- ✚ The training practice of the bank shows that (56.7%) of respondents took training when joining the company. 40.1% of respond took training several times and the most common training method of the bank is Lecture (67.9%).
- ✚ The reaction of the employees towards the material and facility of training, the delivery method as well as the trainer's ability was satisfactory. From the findings of respondents, learning has taken place through training. It increased their knowledge and offered them the opportunity to identify the potential they have for further development. There is also a change in behavior of employees through the acquired knowledge and skill as a result of the training given to them. The result is similar with the
- ✚ The study shows that Dashen Bank has an Induction training that creates an excellent opportunity for newcomers to learn the norms and values of the company. But the training is not conducted timely. Supervisors and peers are willing and able to let trainees apply on the job what they have learned off the job.
- ✚ In Dashen Bank, training helps employees to work efficiently and perform their job quickly and without waste as well. The 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 perception of the employees towards the outcome of the training shows, there is improvement in the level of knowledge/skill, managing time, prioritizing things, motivation, confidence in solving problems and making decisions.

- ✚ Results from the correlation analysis indicate that there exists a significant and moderate relationship between the independent variables (induction/orientation, job instruction, job rotation and lecture) and the dependent variable (employee performance). 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 developd employees skills and knowledge for optimal performance.
- ✚ The other finding was discovered using multiple regression analysis. The specific analysis showed that both on-the-job and off-the-job types of training affects employees performance. The R square 0.482 indicates that 48.2% of the variance in the dependent variable (employee performance) is explained by the independent variables (training) in the model. The employee's percieved lecture had a greatest effect on the oveall level of performace with a 0.540 indicating that a one unit in lecture wouldd lead to a 54% increase in the level of performance.
- ✚ The one-way ANOVA test was used for the other socio-demographic length of service and compared to the four independent variables (Induction, job instruction, job rotation and lecture). As a result, respondent's with different service year showed difference in preference of Job rotation. This was indicated as significance (P) value shown between job rotation and service year of respondents is 0.027 which is less than 0.05.

5.2. Conclusion

This paper has discussed the effect of training on employee performance in the case of Dashen Bank Share Company. It assumes that training and employee performance have a significant relationship. Based on the responses of the sample population as well as interpretations and findings discussed above, the researcher represents the following conclusions.

- ✚ The training practice of the bank shows that 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 effectiveness of the training method of the bank when measured using the Kirkpatrick Model reaction, learning and behavior shows that there exist an effective training practice in Dashen Bank.
- ✚ In Dashen Bank, training helps employees to be committed, efficient and effective on their performances. The perception of the employees towards the effect of the training on their performance shows, there is improvement in the level of knowledge/skill, managing time, prioritizing things, motivation, confidence in solving problems and making decisions as well.
- ✚ The finding from Pearson Correlation was used to show the correlation between the independent variable and dependent variable. The result indicates that induction, job instruction, job rotation and lecture have a significant relationship with employee performance.
- ✚ The regression analysis showed that there is a strong effect of Training on Employee Performance in Dashen Bank.

5.3. Recommendation

Based on the findings and conclusions the researcher recommends the following which will be helpful for the organization.

- ✓ 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 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 provide quality services to its customers.

- ✓ Dashen Bank Share Company should keep both on-the-job and off-the-job types of training practices for employees, in order to increase their performance. Because there exists a strong correlation between these types of training practices and performance.
- ✓ The organization is doing well with regards in its Induction training which is carried out for new entrants on the job to make them familiar with the total corporate requirements. But the timing of this training should consider due attention so that to deliver the intended purpose of the training on time.
- ✓ The majority of employees took training once or twice. Training should be conducted on continues bases for employees of the organization so as to make them competent in this challenging environment.

5.4. Other Researches

The aim of this study was to find out the effect of training on employee performance. The study only focused on orientation/induction, job instruction and job rotation from on-the-job training and Lecture from off-the-job training. It did not include all the possible training types under both on-the-job and off-the-job training; therefore, there is a scope for other researchers to study the other types of trainings and their effects on performance on the same or different sectors. Further research can also be carried out to identify other factors that may affect performance which are not study before.

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<http://www.Dashenbanksc.com>

APPENDICES

Part two: Assessment on training effectiveness of the bank

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

I. Reaction	1	2	3	4	5
1. I am satisfied with the training condition including the material and facility of the training that the organization provides					
2. My organization is best in providing training program such as class room training, seminars, workshops etc frequently.					
3. The delivery method that the organization used is convenient to get the necessary knowledge and skills.					
4. I had a good relationship with my trainer to learn more in the training so that I was asking what I did not understand to increase my competence.					
5. I think that the training session in which I have participated is a good use of my time.					
6. The training I received is a great help in my job.					
II. Learning					
7. The training I received has increased my knowledge on the topic.					
8. Because of the knowledge, skills and attitude I received from the training I can accomplish activities more efficiently.					
9. The training I received offered me the opportunity to identify the potential I have for further development					
III. Behavior					
10. I have noticed some changes in my behavior and knowledge as a result of new learning.					
11. The training increases my motivation to the job I do.					

Part Three: questions on the types of training

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

I. On the job training

IV. Orientation/Induction	1	2	3	4	5
12. Orientation/Induction training is well planned					
13. The induction training is conducted timely					
14. Induction training provides an excellent opportunity for newcomers to learn					
15. The norms and values of the company are clearly explained to the new employees during induction.					
16. Induction training is of sufficient duration					
V. Job Instruction	1	2	3	4	5
17. The instructions are clear and easy to apply					
18. I receive enough support and guidance that I need from my peers and supervisor to fulfill my potential					
19. Job instruction are well documented and ease of access					
VI. Job Rotation	1	2	3	4	5
20. Employee job rotation within the organization helps in increasing my overall performance					
21. Job rotation boosts my moral and self confidence					

II. Off the job training

VII. Lecture	1	2	3	4	5
22. The lecture training programs are designed at level of abilities and education of employees					
23. The type of training I have taken is applicable for the job after the training					
24. Supervisors support the use of techniques learned in training that employees bring back to their jobs					

Part Four: questions on effects of training on employee performance

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

	1	2	3	4	5
25. I feel that training enable me to perform my work with greater accuracy and precisely.					
26. The training provided by the organization helped me to perform my work quickly and efficiently.					
27. I feel confident that my training enable me to completely perform all aspects of my job					
28. Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.					
29. After training I feel that I am committed for my work I feel a strong sense of belonging to this organization since I acquire the needed skills					
30. I think that active participation during training has a positive effect on my commitment to the organization and for my work.					
31. I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my work commitment.					
32. I can say that after training employees in Dashen Bank are working well with their regular activities.					

Part Five: How do you perceive on how training improves your performance?

1. Not improved at all 2. Not Improved 3. Neutral 4. Improved 5. Highly improved

	1	2	3	4	5
33. Level of knowledge/skill related to the job					
34. Confidence in solving problem and making decisions					
35. Management of time and priorities					
36. Commitment and motivation					

THANKS!!!

Appendix 2: One-way ANOVA (Influencing Factors of Job Performance Based on Length of Service)

Descriptive

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Induction	Below 1	27	3.76	.763	.147	3.45	4.06	2	5
	1-5	98	3.75	.727	.073	3.61	3.90	1	5
	6-10	44	3.81	.583	.088	3.63	3.99	3	5
	11-15	16	3.89	.783	.196	3.47	4.30	2	5
	16-20	2	3.90	.707	.500	-2.45	10.25	3	4
	Total	187	3.78	.700	.051	3.68	3.88	1	5
Job instruction	Below 1	27	3.65	.689	.133	3.38	3.93	2	5
	1-5	98	3.56	.756	.076	3.41	3.72	1	5
	6-10	44	3.63	.652	.098	3.43	3.83	2	5
	11-15	16	3.75	.704	.176	3.37	4.13	2	5
	16-20	2	4.00	.000	.000	4.00	4.00	4	4
	Total	187	3.61	.712	.052	3.51	3.72	1	5
Job rotation	Below 1	27	3.94	.923	.178	3.58	4.31	2	5
	1-5	98	3.43	1.216	.123	3.18	3.67	1	5
	6-10	44	3.47	1.064	.160	3.14	3.79	1	5
	11-15	16	4.25	.606	.151	3.93	4.57	3	5
	16-20	2	3.50	.707	.500	-2.85	9.85	3	4
	Total	187	3.58	1.122	.082	3.42	3.74	1	5
Lecture	Below 1	27	3.78	.585	.113	3.55	4.01	2	5
	1-5	98	3.49	.807	.082	3.32	3.65	1	5
	6-10	44	3.54	.675	.102	3.33	3.74	1	4
	11-15	16	3.88	.543	.136	3.59	4.16	3	5
	16-20	2	3.67	.471	.333	-.57	7.90	3	4
	Total	187	3.58	.732	.054	3.47	3.68	1	5