



**ADDIS ABABA UNIVERSITY  
COLLEGE OF BUSINESS AND ECONOMICS SCHOOL OF COMMERCE  
MASTERS OF HUMAN RESOURCE MANAGEMENT DISTANCE  
PROGRAM**

**The Impact of Training and Development Practices on Employees'  
Performance: In Case Of Ministry Of Finance & Economic Cooperation  
(MOFEC)**

**Prepared by: Endale Gizaw Lemma /Id. No GSD/0351/07**

**Submitted To: Seifu M. (ADVISOR)**

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# Declaration

I ,declare that the project entitled "**The Impact of Human Resource Training and Development Practices on Employees Performance In the Case of Ministry of Finance and Economic Cooperation** "is my original work and has not been presented for a degree in any other university , and that all sources of material used for the project have been duly acknowledged .

By : **Endale Gizaw Lemma**

Signature -----

Date: -----

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

- CRGE :** Climate Resilient Green Economy Strategy
- EP :** Employee Performance
- GTP :** Growth Transformation Plan
- HR :** Human Resources
- HRM:** Human Resources Management
- HRD:** Human Resource Development
- MOFED:** Ministry of Finance and Economic Cooperation
- SPSS:** Statistical Package for Social Science
- SPSS:** Statistical Package for Social Science
- TDI :** Training Design and Implementation
- TNA:** Training Needs Assessment
- TD :** Training Design
- TI :** Training Implementation
- TE :** Training Evaluation

# Abstract

The purpose of this study was to examine the impact of Human Resource training and development practices on employee's performance in the case of ministry of finance and economic cooperation. It tested the training and development dimensions such as training need assessment, design, implementation and evaluation and examined its impact strength on the performance of employees. The study used primary and secondary data sources. Sample random sampling technique was used and self-administer questionnaire was distributed to 177 sample employees and interview for three training and development expert .Collected the relevant primary data sources from 150respondents and the other 11 respondents are not response. SPSS version 16 was used to analyze the data gathered.

Descriptive analysis with the help of graphs, tables and percentages was used to describe and analyze the data . Correlation and regression an analysis was also used to see the relationships and the Impact strength between training and development and employee performance. The findings in the descriptive analysis revealed that there were training need assessment, training design, Training implementation and training evaluation practices of the Ministry of finance and economic cooperation as good impact of employee performance. Accordingly, Pearson correlation results revealed that training need assessment had positive and moderate degree of correlation , training evaluation had positive and moderate degree of correlation and training implementation had positive and moderate degree of correlation with employees job performance and also training design had positive and low degree of correlation with employees job performance.

**Key words:** Training and development, Training need assessment, Design, Implementation and Evaluation

# **CHAPTER ONE**

## **Introduction**

### **1.1 Back ground of the study**

Employees are the organization's most valued assets that continuous capacity building activities to stay in a competitive industry. For any organization to achieve a competitive advantage, each staff in every department must perform excellently. Therefore, it is every organization's responsibility to enhance the job performance of the employee. Certainly implementation of training and development is one of the major steps that most companies need to achieve. staff development and learning encompasses various activities intended to support staff in meeting performance expectations and growing professionally.

As one of major activities of human resource management, training and development has for long been recognized to improve and develop employee performance (Sultana, et al, 2012). Training is one of the mechanisms to ensure that employees have acquired the desired skill, knowledge and attitude for achieving the required level of performance and also HRD as organized learning experience in a definite time period to increase the possibility of improving job performance and growth .

The foundation to any organization is its human resource. Development is vital so that employees can confront new obstacles and guarantee long term well-being and continuity of an organization. It helps an organization meet change head-on. Well-developed employees do not react to change but they made change. Development varies from training in that it does not occur in a classroom; rather, it is after the class that real development happens.

Accordingly to Amar Kumar Mishara, (2012) HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. Groups within organizations use HRD to initiate and manage change, also , ensures a match between individual and organizational needs.

Accordingly to Chiaburu and Teklab (2005) training of employees is typically associated with the improvement of performance, knowledge and skills in their present and future assignment. Training and development are related to the skills an employee must acquire to improve the probability of achieving the organization's overall business goals and objectives.

Accordingly to Armstrong, (2006) Training is the use of systematic and planned instruction activities to promote learning. It involves the use of formal processes to import knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily.

According to Fitzgerald (1992), HRD involves the attainment of aptitude and skills to be adopted in the present or future. It includes measures to prepare employees to develop the organization in the future. It's also the process of getting involved in many different types of training and assignments. Development not only focuses its attention on the present, but also has its mind on the future. It focuses on the long term strategic objectives of the organization as compared to training which focuses on the short term achievement, less than a year duration.

The basic objective of employee training and development are to develop the knowledge, skills, and attitudes of employees for more effectiveness in their present jobs as well as preparing them for future assignments and also an organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of the organization.

The training and development of employees are an issue that has to be dealt with by every organization. The intensity and quality of training and development carried out varies enormously from one public organization to another. Many organizations meet their training and development needs for in an ad hoc and haphazard way. Training and development in such organizations is more or less unplanned and unsystematic (Cole, 2002, in Usman, 2014). Other organizations on the other hand set a series of steps that identify their training needs assessment (TNA), implementation, design, evaluation and delivery style activities in a rational manner. Such organizations often use systematic approach of training which improves their employees performance.

Ethiopia ministry of finance and economic cooperation is the main institution behind strategic economic and financial planning of the Ethiopian economy. Its vision is becoming a capable and leading organization for the realization of faster, sustainable and equitable economic cooperation. This vision will be achieved through well trained, developed and skilled employees. This study, therefore, examine the impact of training and development practices on employee performance in MOFEC .

## **1.2 Background of the Organization**

Ministry of Finance and Economic Cooperation established in 1907 . The Ministry of Finance and Economic Cooperation is a ministry within the cabinet of the Government of Ethiopia. It is responsible for general financial management and economic policy of Ethiopia, in addition to the allocation of economic assistance. Formerly the Ministry of Finance, it has its origins in the ministerial system introduced by Emperor Menelik II.

The Ministry of Finance and Economic Cooperation (MoFEC) is the main institution behind strategic economic and financial planning of the Ethiopian economy. It administers national and international accounts, including bilateral aid funds. It is the authoring institution behind the Growth Transformation Plan (GTP) 2010/11-2014/15 and it developed the Climate Resilient Green Economy Strategy (CRGE) together with the Prime Minister's Office and the Environmental Protection Authority between 2009-2011.

It is providing different services to the country. It plays a catalytic role in the economic progress and development of the country. The ministry, besides allocating budget, introduces new and efficient ways of utilizing resources to both federal and regional governments. A "Pool Service", is one of the ministry's innovations. This is a system of providing procurement services to different public zonal offices. The strategy helps reduce public resources wastage as expenses that could be incurred by various offices are avoided.

It has more than 599 total employees as per the reports of human resource information system of ministry of finance and development. Its vision to become a capable and leading organization for the realization of faster, sustainable and equitable economic development. This vision will be achieved through well trained and skilled employees. They strongly believe that winning the public confidence is the basis of their success.

### **1.3 Organization Structure of MOFEC**

MOFEC in its organizational structure has a minister. There are five supporting divisions each are responsible directly to the minister. namely strategic planning & management office, public relations & information directorate, legal service directorate, internal audit service directorate and support business processes coordination directorate. there are three departments headed by minister, i.e under the minister namely state minister, development policy planning & budget, state minister public finance administration & control and state minister, external resource mobilization and management. There are seven departments headed by minister each are responsible directly to the minister, support business process coordination directorate, general service, record documentation service, library service, finance & procurement service directorate, information system administration center and human resource development & administration directorate. There are six supporting divisions each are responsible directly to the state minister, development policy planning & budget. There are four supporting divisions each are responsible directly to the state minister, public finance administration & control. Under state minister, External resource mobilization management there are also six supporting

divisions .Based on the organization structure of MOFEC, it has also area public agency & enterprises that are directly accountable to the minister .

Source: Web site of the MOFEC

## **1.4 Statement of the Problem**

Training and development is a vital role in leavening process in an organization where in an employee acquires practical knowledge and skill to perform their assigned job effectively and efficiently. Training plans allow organizations to identify what is needed for employee performance before the training begins (Mathis, 2006).

Accordingly to Neelam et al (2014 )stated that training and development is an important aspect of Human Resource management and it is important for organizations to get skilled and capable employees for better performance, and employees will be competent when they have the knowledge and skill of doing the task . Training and development would provide opportunities to the employees to make better career life and get better position in organizations.

A systematic approach to training and development will generally follow a logical sequence of activities commencing with the establishment of a policy and the resources to sustain it, followed by an assessment of training needs, training design , training implementation and training evaluation (ending with some form of evaluation and feedback) for which appropriate training is provided. As a result, it leads the organization to be effective in employees job performance which ultimately ends with achieving organizational goals (Cole, 2002).

Most organizations do not give much attention to the effectiveness of their training programs and also is not understanding the relationship between training & development and employee performance. They do not participate the trainees in their training need assessments ,they do not prepare adequate curriculum relevant to the organizational unique characteristics, they are careless to the selection of trainees, they do not enquire whether the trainer has adequate expertise, they do not evaluate whether the methodology, training design , training implementation and training evaluation of the training is appropriate, they do not give emphasis to the need for control and evaluation of training effectiveness among others (Scarpello and Ledvika, 1998)

Like other government organizations, the Ethiopian ministry of finance and economic cooperation has been doing a lot in training and developing its employee's performance unsystematic and also training and development is not given its due weight by the employees to improve employee performance .It is not a secret most employees complain about the training and development process that currently exists in the MOFEC .It is believed that there is a

mismatch between those who need training and development and those who do not. Employees claim that training opportunities are given based on connections instead of awarding it based on needs assessment. It is also observed that training and development practices such as training need assessment, design, implementation and evaluation is not effective. This problem is identified by observation and preliminary interview question provided for MOFEC Head office staff and customer Informally.

Though there are enormous researcher conducted on the impact of training and development practices on employee performance, no research has been undertaken to examine whether the available researchers can be applied to MOFEC. This research therefore aims at studying the effects of training and development on employee performance at MOFEC by critically looking in to the training need assessment, training design, training implementation and how training is evaluated at MOFEC.

## **1.5. Research Questions**

What is the impact of training and development on employee performance improvement and also examine the relationship between training and development practices and employee performance?

This study to intended to answer the following specific questions:-

- What is the relationship between training & development and employees performance ?
- What is the impact of training and development process on employee performance ?
- What kind of method is used to training need assessment ,design, implementation and evaluation ?
- Does training and development programs help improve employee performance ?
- What is the significance of training and development on employee performance improvement ?

## **1.6 Objective of the Study**

**The general objective** of this study was to explore the relationship between HR training & development practices and employee performance and finding impact strength of training need assessment, design, and implementation and evaluation practices at Ministry of finance & economic cooperation.

**The specific objectives** of the study are:

- To determine whether the training and development process influence the extent to employee performance towards their organization.

- To evaluate the integration of Training and development process with the employee performance
- To indicate the training and development method and practices on employee performance?
- To find out whether training process has positive effect on employee performance
- To know whether there is a positive relationship between training & development practices and employee performance

### **1.7 Significance of the Study**

The study helps to create awareness for the management on impact of training & development practices on employees performance in Ministry of finance & economic cooperation, provides knowledge and understanding on training and development and employees performance relationship and it provides information for similar public organizations how systematic training and development of employees contributes for employees performance and help to design possible strategic plan.

It also to enable them to make adjustments on their areas of weakness and strength. Finally, this study will be used as a reference material for those individuals who want to conduct a future research in the area .

### **1.8 Scope of the Study**

The study was focus on training and development areas such as training need assessment ,training design, training implementation, training evaluation and training programs .It includes degree holders and above employees existing in MOFEC head offices. Therefore, the results could not generalized to the whole employees of the MOFEC.

### **1.9 Limitation of the Study**

Due to time and other constraints, this study was limit to MOFEC head office . Namely , geographically , methodologically and time frame.

The first one was geographically, the study focus on only above degree holders of MOFEC in head office . Secondly, the study was follow more of quantitative and used some qualitative approach and finally the study was considering degree holders under job categories of clerical. Professional and line management in MOFEC . in addition to this, this research, it used the survey to collect the needed data from only head office above degree holders employees. The research samples was in use from the employees of MOFEC . Inevitably, the survey findings was not be generalized across other group of population. It was bring limitation to complete a deeper research about the impacts of training & development practices on employee performance of

Ministry of finance & economic Cooperation . Further research could expand the survey in order to reduce the sample errors.

### **1.10 Hypothesis**

The Researcher proposed the following hypothesis to examine the impact of training & development practices on employee performance and finding the impact strength of employee performance.

**H<sub>1</sub>:** Training need assessment has significant effect on employee performance

**H<sub>2</sub>:** Training design has significant effect on employee performance

**H<sub>3</sub>:** Training implementation has significant effect on employee performance

**H<sub>4</sub>:** Training evaluation has significant effect on employee performance

### **1.11 Definition of Terms**

**Human Resource Management:** It is defined as the way organizations manage their staff and help them to develop in order to be able to carry out organizations missions and goals successfully (McCourt & Eldridge, 2003).

**Training:** It is defined as a planned and systematic activity resulting in enhanced level of skill, knowledge and competency that is required to perform work effectively (Gordon, 1992).

**Human Resource Development:** It is the integration of individual, career and organization development roles in order to accomplish maximum productivity, quality, opportunity and fulfillment of organizations members as they work to achieve the goals of the organization (McCourt & Derek, 2003).

**Employee training and development:** Training and development are often used interchangeably. For the purpose of this research, training and development refers to organizational activity concerned with enhancing the job performance of employees (either as individuals or groups) in organizational environment. It can be considered as learning process which involves strengthening of skills, concepts, changing of attitude and obtaining more knowledge to improve employees' performance (Hamid, 2015).

For the purpose of this study training and development practices are: training need assessment, training design , training and development implementation and training evaluation .

**Employee Performance:** is defined as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed (Afshan et al. 2012)

## **1.12 Organization of the thesis**

The study was organizing into five chapters.

**Chapter one:** Introduce the study by giving the background of the study, statement of the problem, research question, research objectives, significance of the study, scope of the study, limitation of the study, definition of terms and organization of the study .

**Chapter Two:** was deals with the review of relevant literature on the research problem.

**Chapter Three:** was discuss the research methodology adopt for the study and relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections.

**Chapter Four :** provides data presentation, data analysis and summary of findings on the impact of training & development practices on employee performance in MOFEC.

**Finally** , chapter five described the conclusion and recommendation . in addition to these researcher directions, list of references and appendix are presented.

## **Chapter Two**

### **Review of Related Literature**

#### **2.1 Theoretical Literature**

##### **2.1.1 Overview of Employee Training and development**

Human resource is the primary element of organization in comparison with other elements, such as capital, technology and financial as the human resource functions as other elements control. Discussing about human resource, it will not be escaped from other management activities or processes including planning strategy, management development and organization development. Relevance to these management aspects is so close that it is hard for us to get out of discussing one element and others in a separate (Dessler & Varkkey, 2009).

The term human resource refers to the knowledge, skills, creative abilities, talents aptitude, and values beliefs of an organization's workforce. The more important aspects of human resources are aptitude, values, attitudes and beliefs. But in a given situation, if these vital aspects are same, the other aspects of human resources like knowledge, skills, creative abilities and talents play an important role in deciding the efficiency and effectiveness of an organization's workforce. Thus, human resource development improves the utilization value of an organization

A number of scholars have defined training and development among which (Armstrong , 2007 ),shows that as Human resource training and development refers to the identification of needed skills and active management of learning for the long range future in relation to explicit corporate and business strategy. It is about ensuring the right and quality people are available to meet present and future organizational needs. This is achieved by producing a coherent and comprehensive framework for developing people.

According to Bernatek, (2010) ,Training and development has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations.

According to Abdullah, (2009),Training and development is the most important tool of a business to develop commitment, effectiveness, efficiency and loyalty and to create a culture of cooperation among employees. Sometimes the top management and managerial level employees are found to be uncooperative towards HR training, whilst lower level employees lack the comitment to participate in training activities.

According to Latham and Russo(2008),training and development are terms referring to planned efforts designed facilitate the acquisition of relevant skills, knowledge, and attitudes by organizational members”.Then, Wexley and Yukl also explain that : “development focuses more on improving the decision making and human relation skills of middle and upper level management, while training involves lower level employees and the presentation of more factual and narrow subject matter”

According to Grubb (2007) ,staff training and development is proposed by “training is short-terms educational process utilizing a systematic and organized procedure by which no managerial personnel learn technical knowledge and skills for a definite purpose. Development, in reference to staffing and personnel matters, is a long-terms educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose”.

Again, Training according to Dessler (2008) is the process of teaching or giving new employees the basic skills they need to perform their jobs. Training is an educational process through which people can learn new information, re-learn and reinforce existing knowledge and skills and more importantly have time to think and consider what new options can help them improve their effectiveness at work.

To develop the desired knowledge, skills and abilities of the employees, so as to perform well on the job, requires effective training and development programs that may also effect employee motivation and commitment (Dessler & Varkkey, 2009). In order to prepare their workers to do their job as desired, organizations provides training so as to optimize their employees potential. Most of the firms, by applying training programs, and building new skills in their workforce, enable them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance (Dessler & Varkkey, 2009).

Though the above mentioned positive descriptions were some authors argue that training and development really enhance employee performance .According to Robert (2011) information changes and whatever is learned to day will be obsolete after some time so that the employee performance might not be related with the training they were given, wrong person might give the training and the trainee might not get the required knowledge ,as the result traning will not cause a change on employee performance .

## **2.2.2 Overview of Employee Performance**

Employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs. Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce.

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2006). Employee's performance is measured against the performance standards set by the organization (Kenney et al, 1992).

There are a number of measures that can be taken into consideration when measuring performance for example using of **productivity, customer satisfaction, job satisfaction , quality of product \service** and profitability measures (Ahuja, 2006).

Employee performance is based on individual factors, namely: abilities, knowledge, skills, experience, and personality (Vroom, 1964). It is up to employee that how he performs high in a job and high productivity and good results must be delivered by employee (Hunter & Hunter, 1984). Firm's crucial component is employee and their success and failure depends on performance of employee (Hameed & Waheed, 2011).

“ A term typical to the Human Resource field, employee performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees” ( employee performance, website ).

Employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Employee's performance important for the company to make every effort to help low performers. Performance is classified into five elements : Planning, monitoring, developing, rating and rewarding. In the planning stage , Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals (Hameed & Waheed, 2011).

Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them .Monitoring means continuously measuring performance and providing ongoing feedback

to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards (Hameed & Waheed, 2011).

During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company. During planning and monitoring of work, deficiencies in performance become evident and can be addressed.

The rating is to summarize the employee performance. This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know who their best performers are at the end of the cycle is rewarding stage. This stage is designed to reward and recognize outstanding behavior such as that which is better than expected.

### **2.2.3 Review of Research on link between training and Development practices and Employee Performance**

Most of the previous studies provides the evidence that there is a strong positive relationship between training and development practices and employee performance. (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job.

This relation ultimately contributes to supreme organizational performance. The result of Farooq & Aslam(2011) study depicts the positive correlation between training and employee performance as  $r=.233$ . Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employees job related needs in timely fashion.

Training and development is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. Moreover, the result of the study of Sultana. A, et.al. (2012), conducted in telecom sector of Pakistan, states the  $R^2$  as .501 which means that 50.1% of variation in employee performance is brought by training programs.

According to Swart (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers 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 moulded according to the firm needs.

According to Wright and Geroy (2001), employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

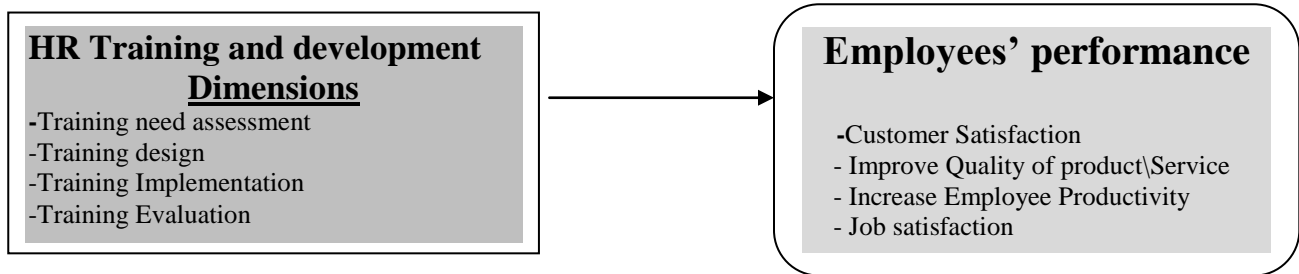
Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, Cheramieet al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity , or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit.

It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

He further mentioned that the need and objectives of the training program should be identified before offering it to the employees. Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective.

They further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees. Mamoria (1995), further mentioned that a well trained worker is able to make a best use of organizational resources along with minimum level of wastages.

As stated by Ohabunwa (1999), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success



*Figure 1. The Relationship b/n Training and employees performance*

Generally, the researcher derived the following model from figure 1 above which is developed by Abbas and Yaqoob (2009) to see the relationship between training & development and performance of employees. Meaning that if, training& development is implemented then does it affect the employee performance. Hence, theoretical framework can be seen from the following model.

The result of some of the studies summarized by Armstrong (2010) are as follows:

Table 1 outcomes of research on the link between training and development and employee performance

Researchers	Methodology	Outcomes
Thompson (2002)	A study o e.t.cf the impact of high performance work practices such as job rotation, developing e.t.c	The number of training & development practices proposition of the workforce covered appeared to be the key differentiating factor between more and less successful employee performance
Patterson (1997)	The research examined the link between training and development and the use of number of human resource training and development practices .	Two training and development practices 1.The acquisition and development of employee skill 2. Job design
Guest (2000)	The future of work Survey covered 835 private sector organizations. Interviews were carried out with 610 HR professional and 462 chief executives	A greater use of training and development is associated with improved employee performance and higher levels of productivity

Source : Michael Armstrong (2010) Essential Human resource management Practices

The practices areas covered by training and development that impact on employee performance are summarized in table 2

Training and development area	How it Impacts
Learning and development	<p>Enlarge the skill base and develop the levels of competence required in the workforce .Encourage discretionary learning which happens individual activity seek to acquire the knowledge and skill that promote the organization’s objectives.</p> <p>Develop a climate of learning –a growth medium in which self –managed learning as well as coaching ,mentoring and training flourish</p>
High-Performance management	<p>Develop a performance culture which encourage high performance in such areas as productivity, quality, levels of service .</p>
Manage Knowledge and intellectual Capital	<p>Focus on organizational as well as individual learning ,and provide learning opportunities and opportunities to share knowledge in systematic way</p>

Source : Michael Armstrong (2010) Essential Human resource management Practices

#### **2.2.4 Definition of training and development**

As one of major activities of human resource management, training and development has for long been recognized to improve and develop employee performance Sultana (2012). Training is one of the mechanisms to ensure that employees have acquired the desired skill, knowledge and attitude for achieving the required level of performance and also HRD as organized learning experience in a definite time period to increase the possibility of improving job performance and growth .

**2.2.5 Training Need Analysis (TNA)** is a workplace needs analysis specifically intended to find what actually training needs as the priority. Information of the needs will help organization in making use of resources (fund, time, etc.) in effective as well to prevent unnecessary training activity. TNA may also mean as a systematic and comprehensive investigation about varied problems to identify some problem dimensions accurately. Accordingly, the organization will find out if the problem shall be solved through training program or otherwise. Training need analysis is executed by (asking question getting answers)

method. Questions are given to every employee, and it is tailed by verification and documentation on various problems where finally, the training need will be known to solve problems. Problems in need of training always relate to lack of skill or knowledge where standard performance is unobtainable. Accordingly, explanation above clarifies the difference between actual performance and situational performance.

**2.2.6 Training design:-** making is the essence of training; it is a step on how we may convince that training will be held. Overall duty carried out in this stage involves:

1. Identifies learning goal of training program;
2. Sets an accurate method;
3. Appoints the organizer along with other support;
4. Takes out the correct media among various ones;
5. Sets the content;
6. Identifies evaluation instruments;
7. Makes arrangement of training order.

In all means, training and development opportunities should be given on a performance opening and to whom they are badly needed . The most important issue to be in calculated in the design phase is that trainings and development should have explicit objective before they are delivered ( Randy et.al. p163) after the design stage is complicated the next step will be implementation .

### **2.2.7 Training Program Implementation**

Next step to establish an effective training activity shall be an implementation of training program. Success of training program implementation and human resource development depends on program selection in order to take out the right people under the right conditions. Training Need Analysis (TNA) can help to identify the right people and the right program .some training development and consideration program can help to create the right condition.

### **2.2.8 Evaluation of Training Programs**

In today's environment of increased accountability, the training evaluation process is a **critical component of an organization's training programme**. Trainers and the organizers conducting the programme are not only accountable for what employees learn, but they are also accountable for ensuring that trainees transfer their knowledge to their work performance. While traditional training evaluation methods focus on using the assessment process to improve training delivery, it is imperative to collect information that can determine whether training is assisting the organization to improve its business performance.

Many people have an image of evaluation as a questionnaire to fill out at the end of a training programme. An effective evaluation is much more than that. Now let's see Virmani and Premila model of evaluation. This evaluation model devised by Virmani and Premila (1985) which constitutes three stages:

- ✓ Pre-training Evaluation
- ✓ During training evaluation
- ✓ Post-training evaluation

**1. Pre-training evaluation:** is the period before training during which the trainees have expectation from the course. At this stage the training objectives should be evaluated in the context of expectations of trainees and the organizational objectives in order to ensure optimum impact of training. The organization, trainer and trainee should match their objectives and goals with each other in order to enhance the worth and effectiveness of training at the workplace.

**2. During Training evaluation:** It is the teaching and learning stage. This stage is also called the context and input evaluation. At this stage the evaluation of inputs and context in which the trainee is placed and the training programme is organized are evaluated based on the pre-training profile of the trainee. The evaluation of the context and input process helps in establishing the validity of the content and curriculum to be transacted during the training programmes.

**3. Post Training evaluation:** It is after training where trainees are supposed to apply and integrate his learning and apply in day to day activities. This stage has been divided by the authors in different parts as under:

### **2.2.9 Performance Based Evaluation Method**

The accepted approaches to determine the effectiveness of training programs are:

**A. Pre-posttest approach:** The works of employees are measured prior to training and if necessary training is provided. After finishing training, the achievement is measured and contrasted with performance before training. If evaluation is positive and productivity is increasing it shows training are effective.

**B. Post-Training Performance Method:** performance is measured after attending the training program to identify if behavioral changes have been made.

**C. Pre-post-Training Performance with control group Method:** two groups are formed and evaluated on performance. Individuals perform their jobs without orientation; while experimental groups are given instruction on how to perform the job. At the end, the performances of the two

groups are compared. If the training is effective, the experimental group performance was improved and was substantially better than that of control group.

### **2.2.10 Empirical Findings on the Effect of Training on Employees' Performance:**

Empirical findings are one of the important components of literature review in the research study of any type. The researcher, therefore, wants to review the following some important issues which are directly related to the investigation under study.

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

The result of Farooq & Aslam (2011) study depicts the positive correlation between training and employee performance as  $r=.233$ . Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Moreover, the result of the study of Sultana (2012), conducted in telecom sector of Pakistan, states the  $R^2$  as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explain training is good predictor of employee performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance Swart (2005).

According to Swart (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. As mentioned by Swart (2005) employed superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfillment.

According to Wright and Geroy (2001), employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers

necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

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

Obisi (2001) reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the needs and objectives of the training program should be identified before offering it to the employees.

Source: Researcher, (2017)

### **2.2.11 Conceptual Frame Work**

Most of the advantages derived from training and development are easily obtained when training is planned and systematic. This suggests that organizations, trainers and trainees are prepared well for the training in advance. According to Armstrong (2006), training should be well organized in that it is specifically designed, planned and implemented to meet defined needs. People who know how to train provide it and the impact of training is carefully evaluated.

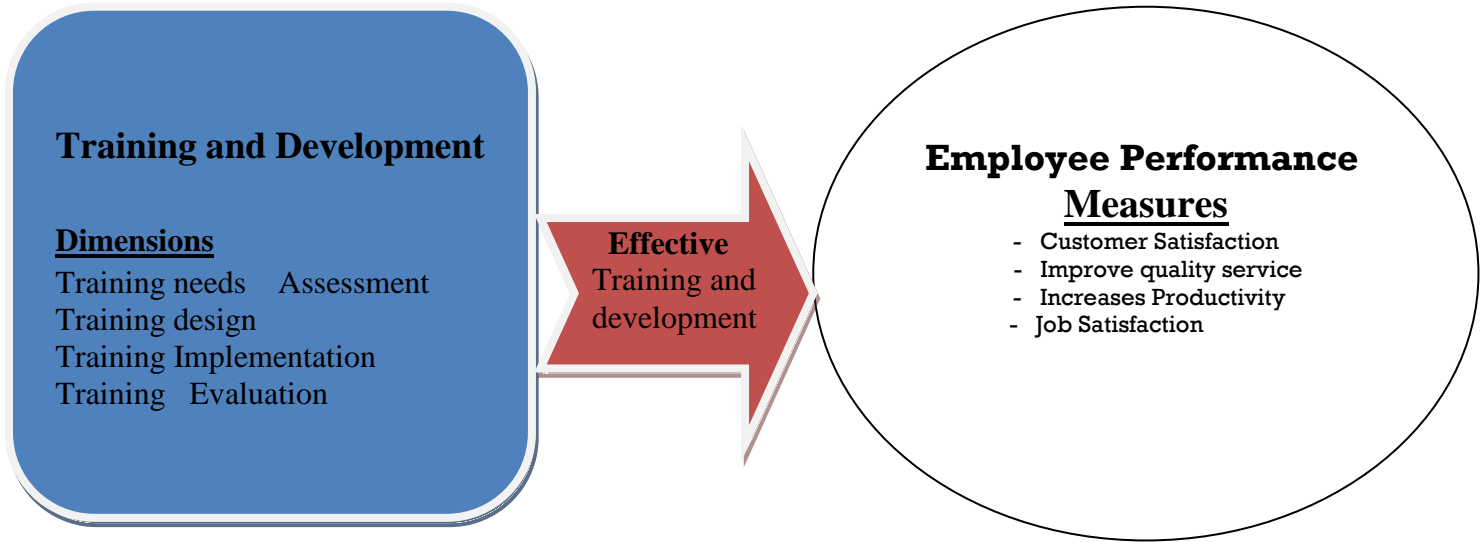
Figure 2 shows the relationship between independent (training and development) and dependent variable (employee performance). According to the above model, the first step in training and development process is to identify the organization objectives. The training and development objectives must be in line with organizational objectives.

The next step is to conduct Training Needs Assessment (TNA) in order to implement it effectively. After all we have to evaluate the process carefully to know the outcome and results of the process. Employees who have received effective training are likely to do well on the job by increasing the quality of work, hence achieving organizational goal and gaining competitive advantages.

**The Relationship between Training & development and employee performance**

**Independent Variable**

**Dependent variable**



**Figure 2** Source: Adapted from Catalina (2010)

## **Chapter Three**

### **Research Methodology**

This chapter presents the methodology that have been used to carry out this study it includes the research approach , research design, population and sample ,sample size and method, sample size allocation, data source and types, data collection method ,data collection procedure , ethical consideration, Data Analysis ,reliability test and how data analyzed and presented .

#### **3.1 Research Approach**

This study used quantitative and qualitative research approach based on questionnaires and interview respectively to provided a better understanding of research problems.

This research approach analysis doing to the most extent was quantitative data a means for testing objective theories by examining the relationship among variables (Creswell 2009, p.4). Therefore , the study used quantitative research approach because it used structural questionnaire data collection method and statically data analysis techniques. To measure this ,some statistical tools or techniques apply on data like descriptive statistics, Pearson correlation and regression analysis through SPSS soft ware ,and also involve the process of collecting, analyzing. Interpreting and writing the results of a study (creswell, 2009).

#### **3.2 Research Design**

Research Design is comprehensive plan for data collection in research project .It is a “blueprint “ for empirical research aimed at answering specific research questions or testing specific hypotheses (Tayie, 2005) .

This study employed of quantitative case study method to answer the research questions and also some extent qualitative data used in this study . This quantitative approach for apply to identify the impact training and development practices on employee performance.

Since the purpose of explanatory design is explaining and interpreting relationship between two or more aspects of a situation or phenomenon .It is used to explain and interpret the relationship between training & development and employee performance (creswell , 2009) .with this respect, the main target of the study was to investigate the impact of training and development practices on employee performance in Ministry of Finance and Economic Cooperation . Therefore, correlation analysis was used to assess the relationship that exists between the variables. i.e. Independent variables (Training need assessment, design, implementation and evaluation ) and dependent variable ( employee performance )and also used regression analysis was used to measures the relative strength of independent variables on dependent variables .

### 3.2.1 Population and sample

#### 3.2.1.1 Target population

Population can be defined as all people or items (unit of analysis) with the characteristics that one wishes to study. (Tayie, 2005). And sample is defined as a subset of the population that is taken to be a representative of the entire population (Tayie, 2005).

As per the data from human resource department of Ministry of Finance and Economic Cooperation the total employees who were at the head office are 599 ( MOFEC, 2018) .

The study of the total population is not possible and it is also impracticable, due to the practical limitation of cost, time and other factors which are usually operative in the situation stand in the way of studying the total population (singh, 2006). Therefore, focus on at the head office of MOFEC that has total three hundred eighteen (318) employees above degree holders which selected with sampling frame. Employees who are non clerical not included in this research due to who have not participated most of the time in staff training (not more than 2 training sessions ) , the degree of literacy, short available of time and less than one year work experience . e.t.c

#### 3.2.1.2 Sampling size and method

The target population of this study consists of 318 above degree holders employees of MOFEC at the head office in Addis Ababa. To determine sample size the researcher used to this study uses simple random techniques just to make available equal opportunity of being selected for employees of the target population. The aim of using simple random sampling is to reduce human bias in the selection process and provides a sample that highly representative of the population : thus allowing to make statistical conclusion from the data collected and also purposive sampling techniques used for this study. Therefore, out of 318 employees who professional employees or above degree holders were work in the head office questionnaires were distributed for 177 employees and also interview for three human Resource Administration experts were considered in this study through purposive sampling techniques.

Ajaya and Micah (2014 , designated that sampling error range is often expressed in percentage of 5% margin of error . Sample method source mention below :

**Source:** Taro Yamane's Sampling method formula (Yamane 1967)

$$n = \frac{N}{1 + N(E)^2}$$
$$n = \frac{318}{1 + 318(0.05)^2} = 177$$

n = Sample Size

N = Total Population Size

e = Acceptable

Level of Error (that is 5 percent)

### 3.2.1.3 Sample size allocation

Due to time scarcity , for cost minimization and for accuracy purpose the researcher used a type of Taro Yamanes Sampling technique known as prefer sampling .Questionnaires were distributed to 177 MOFEC above BA degree holders located in head office staff members as described below table .

**Table 1:- List of Ministry of Finance and Economic Cooperation Departments**

No	Departments	No of sample employees	Respective proportion	Sample size	Questionnaires	Interview
1	Government Accounts Directorate	21	0.066	12	√	×
2	Treasury Directorates	21	0.066	12	√	×
3	Debt Management Directorate	20	0.062	11	√	×
4	Human Resource Development & Administration Directorate	32	0.100	17	√	√
5	Legal Service Directorate	16	0.050	10	√	×
6	Internal Audit Service Directorate	18	0.056	10	√	×
7	Strategic Planning & Management Office	16	0.050	9	√	×
8	General Service	35	0.110	17	√	×
9	Information System Administration Center	21	0.066	12	√	×
10	Bilateral Cooperation Directorate	18	0.056	12	√	×
11	Finance & Procurement service Directorate	28	0.088	16	√	×
12	Public Relation and Information Directorate	15	0.047	8	√	×
13	Budget Preparation and Administration Directorate	20	0.062	11	√	×
14	Support Business Processes Coordination Directorate	19	0.059	10	√	×
15	Ethio-China Development Co-operation Office	18	0.056	10	√	×
<b>Total number of staffs</b>		318		177		

Source :- MOFEC HR administration Information System

Regarding to the secondary data sources, the researcher was try to gather data from various literatures, annual training & development report of the MOFEC for used Documentary analysis.

### 3.3 Data Source and types

The main sources of the data used were from both primary and secondary in order to determine the impact of Human Resource training and development practices on employee's performance, and meet the study objectives.

Primarily data was gathered using questionnaire from respondents and questionnaire incorporated with closed-ended questions. Before the actual administration of the questionnaire, it was pre- tested and modified/refined for reliability and validity issue

Secondary data was collected using the MOFEC's human resources training and development experts, annual reports, published and unpublished information about the study area and internet.

### 3.4 Data Collection Method

Questionnaires was most extent chosen because the sample to be take is large; therefore, gathering information for such relatively large sample through other techniques such as some extent interview was collected considering time constraint. The situation dictates to use questionnaires. The primary data that are collect through questionnaires, design into four parts. The first part of the questionnaire contains questions regarding employee profile. The questions design with multiple-choice selections for convenience. The second part contained questions regarding the Impact of training and development practice on employees performance. Here, a five point Likert Scale ranging that include strongly disagree, disagree, neutral, agree and strongly agree to encourage participation use to measure responses. The secondary data collect through HR development and administration directorate which were valuable sources to carry out the research for Data analysis. The purpose of questionnaire was to investigate the impact of training and development practices on employee performance in the MOFEC.

### **3.5 Data Collection Procedure**

For the purpose of this study, most extent was used primary data and also some extent secondary data was used. Questionnaires were used to collect primary data . This helped to address the research questions more specifically or to concentrate more on the topic itself

Secondary data was collected from Human Resource development and administration Department of the MOFEC by the researcher use for Data analysis.

First, the study was investigating the Human Resource development and administration Department of MOFEC. where HR development and training practices takes place.

Second, data was collect from head office staffs using questionnaire.

The data collection primary data was collect directly from first-hand experience. My study used structured questionnaires to collect data. The purposes of questionnaires are to investigate the awareness of training program and the role of MOFEC plays in the training of its employee's. In addition, secondary sources of information are gather for the study was collected from Human Resource development and administration Department. The researcher collected data about impact of development & training practices on employees performance in the MOFEC by considering both the independent variable i.e development & training and the dependent variables which was employee performance.

### **3.6 Ethical Consideration**

The study was conducted by considering ethical responsibility, and also the study was ethically clearer from department of Human Resource Management school of commerce Addis Ababa University. Since the researcher used the data from above degree holders head office employee

which was collected through questionnaire, permission was obtain from the employees. To maintain the confidentiality of the information provided by the respondents, the respondents were instruct not to write their names on the questionnaire and assure of that the responses was used only for academic purpose and kept confidential. Brief description of the central objectives or purpose of the study and the potential benefit of the research outcome to respondents and MOFEC are clearly given in the introductory part of the questionnaire so as to motivate them and participate in the study and provide pertinent information about the company under study. Finally, respondents are including in the study based on their free will.

- ✓ Respect or the integrity of the individuals, fairness, openness & Informed willingness on the part of the subjects to participate voluntarily in the research activity.

### **3.7 Data Analysis**

Data analysis refers to the computation of certain measures along with searching pattern of relationship that exist among data group. In data processing, after collection of data, the questionnaires are edit to determine the degree of response and the number of usable questionnaires. The data are code and then enter into a computer data sheet for analysis.

The data analysis was done in the computer application known as, the Statistical Package for Social Sciences (SPSS) whereby the results are presented in the form of tables, bar graphs and pictures. The descriptive statistics analysis as well as the inferential model are apply. After collecting the data through questionnaire, the process of analysis begins. Analysis of data in this research was done by using statistical tools like Mean, standard deviation, regression and correlation models. Regression analysis was used to know by how much the independent variable i.e. training & development explains or influences the dependent variable which is employee performance. Correlation analysis also conducted to measure the strength of the association between training & development dimensions and employee performance. And also descriptive analysis used for the demographic factors such as gender, age, education, occupation, monthly income and for how many times the employees are given training. Data analysis was performing by using SPSS software version 16. In order to reduce the possibility of getting wrong answers, different actions are taken to ensure the soundness of this study.

1. Data was collect from reliable sources, from respondents who are employee of the MOFEC.
2. The questionnaire was based on literature review to ensure the soundness of the results.

3. SPSS software version 16 used to analyze the data and special emphasis is given during data coding.

### 3.8 Reliability Test

**Table 2:- Reliability statistics**

Variables	No of items	Cranbach's Alpha
Training Need Assessments	7	0.747
Training Design	6	0.930
Training Implementation	5	0.799
Training Evaluation	5	0.946
Employee Performance	16	0.933

Table 2 showed that selected 18 employees are used to respond to the questionnaire as pilot-survey test in order to check the reliability and validity of the items included in the questionnaire. Cranbach's alpha used for scale reliability obtain for this sample the questionnaires items used ,in a likert scale for this study were reliable with Cranbach's Alpha value of 0.747,0.930 , 0.799,0.946 and 0.933 for Training need assessments, design , implementation, evaluation and job performance instruments respectively which indicated that the items have high internal consistency . Reliability from the sample showed a reasonable level of coefficient of reliability Cronbach's Alpha of >0.7 for all variables.

**Validity** is the extent to which a measure or scale gives the correct answer . ( Kirk and Miller ,1986). It indicates the degree to which an instrument the validity of research, the researcher took the following measures.

- ✓ Data was collected using standardized questionnaires from the employees of the ministry of health.
- ✓ Questionnaire was checked thoroughly for its validity before it was distributed to respondents
- ✓ The questionnaire was pretested on 10% of sample number ( pilot –test 18 employees ) to check the validity of the questionnaire and necessary modification was be made on the instrument.

### 3.9 Description of the Study Area

This study was undertaken at head office of Ministry of Finance & economic Cooperation. Head office has 599 employees (250 male and 349 female), from which degree holders are 120 males and 136 females, Masters degree holders are 45 males and 16 females , 1 male PhD holder and also the remaining are under first degree employees.

## **CHAPTER FOUR**

### **Data Presentation, Analysis and Interpretation**

#### **4.1 Introduction**

Under this chapter data gathered through survey is analyzed and interpreted. Accordingly, the section contains respondents profiles, data presentation, data analysis and interpretation

As indicated in the preceding chapters, this research study attempted to examine the impact of Human Resource training and development practices on employee's performance in MOFEC. Under this chapter data gathered through survey is analyzed and interpreted.

Analysis was done in two parts , the first part pertains to demographic information of the respondents while second part contains analysis was of respondents' answer to the questions were used to calculate descriptive statistics, correlation and regression analysis . A total of 177 questionnaires were distributed ,161 were received and 16 questionnaires were not returned from respondents detail information mentioned below response rate table 3. Under this the results of the data obtained from analyzing in SPSS software were described in the following way

#### **4.2 Response Rates**

Out of the 177 questionnaires that were distributed and 161 were returned thus making the response rate 91% shown in table 3

**Table 3 Survey Responses**

Directorate	Distributed	Returned	Non Response
Government Accounts Directorate	12	12	0
Treasury Directorates	12	12	0
Debt Management Directorate	11	9	2
Human Resource Dev't & Adm. Directorate	17	17	2
Legal Service Directorate	10	8	2
Internal Audit Service Directorate	10	10	0
Strategic Planning & Management Office	9	9	0
General Service	17	16	1
Information System Administration Center	12	12	0
Bilateral Cooperation Directorate	12	9	3
Finance & Procurement service Directorate	16	14	2
Public Relation and Information Directorate	8	8	0
Budget Preparation and Administration Directorate	11	9	2
Support Business Processes Coordination Directorate	10	9	1
Ethio-China Development Co-operation Office	10	9	1
<b>Total</b>	<b>177</b>	<b>161</b>	<b>16</b>

Source: Researcher own survey , 2018

### 4.3 Demographic Characteristics of the Respondents

In this section the respondents profile is presented . It includes gender, age , marital status, educational level , year of service, current Position and salary scale .

**Table 4:- Background Information of the respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	61	37.9	37.9	100
	Female	100	62.1	62.1	62.1
	Total	161	100	100	
Age	20-30 years	25	15.5	15.5	15.5
	31-40 years	55	34.2	34.2	49.7
	41-50 years	62	38.5	38.5	88.2
	51-60 years	14	8.7	8.7	96.9
	Above 61 years	5	3.1	3.1	100
	Total	161	100	100	
Marital Status	Single	58	36	36	36
	Married	86	53.4	89.4	89.4
	Divorced	17	10.6	100	100
	Windowed	0	0	0	
	Total	161	100	100	
Educational level	First degree	136	84.5	84.5	84.5
	Masters	22	13.7	13.7	98.1
	Ph.D	3	1.9	1.9	100
	Total	161	100	100	
Year of Service	1-5 years	35	21.7	21.7	21.7
	6-10 years	20	12.4	12.4	34.2
	11-20 years	63	39.1	39.1	73.3
	21-30 years	32	19.9	19.9	93.2
	Above 30 years	11	6.8	6.8	100
	Total	161	100	100	
Job Title	Junior Expert	25	15.5	15.5	15.5
	Expert	53	32.9	32.9	48.4
	Senior Expert	75	46.6	46.6	95
	Directorate	5	5	5	100
	Total	161	100	100	
Salary Scale	2501- 6000	37	23	23	23
	6001- 8000	41	25.5	25.5	48.4
	8001- 10000	57	35.4	35.4	83.9
	Above 10000	26	16.1	16.1	100
	Total	161	100	100	

Source: Researcher own Survey, 2018

Referring the above table (Table 4 ) from a total of 161 respondents , 100 (62.30% ) were female while 61 (37.70% ) were male . This implies that the number of female respondents were greater than males respondents who participated in this study.

Regarding age of respondents table 4 indicated that the majority of the respondents (39.34%) were between the ages 41-50 and a relatively high proportion of respondents (34.43%) were

between the ages 31-40, only few respondents were from 20-30 (14.75%), 51-60 (8.197%) and above 61( 3.279%) respectively ;However, above 61 age( 3.279%)which indicate that are in a position may be as reemployment or contract employees after retired and also majority of the respondents (39.34%) were 41-50 which can easily understand that employees in this age range are more concerned about human resource training and development practices in MOFEC for their future advancement .

With respect to the marital status, 54.10% of the respondents are married, 34.43% of the respondents are single and 11.48% of the respondent is divorced. widowed respondent was not found .

With respect to the level of education, (83.61%) are first degree holders, 14.75% were Master's holders while 1.67% were PhD holders" respectively. Therefore, the majority of the respondents are educated to a level of BA degree. so that the MOFEC have relatively qualified employee..

Regarding year of service the majority which are 39.1% of the respondents worked between 11-20 years, 21.7% worked between 1-5 years,19.9% worked between 21-30 years, 12.4% worked between 6-10 years while 6.8% worked between above 30 years. Therefore the Ministry of Finance & Economic Cooperation have relatively experienced employees .

With regard to position classification job category , 47.54% of the respondents worked as Senior Expert, 32.79% worked as Expert, 14.75% worked as Junior Expert while 4.92% worked as directorate. The above table 4 show that MOFEC have plenty of senior staffs it could use and maintain them systematically by availing different rewarding mechanisms.

Finally under salary classification , the participants were classified in to four categories based on the salaries held at the time of study the majority, 35.4% of participants, were categorized under 8,001 – 10,000. The second higher categories were 6001 – 8,000, 25.5%. The third categories were classified as 2501 – 6000, 23.0%. The other categories were above 10,000 which constitutes 16.1% .This shows that most of respondents good payer based on current civil service salary scale.

#### **4.4. Descriptive Analysis of the data**

Descriptive statistics are used to describe the basic features of the data in study .They provide simple summaries about the samples and the measures.

#### 4.4.1 Training & development Need Assessment

**Table 5** Respondents to training Need Assessment

Statements	Total	Mean	Std. Deviation
1.Training needs assessment in MOFEC is closely connected with the employee performance	161	3.45	.968
2.Training need assessment effectives the employee performance training through behavioral	161	3.59	.905
3.Training needs assessment in MOFEC identified based on Questionnaires and my performance appraisal results	161	3.69	.785
4.Training needs assessment process was participatory	161	3.67	.804
5.MOFEC conducts Cost benefit analysis is to assess the training through results	161	3.57	1.077
6.The MOFEC periodically conducts training needs assessment of its employees	161	3.59	.729
7.There exists a formal written Human Resource training and development plan based on training need assessment	161	3.68	.702
<b>Overall Average Mean</b>		<b>3.62</b>	<b>0.87</b>

Table 5 :- the 1st question indicated that, Training needs assessment in MOFEC is closely connected with the employee performance has scored a mean and standard deviation of (3.45 and 0.97).This indicated that employees are moderately satisfied with regard to Training needs assessment in MOFEC is closely connected with the employee performance .

To wards the 2nd question , Training need assessment effectives the employee performance training through behavioral has scored a mean and standard deviation of (3.59 and 0.905).This indicated that employees are moderately satisfied with regard to Training need assessment effectives the employee performance training through behavioral .

With regard to 3rd statement , Training needs assessment in MOFEC identified based on Questionnaires and my performance appraisal results has scored a mean and standard deviation of (3.69 and 0785 ).This indicated that employees are moderately satisfied with regard to Training needs assessment in MOFEC identified based on Questionnaires and my performance appraisal results.

In the 4th statement whether their Training needs assessment process was participatory has scored a mean and standard deviation of (3.67 and 0.804 ).This indicated that employees are moderately satisfied with regard to Training needs assessment process was participatory.

In the 5th statement whether MOFEC conducts Cost benefit analysis is to assess the training through results has scored a mean and standard deviation of(3.57 and 1.77 ).

This indicated that employees are moderately satisfied with regard to MOFEC conducts Cost benefit analysis is to assess the training through results.

In the 6th statement whether The MOFEC periodically conducts training needs assessment of its employees has scored a mean and standard deviation of (3.59 and .729 ).This indicated that employees are moderately satisfied with regard to The MOFEC periodically conducts training needs assessment of its employees.

Finally, In the 7th statement with regard to There exists a formal written Human Resource training and development plan based on training need assessment has scored a mean and standard deviation of (3.68 and .702 ).This indicated that employees are moderately satisfied with regard to There exists a formal written Human Resource training and development plan based on training need assessment.

The Overall mean for all dimensions under Training needs assessment practices shows a mean of 3.62 and standard deviation 0.87 , which shows moderate respondents have agree with Training needs assessment practices of the organization moderately satisfied with regard to Training needs assessment .

The above descriptive statistical data implied that the majority of the respondents believed that Training needs assessment practices in MOFEC helped them to increase their performance. The total mean for all dimensions under training need assessment shows a mean of 3.62 with a standard deviation of 0.87, which brings about the majority of the respondents have satisfied towards the training need assessment practice of the MOFEC that helped them to increase their performance .

#### 4.4.2 Training & development design

**Table 6** Respondents to training & development design

Statements	Total	Mean	Std. Deviation
8.Human Resource development and administration department is an integrate part of the organization training design.	161	3.12	1.017
9.All training design activities are fully integrated with one another	161	3.14	1.024
10.There exists a formal training designed based on my performance appraisal results	161	3.06	.861
11.The formal training designed is in line with over all human resource strategy	161	3.27	.871
12.Training design is in accorded an important role in the improvement employee performance	161	3.57	.899
13.Are you satisfied with the overall aspect of the training design	161	3.00	1.025
	<b>Overall Average Mean</b>	<b>3.2</b>	<b>0.95</b>

Source: Researcher own survey , 2018

In the 8st statement table 6, Human Resource development and administration department is an integrate part of the organization training design. has scored a mean and standard deviation of (3.12 and 1.017).This indicated that employees are moderately satisfied with regard to Human Resource development and administration department is an integrate part of the organization training design.

In the 9st statement, All training design activities are fully integrated with one another has scored a mean and standard deviation of (3.14 and 1.025).This indicated that employees are moderately satisfied with regard to All training design activities are fully integrated with one another .

In the 10st statement, There exists a formal training designed based on My performance appraisal results has scored a mean and standard deviation of (3.06 and .861).This indicated that employees are moderately satisfied with regard to There exists a formal training designed based on My performance appraisal results.

In the 11th statement, The formal training designed is in line with over all human resource strategy has scored a mean and standard deviation of (3.27 and .871).This indicated that employees are moderately satisfied with regard to The formal training designed is in line with over all human resource strategy.

In the 12th statement, Are you satisfied with the overall aspect of the training design has scored a mean and standard deviation of (3.00 and .899).This indicated that employees are moderately satisfied with regard to Are you satisfied with the overall aspect of the training design .

In the 13th statement, are you satisfied with the overall aspect of the training design has scored a mean and standard deviation of (3.27 and .871).This indicated that employees are moderately satisfied with regard to Are you satisfied with the overall aspect of the training design

Generally, as to the gathered data, the MOFEC training and development design are well-integrated , training design based on my performance appraisal results , integrated with over all human resource strategy , doing an important role in the improvement employee performance and also satisfied employee over all training design. The overall mean value of the training and development design the respondents receive is 3.2 which is moderately value with a standard deviation of 0.095.

#### 4.4.3 Training & development Implementation

**Table 7** Respondents response to training & development Implementation

Statements	Total	Mean	Std. Deviation
14. I believed my training implementation in MOFEC is effective	161	3.47	.822
15. I believed my training implementation in MOFEC is planned and systematic	161	3.55	.741
16. Training implementation is based on professional way	161	3.60	.918
17. Training implementation in MOFEC based on the training policy	161	3.60	.911
18. Training implementation in MOFEC is conducted timely	161	3.80	.907
<b>Overall Average Mean</b>		<b>3.6</b>	<b>0.86</b>

Source: Researcher own survey , 2018

Table 7 :- In the 14th statement indicated that, I believed my training implementation in MOFEC is effective has scored a mean and standard deviation of (3.47 and 0.822).This indicated that employees are moderately satisfied with regard to I believed my training implementation in MOFEC is effective.

To wards the 15nd question , I believed my training implementation in MOFEC is planned and systematic has scored a mean and standard deviation of (3.55 and 0.741).This indicated that employees are moderately satisfied with regard to their believed my training implementation in MOFEC is planned and systematic

With regard to 16nd statement , Training implementation is based on professional way has scored a mean and standard deviation of (3.60 and 0.918).This indicated that employees are moderately satisfied with regard to training implementation is based on professional way

In the 17nd statement whether Training implementation in MOFEC based on the training policy has scored a mean and standard deviation of (3.60 and 0.911).This indicated that employees are

moderately satisfied with regard to Training implementation in MOFEC based on the training policy.

Finally, In the 18nd statement, Training implementation in MOFEC is conducted timely has scored a mean and standard deviation of (3.6 and 0.86).This indicated that employees are moderately satisfied with regard to Training implementation in MOFEC is conducted timely .

Overall average from this analysis, it is implied that MOFEC training implementation are effective, planned and systematic , implemented is based on professional way, based on the training policy and conducted on timely over all shows that the majority of the staffs response training and development moderate implemented in MOFEC that helped them to increase their performance.

#### 4.4.4 Training & development Evaluation

**Table 8** Respondents response to training & development Evaluation

Statements	Total	Mean	Std. Deviation
19.The management makes use of the trainees’ feedback to improve the effectiveness of the training	161	3.11	.894
20.Does the training program evaluate the effectiveness and implementation during or at the end of the training program	161	3.07	.618
21.There are relevant criteria to evaluate training program	161	3.14	.828
22.Problems are timely solved based on the training evaluation	161	2.96	1.054
23.I am satisfied with the training evaluation of MOFEC	161	2.89	.991
<b>Overall Average Mean</b>		<b>3.34</b>	<b>0.88</b>

Table 8 :- In the 19th statement indicated that, The management makes use of the trainees’ feedback to improve the effectiveness of the training has scored a mean and standard deviation of (3.11 and 0.894).This indicated that employees are moderately satisfied with regard to The management makes use of the trainees’ feedback to improve the effectiveness of the training.

To wards the 20nd question , Does the training program evaluate the effectiveness and implementation during or at the end of the training program has scored a mean and standard deviation of (3.07 and 0.618).This indicated that employees are moderately satisfied with regard to their training program evaluate the effectiveness and implementation during or at the end of the training program

With regard to 21nd statement , There are relevant criteria to evaluate training program has scored a mean and standard deviation of (3.14 and 0.828).This indicated that employees are moderately satisfied with regard to There are relevant criteria to evaluate training program

In the 22nd statement whether Problems are timely solved based on the training evaluation has scored a mean and standard deviation of (2.96 and 1.054).This indicated that employees are satisfactory value with regard to Problems are timely solved based on the training evaluation.

Finally, In the 23rd statement, I am satisfied with the training evaluation of MOFEC has scored a mean and standard deviation of (2.89 and .991).This indicated that employees are satisfactory value with regard to I am satisfied with the training evaluation of MOFEC.

Overall average mean of training evaluation in MOFEC is 3.034 which has moderate value with mean average standard deviation of 0.88

The descriptions implied that the organization does ensure the training and development is effective evaluations methods are used. The organization does know how the employees are incorporating the skills, knowledge, and abilities they acquired during training in to their performance. They can measure whether the training improved job performance.

#### 4.4.5 Employees Performance

**Table 9** Respondents response to Employees Performance

Statements	Total	Mean	Std. Deviation
24.Training needs assessment helped me improve Job satisfaction	161	3.48	.759
25.Training needs assessment helped me improve Customer satisfaction	161	3.5	.792
26.Training needs assessment helped me enhanced service quality	161	3.41	.493
27.Training needs assessment helped me improve productivity	161	3.26	.647
28.Training design helped me improve Job satisfaction	161	3.70	.789
29.Training design helped me improve Customer satisfaction	161	3.61	.845
30.Training design helped me improve productivity	161	4.02	.642
31.Training design helped me enhanced service quality	161	3.89	.716
32.Training Implementation helped me improve Job satisfaction	161	3.91	.665
33.Training Implementation helped me improve Customer satisfaction	161	3.73	.820
34.Training Implementation helped me enhanced service quality	161	4.01	.742
35.Training Implementation helped me improve productivity	161	3.91	.656
36.Training evaluation helped me improve Job satisfaction	161	3.70	.789
37.Training evaluation helped me improve Customer satisfaction	161	3.74	.733
38.Training evaluation helped me enhanced service quality	161	3.90	.695
39.Training evaluation helped me improve productivity	161	3.90	.700
<b>Overall Average Mean</b>		<b>3.75</b>	<b>0.73</b>

Source: Researcher own survey , 2018

Table 9 :- In the 24th statement indicated that, Training needs assessment helped me improve Job satisfaction has scored a mean and standard deviation of (3.48 and 0.759).This indicated that employees are moderately satisfied with regard to Training needs assessment helped me improve Job satisfaction.

To wards the 25nd question , Training needs assessment helped me improve Customer satisfaction has scored a mean and standard deviation of (3.5 and 0.792).This indicated that employees are moderately satisfied with regard to Training needs assessment helped me improve Customer satisfaction .

With regard to 26nd statement , Training needs assessment helped me enhanced service quality has scored a mean and standard deviation of (3.41 and 0.493).This indicated that employees are moderately satisfied with regard to Training needs assessment helped me enhanced service quality

In the 27nd statement whether Training needs assessment helped me improve productivity has scored a mean and standard deviation of (3.26 and .647).This indicated that employees are satisfactory value with regard to Training needs assessment helped me improve productivity.

In the 28nd statement whether Training design helped me improve Customer satisfaction has scored a mean and standard deviation of (3.26 and .647).This indicated that employees are satisfactory value with regard to Training design helped me improve Customer satisfaction .

In the 29nd statement whether Training design helped me improve Customer satisfaction has scored a mean and standard deviation of (3.61 and .845).This indicated that employees are satisfactory value with regard to Training design helped me improve Customer satisfaction .

In the 30nd statement whether Training design helped me improve productivity has scored a mean and standard deviation of (4.02 and .642).This indicated that employees are satisfactory value with regard to Training design helped me improve productivity .

In the 31nd statement whether Training design helped me enhanced service quality has scored a mean and standard deviation of (3.89 and .716).This indicated that employees are satisfactory value with regard to Training design helped me enhanced service quality .

In the 32nd statement whether Training Implementation helped me improve Job satisfaction has scored a mean and standard deviation of (3.91 and .716).This indicated that employees are satisfactory value with regard to Training Implementation helped me improve Job satisfaction .

In the 33rd statement whether Training Implementation helped me improve Customer satisfaction has scored a mean and standard deviation of (3.73 and .820). This indicated that employees are satisfactory value with regard to Training Implementation helped me improve Customer satisfaction .

In the 34nd statement whether Training Implementation helped me enhanced service quality has scored a mean and standard deviation of (4.01 and .742). This indicated that employees are satisfactory value with regard to Training Implementation helped me enhanced service quality .

In the 35nd statement whether Training Implementation helped me improve productivity has scored a mean and standard deviation of (3.91 and .656). This indicated that employees are satisfactory value with regard to Training Implementation helped me improve productivity .

In the 36nd statement whether Training evaluation helped me improve Job satisfaction has scored a mean and standard deviation of (3.70 and .789). This indicated that employees are satisfactory value with regard to Training evaluation helped me improve Job satisfaction .

In the 37nd statement whether Training evaluation helped me improve Customer satisfaction has scored a mean and standard deviation of (3.74 and .733). This indicated that employees are satisfactory value with regard to Training evaluation helped me improve Customer satisfaction.

In the 38nd statement whether Training evaluation helped me enhanced service quality has scored a mean and standard deviation of (3.74 and .733). This indicated that employees are satisfactory value with regard to Training evaluation helped me enhanced service quality .

Finally, In the 39nd statement, Training evaluation helped me improve productivity has scored a mean and standard deviation of (2.90 and .70). This indicated that employees are satisfactory value with regard to Training evaluation helped me improve productivity.

Overall average mean value of the training and development they received in MOFEC that helped them to increase their performance is 3.75 which has moderate value with a standard deviation of 0.73 respectively.

Generally , Table 6, 7, 8 & 9 shows the Mean and Standard Deviation of training and development variables such as; training need assessment, training design, training implementation and training evaluation by respondents. According to Zedatol (2008), a mean of 3.8 is considered as high, while a mean of 3.4-3.79 is moderate and a mean less than 3.39 is considered as low. The results show that training need assessment (mean 3.62, SD 0.87) and training implementation (mean 3.6, SD 0.86) are analyzed as high . The highest being improve employee performance through training and development and training evaluation (mean 3.034 ,

SD0.88) and training design (mean 3.2, SD 0.95) are analyzed as relatively low employees performance improve.

## **4.5 Correlation analysis**

Like the demographic factors, the scale typed questionnaire entered to the SPSS software version 16.00, to process correlation analysis. Based on the questionnaire which was filled by the sample respondents of Ministry of Finance and economic Cooperation, the following correlation analysis was made. Pearson's correlation uses to associate or correlate the relationship between variables . It measures the degree to which two sets of data are related. Pearson correlation coefficient reveal magnitude and direction (either positive or negative ) and the intensity of the relationship (-1.0 to +1.0) .Higher correlation value indicates stronger relationship between both sets of the (Coetzee,2003) and also interpret the result it is better to see Franzblu (1985) definition which has five classical rules as shown below in interpreting the coefficient of correlation between two different variables.

- ❖ (r = 0 to 0.20) indicates negligible or no correlation.
- ❖ (r = 0.2 to 0.40) indicates positive but low degree of correlation.
- ❖ (r = 0.4 to 0.60) indicates positive moderate degree of correlation.
- ❖ (r = 0.6 to 0.80) indicates positive and marked degree of correlation.
- ❖ (r = 0.8 to 1.00) indicates positive and high degree of correlation.

### **4.5.1 The Result of Correlation Analysis Between Training and Development with Employee Performance**

Pearson Coefficient Correlation the researcher used to examine the degree of relationship between two variables; training and development (Training Need Assessment, Training Design and Implementation and Training Evaluation)and Employees Job Performance. In this study correlation result is given on below table

From the analysis, the first correlation between training need assessment and employee performance (combined of all dependent variables ) resulted with  $r = 0.592$  ,  $p < 0.001$ . This value of correlation indicates a positive moderate degree of correlation at p value less than 0.01 In the 2<sup>nd</sup> correlation between training implementation and employee performance resulted in to positive moderate degree of correlation with  $r = 0.487$  ,  $p < 0.001$  . This value of correlation indicates a positive moderate degree of correlation at p value less than 0.01 . In the 3<sup>rd</sup> correlation between training evaluation and employee performance resulted in to positive moderate degree of correlation with  $r = 0.586$  ,  $p < 0.001$  . This value of correlation indicates a positive moderate degree of correlation at p value less than 0.01 . However, In the 4<sup>rd</sup> correlation between training design and employee performance resulted in to positive moderate

degree of correlation with  $r = 0.382$  ,  $p < 0.001$  . This value of correlation indicates a positive but low degree correlation between training design and employee performance at p value less than 0.01 .

Generally , Table 10 showed positive relationship between employee training and employee's performance .

**Table 10** :- The Result of correlation analysis between training and development (Training Need Assessment, Training Design and Implementation and Training Evaluation) with Employee performance

### Correlations

		TNA	TD	TI	TE	EP
TNA	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	161				
TD	Pearson Correlation	.066				
	Sig. (2-tailed)	.408				
	N	161	161			
TI	Pearson Correlation	.457**	.595**			
	Sig. (2-tailed)	.000	.000			
	N	161	161	161		
TE	Pearson Correlation	.437**	.774**	.820**		
	Sig. (2-tailed)	.000	.000	.000		
	N	161	161	161	161	
EP	Pearson Correlation	.592**	.382**	.487**	.586**	
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	161	161	161	161	161

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

Source: Researcher own survey , 2018

#### **4.5.2 The Result of correlation analysis between Training & Development with Employee Performance**

**Table 11:-** below shows a correlation between the relationship of employee training & development and employee performance resulted into positive marked degree of correlation with  $r = 0.622$ ,  $p < 0.01$ . This value of correlation indicates a strongly relationship and significant at p value less than 0.01. In other words have strongly relationship ( $r = 0.622$ ,  $p < 0.01$  )

**Table 11:-** The result of correlation analysis between of training and development with Employee performance

## Correlations

		Training and development	Employee Performance
Training and development	Pearson Correlation	1	.622**
	Sig. (2-tailed)		.000
	N	161	161
Employee performance	Pearson Correlation	.622**	1
	Sig. (2-tailed)	.000	
	N	161	161

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

**Table 12 :** The result of correlation analysis of Training need Assessment & training design with all dependent variables ( Job satisfaction, customer satisfaction , quality of service and improved productivity )

## Correlations

Variables	Job Satisfaction (JS )	Customer Satisfaction (CS)	Service Quality (SQ)	Improve Productivity (IP)	Training Need Assessment (TNA)	Training Evaluation (TE)
JS	Pearson Correlation					
	Sig. (2-tailed)					
	N	161				
CS	Pearson Correlation	.370**				
	Sig. (2-tailed)	.000				
	N	161	161			
SQ	Pearson Correlation	.535**	.389**			
	Sig. (2-tailed)	.000	.000			
	N	161	161	161		
IP	Pearson Correlation	.579**	.578**	.514**		
	Sig. (2-tailed)	.000	.000	.000		
	N	161	161	161	161	
TNA	Pearson Correlation	.226**	.361**	.329**	.279**	
	Sig. (2-tailed)	.004	.000	.000	.000	
	N	161	161	161	161	161
TE	Pearson Correlation	.427**	.467**	.357**	.482**	.437**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	161	161	161	161	161

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

Source: Researcher own survey, 2018

The above table showed the correlations among the variables being explored . In other words Table 12 presented the correlation matrix between two training and development variables (training need assessment and training evaluation ) and the employee performance variables ( Job satisfaction, customer satisfaction , quality of service and improved productivity ) . All relationships between the two training and development variables (training need assessment and training evaluation ) and the employee performance variables ( Job satisfaction, customer satisfaction , quality of service and improved productivity ) are positively and significantly correlated.

From the analysis, it is noted that training need assessment has the correlation coefficient (r) of 0.226, 0.361, 0.329 and 0.279 with work job satisfaction, customer satisfaction, service quality and improved productivity respectively at  $p=0.00$  in all cases. Comparing amongst the four employee performance variables improved productivity is little bit correlated lesser than the other three. However, there were positive but low degree of correlation between training need assessment and all the variables of employee's job performance.

Accordingly, Training evaluation has the correlation coefficient (r) of 0.427, 0.467 and 0.482 with work job satisfaction, customer satisfaction and improved productivity respectively at  $p=0.00$  in all cases. It showed positive moderate degree of correlation between Training evaluation and all the above three variables of employees' job performance. However, Training evaluation has the correlation coefficient (r) of 0.357 with service quality it showed positive but low degree of correlation.

## 4.6 Regression Analysis

### 4.6.1 Regression Analysis between Training & development and employees performance

The Results of regression analysis against employee's performance can be seen in table 13. The result shows that training and development has the power to explain job performance. In this case the results of correlation of training and development and employee's performance and R Square (0.386) are taken into consideration. The regression analysis model summary indicates that training and development which is entered into the regression model on SPSS has relationship with employee's performance with correlation coefficient of 0.622. The R square is the explained variance and it is actually the square of the multiple R  $(0.622)^2$ . Therefore, it is pointed out that 39.00 percent of training and development can explain the dependent variable that is employee's performance. As it is indicated in table 14, total training and development was considered as predictors of employee's performance and reported high level of significance  $p<0.01$ . And also the R square value of 0.622 confirming that, 39% of the variation in employee's performance is explained by training and development. Training and development as used for prediction was found to be significantly related to employee's performance as the p-value is less than 0.01.

Value of r Description

- ❖ 0.20 or lower Very Low
- ❖ 0.2 to 0.4 Low
- ❖ 0.4 to 0.6 Moderate
- ❖ 0.6 to 0.8 Strong
- ❖ 0.80 or higher Very High

Table 13 :- **Regression analysis** result for training & development and employee performance

**Model Summary**

Model	R	R Square	Durbin-Watson
1	.622 <sup>a</sup>	.386	2.043

a. Predicators (Constant), Training and development  
 b. Dependent Variable: Employee performance

Table 14 **ANOVA** result for training & development and employee performance

**ANOVA**

Model	F	Sig.
Regression	100.092	.000 <sup>b</sup>
1 Residual		
Total		

a. Predicators (Constant), Training and development  
 b. Dependent Variable: Employee performance

Table 15 :- The beta value is a measure of how strongly predictor variable (constant) influences the criterion variable. Titled as coefficients of independent variable (Training Need Assessment, Training Design and Implementation and Training Evaluation) dimensions, helps us to understand which variables among the four independent variables is the most important in explaining the variance in employee performance. As it is indicated in the table 15, high beta value shows that it is significant in explaining. If we can see the Beta column under standardized coefficients below, we can understand that the highest number in the beta is 0.415 for Training Need Assessment dimension and the second highest is Training Evaluation with 0.404. Therefore, Training Need Assessment and Training Evaluation are the major determinant of employee performance. It can be seen also from the table that the four independent variables were significant in explaining employee performance on Table 15.

**Table 15 :- Coefficients of training and development dimensions**

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.066	0.182		11.3332	.000
TNA	.325	.050	.415	6.5	.000
TD	.194	.033	.344	5.93	.000
TI	0.185	0.046	.274	3.9	.000
TE	0.248	0.39	0.404	6.346	.000

a. Dependent Variable: EP (employee performance)  
 b. Independent variable : TNA, TD, TI and TE

## 4.6.2 Testing Hypothesis

**Table 16** Result of Regression Analysis Independent variables and employee's performance

**Model Summary**

Variable	R	R <sub>2</sub>	t-Value	F-Value	P-Value
TNA	.592 <sup>a</sup>	.351	9.265	85.846	.000 <sup>b</sup>
TD	.382 <sup>a</sup>	.146	5.209	27.132	.000 <sup>b</sup>
TI	.487 <sup>a</sup>	.237	7.037	49.519	.000 <sup>b</sup>
TE	.586 <sup>a</sup>	.343	9.109	82.973	.000 <sup>b</sup>

A. Dependent Variable: EP( employee performance)

B. Predictors: (Constant), TE, TNA , TI, TD

Source: Researcher own survey , 2018

### **A . Training needs Assessment and Employee Performance**

H1- Training need Assessment is correlated positively and significantly with Employee Performance

H0: There is no positive and significant relationship between Training need Assessment and Employee Performance

Regarding hypothesis A, the p-value less than 0.01 and the value of R<sup>2</sup> is .351 which shows that 35 % variance in employee performance is due to Training need assessment . F-value is 85.85 at p = 0.01 showing that model is good fit. The t-value as shown in the table 16 should be greater than +2 thus making it a useful predictor and thus concludes that Training need assessment has significant relationship with employee performance. Therefore, this hypothesis is accepted.

### **B, Training design and Employee Performance**

H1: There is positive and significant relationship between training design and Employee Performance

H0: There is no positive and significant relationship between training design and Employee Performance

Hypothesis B is also accepted because the p-value is less than 0.01 and the value of R<sup>2</sup> is .146 which shows that 15% change in Employee Performance is due to Training design. F-value is 27.13 at p = 0.01 showing that the model is good fit. The t-value as shown in the table 16 should be greater than +2 thus making it a useful predictor and thus concludes Training design has significant relationships with Employee Performance. Therefore this hypothesis is accepted.

### **C, Training Implementation and Employee Performance**

H1: There is positive and significant relationship between Training Implementation and Employee Performance

H0: There is no positive and significant relationship between Training Implementation and Employee Performance

Similarly, Hypothesis C is accepted because the p-value is less than 0.01 and the value of R<sup>2</sup> is .237 which shows that 24% change in Employee Performance is due to Training Implementation. F-value is 49.52 at p = 0.01 showing that the model is good fit. The t-value as shown in the table 16 should be greater than +2 thus making it a useful predictor and thus concludes Training Implementation has significant relationships with Employee Performance . Therefore this hypothesis is accepted.

#### **D, Training Evaluation and Employee Performance**

H1: There is positive and significant relationship between Training Evaluation and Employee Performance

H0: There is no positive and significant relationship between Training Evaluation and Employee Performance

Similarly, Hypothesis D is accepted because the p-value is less than 0.01 and the value of R<sup>2</sup> is .343 which shows that 34% change in Employee Performance is due to Training Evaluation. F-value is 82.98 at p = 0.01 showing that the model is good fit. The t-value as shown in the table 16 should be greater than +2 thus making it a useful predictor and thus concludes Training Evaluation has significant relationships with Employee Performance . Therefore this hypothesis is accepted.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary of Findings

The primary objective of this research was to examine the impact of training and development in the form of training need assessments, training design , training implementation and training evaluation on employee performance in the case of MOFEC. The key findings indicated that employees training and development positively and significantly correlate and influence employees on employee performance. According to Velada and Caetano (2007), the impact of training on employee performance is not only significant but also increases job satisfaction, customer satisfaction, quality of service and commitment towards the organization .

According to the training and development senior Expert the training given to employees in MOFEC is to help improve the skills, knowledge, abilities and competencies. The researcher can confirmed this point from response of the respondents that the purpose of training in the organization is delivered and accomplished as the organization needs and helped employee to improve their performance.

Descriptive statistics in the form of means and standard deviations for the respondents were computed with multiple dimensions that have been assessed through the questionnaires are presented in Table 5, 7 and 8. According to literatures assessed a mean value of 3 up to 4 is considered to be moderate and 2 up to 3 positive but low degree .With respect to the dimensions of training need assessments, training implementation and training evaluation by the questionnaires , Table 5, 7 and 8 are indicates that the mean value for training need assessments ranges moderates with ( mean =3.62 and SD ,0.87), training implementation moderates with ( mean =3.6 and SD ,0.86) and training evaluation moderates with ( mean =3.034 and SD ,0.88) and also training design positive but low degree with ( mean =2.7 and SD ,0.95).

#### **Correlation between training and development and employee performance**

It therefore appears that moderate performance of respondents in the given mentioned three training and development processes ( Training Need Assessment, Training Design and Implementation and Training Evaluation) is improvements per their response and moderate the other one training design is satisfactory performance per their response.

The pearsons product moment correlation coefficient was computed for purpose of determining the relationship between training and development ( Training Need Assessment,

Training Design and Implementation and Training Evaluation) and employee performance on the other hand with performance improvement of employees .In order to delineate the relationship between various factors of training and development on employee performance improvement , the sub dimensions of the questionnaires were correlated and are presented in table 10 & 11 . The table shows that there is statistically positive and significant relationship among all variable training and development and employee performance improvement. However , training need assessment with (0.592) and training evaluation with (0.586) are in the highest category of relationship with performance improvement .

Training implementation with (0.487)and training design with (0.382) is a moderate relationship in relation of other predictor variables . therefore, the values of the correlation coefficients varies from 0.382 to 0.59 .

### **Regression between training and development and employee performance**

The Regression analysis for the training need assessment with ( $p < 0.01$ ) with beta of 0.415 has a significant impact on employee performance. The training evaluation also with ( $p < 0.01$ ) and with beta value of 0.404 impact employee performance significantly. The training design with ( $p < 0.01$ ) with a beta value of 0.344 impact employee performance significantly .Training implementation with ( $p < 0.01$ ) with a beta value of 0.274 impact on employee performance significantly . Compared to the other variable, the training implementation less significant in impact on the dependent variable (employee performance) .Generally the regression analysis for this study confirmed that the training need assessment, design and evaluation have influential factor on employee performance among MOFEC employees. on the other hand ,The regression analysis indicated that 39% employee performance is explained by training and development. Each independent variable is also regressed against employee performance and the result shows that all the independent variables can explain the dependent variable i.e. employee performance. The regression analysis result looks like the following.

- 35% of employee performance is significantly explained by training need assessment
- 15% of employee performance is significantly explained by training design
- 24% of employee performance is significantly explained by training implementation.
- 34% of employee performance is significantly explained by training evaluation.

Hence, the impact of training and development on employee performance is positive and statistically significant. These results are also supported by (Hwang, 2003). Hwang suggests that it is top who view future to build competencies must develop ways to develop employees and he further discusses his strategies to training to increasing competencies and organizational members can develop the required know how and expertise.

## 5.2 Conclusion

Base on the findings , the following main conclusions are drawn :-

- ✓ The mean value for Employees Performance is  $3.75 \pm 0.73$  which is moderate. The study showed that majority of respondents asserted that training and development improves employee performance (job satisfaction, customer satisfaction and improved productivity).
- ✓ From the results of the study, it can be concluded that MOFEC certainly had a moderate training need assessment , training implementation and training evaluation system and also a little bit less training design compare other mentioned the above training and development process and hence the research questions are answered.
- ✓ From responses of respondents the researcher can concluded that employee's should be participate in training program and the purpose of training in the organization is delivered and accomplished as the organization needs and helped employee to improve their performance.
- ✓ The research has seen a relationship of the training and development variables with the employee performance variables .However, based on result of correlation the researcher select only two training and development process such as Training evaluation is moderate correlated with customer satisfaction, job satisfaction and improve productivity while there is low degree correlation with training need assessment with customer satisfaction, job satisfaction and improve productivity
- ✓ From responses of respondents the researcher can concluded that Feedbacks from employees is not doing on time, so evaluation should be collected before and after training like that of the organization received feedback during training timely solved problem . This will enable the organization to improve their current and future training programs and to gauge its effect.
- ✓ The findings in Pearson correlation discovered that training need assessment

( $r=0.592$  ,  $p<0.01$  ) , training evaluation ( $r=0.592$  ,  $p<0.01$  )and training implementation ( $r=0.487$  ,  $p<0.01$  ) moderate with employee performance . similarly , training design ( $r=0.382$  ,  $p<0.01$  ) positive but low correlation with employee performance

- ✓ In regression analysis , the findings discovered that 36% of variation in employee performance can be explained by the training and development variables . This showed that the training had a significant relationship ( $P<0.05$ ) and positively related with employee performance .

In Conclusion, the major findings of this research shows that training and development is considered to be important factor for employee performance improvement at MOFEC.

### **5.3 Recommendations**

Based on the findings and conclusion of the study, the following recommendations are suggested:

1. MOFEC should see, training need assessment , training design , training implementation and evaluation as a continuous process for improve employee performance.
2. It should be developed in line with the organizational strategic plan and employee should aware and know what it look likes human development strategic in order to understand the intention of employees and to create self confidence among employees.
3. Even though there is a positive response regarding training and development processes, the researcher found out through interview that this measurement is not as it is expected. The MOFED therefore should craft a strong human development plans to each employee.
4. The Human Resource development & Administration Directorate as well as the organization should give a chance for employees to participate in the designing and development of the organization training .This can help the organization to easily understand the need and want of employees regarding the training and development policy that the organization will deliver and give awareness for them about the types of training that will be provided .
5. The management in MOFEC should continuously improve and follow up systematically the training plan and policy in operation. This can help the organization to have planned and systematic training.
6. Ministry of finance and economic cooperation should incorporate impact evaluation as part of its training evaluation so as to make the MOFEC training and development

program fit for purpose. Impact evaluation will also serve as a bargaining tool for resource mobilization.

7. The present research was carried out at the Ministry of finance and economic cooperation headquarters above degree holders only. Future research that will look at all the Ministry of finance and economic cooperation offices across the MOFEC continent and beyond is recommended. Such a study will reduce bias; improve reliability and accuracy of data.
8. A longitudinal study that will examine the impact of training and development on employee job performance is warranted. This will justify the need for continuing investment in the training and development program of the Ministry of finance and economic cooperation.

In general, to provide effective training and development on improve employee performance MOFEC should allocate enough budgets, develop clear performance measurement system before and after training, properly followed the training process, design and accordingly followed the policy .

Lastly, Future research could also investigate this study directly focuses on the impact of training and development(training assessment , training design, training implementation and evaluation) on employee performance (job satisfaction, customer satisfaction ,quality of service and improve productivity ). However, on attitude, behavior, and motivation are not studied. Therefore, this study can be further enhanced to explore that how training and development programs can be affect on employee's attitude, behavior, and motivation to meet the desired employee's performance .

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## Appendix A

**Addis Ababa University**  
**College of business and economics School of Commerce**  
**Masters of Arts program in Human Resource Management Questionnaire**  
**prepared for employees of Ministry of Finance and Economics Cooperation**  
**(MOFEC)**

Questionnaires to be filled by employees of **MOFEC**

Dear respondents;

This questionnaire has been designed to solicit information for purely academic purposes. Thesis to enable the researcher, **Endale Gizaw Lemma**, a final year student of “Addis Ababa University College of business and economics School of Commerce ”, to complete his thesis on the topic; **The Impact of Training and Development practice on Employee performance in case of ministry of finance & Economic Cooperation(MOFEC)** in pursuance of Masters Degree in “**Human Resource Management**”

**N.B:** All information given would be treated with at most confidentiality

**Directions for filling the questionnaires**

- ✓ Do not write your name
- ✓ Put “√” mark in the box provided for choice questions
- ✓ Your response will be utilized only for the purpose of this survey

**Thank you for your cooperation and timely response in advance.**

**PART – I Background Information of employees**

Please put a tick mark(√) where you think is appropriate in the box provided.

No	Items	Option/Dimension	Put √ Mark
1.	Gender	Male	
		Female	
2.	Age	Age 20-30 Years	
		Age 31-40 Years	
		Age 41-50 Years	
		Age 51-60 Years	
		Age 61 Years &above	
3	Marital Status	Single	
		Married	
		Divorced	
		Widowed	
4	Educational Qualification	Below Certificate	
		Diploma	
		First Degree	
		Masters (2nd Degree)	
		PhD	
5.	Work experience	1 - 5 Years	
		6 - 10 Years	
		11 - 20 Years	
		21 - 30 Years	
		Above 30 Years	
6	Current job title	Junior Expert	
		Expert	
		Senior Expert	
		Directorate	
		Above Directorate	
7	Respondent's Salary Per Month	Below 2500	
		2501- 4000	
		4001- 6000	
		6001 – 8000	
		8001-10000	
		Above 10,001	

**PART – II** Please kindly, indicate (tick mark(√)) your level of agreement (perception) with the following statements regarding MOFEC by choosing from a **Scale of 1 – 5**, whereby **1= Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree.**

No	Questions/descriptions	strongly agree	agree	neutral	disagree	strongly disagree
<b>Training and development</b>						
<b>Questionnaires on Training need assessment (TNA)</b>						
1	Training needs assessment in MOFEC is closely connected with the employee performance					
2	Training need assessment effectives the employee performance training through behavioral					
3	Training needs assessment in MOFEC identified based on Questionnaires and my performance appraisal results					
4	Training needs assessment process was participatory					
5	MOFEC conducts Cost benefit analysis is to assess the training through results					
6	The MOFEC periodically conducts training needs assessment of its employees					
7	There exists a formal written Human Resource training and development plan based on training need assessment					
<b>Questionnaires on Training design</b>						
8	Human Resource development and administration department is an integrate part of the organization training design.					
9	All training design activities are fully integrated with one another					
10	There exists a formal training designed based on My performance appraisal results					
11	The formal training designed is in line with over all human resource strategy					
12	Training design is in accorded an important role in the improvement employee performance					
13	Are you satisfied with the overall aspect of the training design					
<b>Questionnaires on Training Implementation</b>						
14	Training implementation in MOFEC is effective					
15	Training implementation in MOFEC is planned and systematic					
16	Training implementation is based on professional way					
17	Training implementation in MOFEC based on the training policy					
18	Training implementation in MOFEC is conducted timely					
<b>Questionnaires on Training Evaluation</b>						
19	The management makes use of the trainees' feedback to improve the effectiveness of the training.					
20	Does the training program evaluate the effectiveness and implementation during or at the end of the training program					
21	There are relevant criteria to evaluate training program					
22	Problems are timely solved based on the training evaluation					
23	I am satisfied with the training evaluation of MOFEC					
<b>Employee Performance</b>						
24	Training needs assessment helped me improve Job satisfaction					
25	Training needs assessment helped me improve Customer satisfaction					

26	Training needs assessment helped me enhanced service quality					
27	Training needs assessment helped me improve productivity					
28	Training design helped me improve Job satisfaction					
29	Training design helped me improve Customer satisfaction					
30	Training design helped me enhanced service quality					
31	Training design helped me improve productivity					
32	Training Implementation helped me improve Job satisfaction					
33	Training Implementation helped me improve Customer satisfaction					
34	Training Implementation helped me <b>enhanced service quality</b>					
35	Training Implementation helped me <b>improve productivity</b>					
36	Training evaluation helped me improve <b>Job satisfaction</b>					
37	Training evaluation helped me improve <b>Customer satisfaction</b>					
38	Training evaluation ion helped me <b>enhanced service quality</b>					
39	Training evaluation helped me <b>improve productivity</b>					

# Thank you

## Appendix B

**Addis Ababa University**  
**College of business and economics School of Commerce**  
**Masters of Arts program in Human Resource Management Questionnaire prepared**  
**for employees of Ministry of Finance and Economies Cooperation (MOFEC)**

**Position:** \_\_\_\_\_

1. Does the MOFEC have human resource training and development policy ?
2. If your answer is yes, have you communicated to all employee and what media was used ? ----  
-----
3. How are training and development needs assessment determined? How does MOFEC incorporate an employee's" interest in the training and development programs? -----  
-----
4. What are the bases for selecting trainees" ? Is the trainee selection process appropriate ? & who is the responsible body for selection?
5. What are the methods used for training employees/ teachers, instructors and staff members? ---  
-----
6. Are the training and development programs relevant to the needs of trainees and are they relevant to the current MOFEC training policy ?
7. How do you evaluate the training and development programs in the MOFEC and when do you evaluate the program? -----
8. What are the major challenges of the MOFEC in the training and development programs? ----  
-----

**Thank you!!**

**APPENDIX – C:**

**Table 4:- Background Information of the respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	61	37.9	37.9	100
	Female	100	62.1	62.1	62.1
	Total	161	100	100	
Age	20-30 years	25	15.5	15.5	15.5
	31-40 years	55	34.2	34.2	49.7
	41-50 years	62	38.5	38.5	88.2
	51-60 years	14	8.7	8.7	96.9
	Above 61 years	5	3.1	3.1	100
	Total	161	100	100	
Marital Status	Single	58	36	36	36
	Married	86	53.4	89.4	89.4
	Divorced	17	10.6	100	100
	Windowed	0	0	0	
	Total	161	100	100	
Educational level	First degree	136	84.5	84.5	84.5
	Masters	22	13.7	13.7	98.1
	Ph.D	3	1.9	1.9	100
	Total	161	100	100	
Year of Service	1-5 years	35	21.7	21.7	21.7
	6-10 years	20	12.4	12.4	34.2
	11-20 years	63	39.1	39.1	73.3
	21-30 years	32	19.9	19.9	93.2
	Above 30 years	11	6.8	6.8	100
	Total	161	100	100	
Job Title	Junior Expert	25	15.5	15.5	15.5
	Expert	53	32.9	32.9	48.4
	Senior Expert	75	46.6	46.6	95
	Directorate	5	5	5	100
	Total	161	100	100	
Salary Scale	2501- 6000	37	23	23	23
	6001- 8000	41	25.5	25.5	48.4
	8001- 10000	57	35.4	35.4	83.9
	Above 10000	26	16.1	16.1	100
	Total	161	100	100	

## Descriptive Statistics of Data with Mean and Standard Deviation

**Table 5 :- Training needs assessment (TNA)**

### **Descriptive Statistics**

Statements	N	Mean	Std. Deviation
Training needs assessment in MOFEC is closely connected with the employee performance	161	3.45	.968
Training need assessment effectives the employee performance training through behavioral	161	3.59	.905
Training needs assessment in MOFEC identified based on Questionnaires and my performance appraisal results	161	3.69	.785
Training needs assessment process was participatory	161	3.67	.804
MOFEC conducts Cost benefit analysis is to assess the training through results	161	3.57	1.077
The MOFEC periodically conducts training needs assessment of its employees	161	3.59	.729
There exists a formal written Human Resource training and development plan based on training need assessment	161	3.68	.702
<b>Overall Average Mean</b>		<b>3.61</b>	<b>0.85</b>

**Table 6 :- Training design**

### **Descriptive Statistics**

Statements	N	Mean	Std. Deviation
Human Resource development and administration department is an integrate part of the organization training design.	161	3.12	1.017
All training design activities are fully integrated with one another	161	3.14	1.024
There exists a formal training designed based on My performance appraisal results	161	3.06	.861
The formal training designed is in line with over all human resource strategy	161	3.27	.871
I believed my training design is in accorded an important role in the improvement employee performance	161	3.57	.899
Are you satisfied with the overall aspect of the training design	161	3.00	1.025
<b>Overall Average Mean</b>		<b>3.19</b>	<b>0.95</b>

**Table 7:-Training Implementation**

### **Descriptive Statistics**

Statements	N	Mean	Std. Deviation
I believed my training implementation in MOFEC is effective	161	3.47	.822
I believed my training implementation in MOFEC is planned and systematic	161	3.55	.741
Training implementation is based on professional way	161	3.60	.918
Training implementation in MOFEC based on the training policy	161	3.60	.911
Training implementation in MOFEC is conducted timely	161	3.80	.907
<b>Overall Average Mean</b>		<b>3.6</b>	<b>0.86</b>

**Table 8:- Training Evaluation****Descriptive Statistics**

Statements	N	Mean	Std. Deviation
The management makes use of the trainees' feedback to improve the effectiveness of the training	161	3.11	.894
Does the training program evaluate the effectiveness and implementation during or at the end of the training program	161	3.07	.618
There are relevant criteria to evaluate training program	161	3.14	.828
Problems are timely solved based on the training evaluation	161	2.96	1.054
I am satisfied with the training evaluation of MOFEC	161	2.89	.991
<b>Overall Average Mean</b>		<b>3.034</b>	<b>0.88</b>

**Table 9:- Employee Performance****Descriptive Statistics**

Statements	N	Mean	Std. Deviation
Training needs assessment helped me improve Job satisfaction	161	3.48	.759
Training needs assessment helped me improve Customer satisfaction	161	3.5	.792
Training needs assessment helped me enhanced service quality	161	3.41	.493
Training needs assessment helped me improve productivity	161	3.26	.647
Training design helped me improve Job satisfaction	161	3.70	.789
Training design helped me improve Customer satisfaction	161	3.61	.845
Training design helped me enhanced service quality	161	4.02	.642
Training design helped me improve productivity	161	3.89	.716
Training Implementation helped me improve Job satisfaction	161	3.91	.665
Training Implementation helped me improve Customer satisfaction	161	3.73	.820
Training Implementation helped me enhanced service quality	161	4.01	.742
Training Implementation helped me improve productivity	161	3.91	.656
Training evaluation helped me improve Job satisfaction	161	3.7	.789
Training evaluation helped me improve Customer satisfaction	161	3.78	.733
Training evaluation ion helped me enhanced service quality	161	3.94	.695
Training evaluation helped me improve productivity	161	3.90	.700
<b>Overall Average Mean</b>		<b>3.75</b>	<b>0.73</b>

**APPENDIX – D:**

**❖ Correlations Analysis**

**Table 10** correlation analysis b/n independent variables and employee performance

		TNA	TD	TI	TE	EP
TNA	Pearson Correlation					
	Sig. (2-tailed)					
	N	161				
TD	Pearson Correlation	.066				
	Sig. (2-tailed)	.408				
	N	161	161			
TI	Pearson Correlation	.457**	.595**			
	Sig. (2-tailed)	.000	.000			
	N	161	161	161		
TE	Pearson Correlation	.437**	.774**	.820**		
	Sig. (2-tailed)	.000	.000	.000		
	N	161	161	161	161	
EP	Pearson Correlation	.592**	.382**	.487**	.586**	
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	161	161	161	161	161

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

**Table 11** correlation analysis b/n training & development and employee performance

**Correlations**

		Training and development	Employee Performance
Training and development	Pearson Correlation	1	.622**
	Sig. (2-tailed)		.000
	N	161	161
Employee performance	Pearson Correlation	.622**	1
	Sig. (2-tailed)	.000	
	N	161	161

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

**Table 12 :-** Correlations analysis of Training need Assessment & training design with all variables of employees ' job performance

Variables	Job Satisfaction (JS )	Customer Satisfaction (CS)	Service Quality (SQ)	Improve Productivity (IP)	Training Need Assessment (TNA)	Training Evaluation (TE)
JS	Pearson Correlation	1				
	Sig. (2-tailed)					
CS	N	161				
	Pearson Correlation	.370**				
SQ	Sig. (2-tailed)	.000				
	N	161	161			
IP	Pearson Correlation	.535**	.389**			
	Sig. (2-tailed)	.000	.000			
TNA	N	161	161	161		
	Pearson Correlation	.579**	.578**	.514**		
TE	Sig. (2-tailed)	.000	.000	.000		
	N	161	161	161	161	
JS	Pearson Correlation	.226**	.361**	.329**	.279**	
	Sig. (2-tailed)	.004	.000	.000	.000	
CS	N	161	161	161	161	
	Pearson Correlation	.427**	.467**	.357**	.482**	.437**
SQ	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	161	161	161	161	161

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

## ❖ Regression analysis

**Table 13 :-**Regression analysis result for training & development and employee performance

### Model Summary

Model	R	R Square	Durbin-Watson
1	.622 <sup>a</sup>	.386	2.043

a, Predicators (Constant), Training and development

b, Dependent Variable: Employee performance

**Table 14** ANOVA result for training & development and employee performance

### ANOVA

Model	F	Sig.
Regression	100.092	.000 <sup>b</sup>
Residual		
Total		

a, Predicators (Constant), Training and development

b, Dependent Variable: Employee performance

**Table 15 :-** Coefficients of training and development dimensions

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.066	0.182		11.3332	.000
TNA	.325	.050	.415	6.5	.000
TD	.194	.033	.344	5.93	.000
TI	0.185	0.046	.274	3.9	.000
TE	0.248	0.39	0.404	6.346	.000

**APPENDIX – F**

**Regression analysis for Testing Hypothesis**

**Table 16**

**Model Summary**

Variable	R	R <sub>2</sub>	t-Value	F-Value	P-Value
TNA	.592 <sup>a</sup>	.351	9.265	85.846	.000 <sup>b</sup>
TD	.382 <sup>a</sup>	.146	5.209	27.132	.000 <sup>b</sup>
TI	.487 <sup>a</sup>	.237	7.037	49.519	.000 <sup>b</sup>
TE	.586 <sup>a</sup>	.343	9.109	82.973	.000 <sup>b</sup>

A. Dependent Variable: EP

B. Predictors: (Constant), TE, TNA , TI, TD

