



The Effect of Training on Employee Performance: The Case of Selected Colleges in Addis Ababa University

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in Partial Fulfillment of the Requirement for the Degree of Masters of
Arts in Human Resource Management**

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Addis Ababa University
School of Commerce
Human Resource Management
MA - PROGRAM

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Selected Colleges in Addis Ababa University**

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Declaration

I, the under signed, declare that this study is my original work and has not been presented for degree of this University or any other University, and all the sources of materials used for the study have been appropriately acknowledged.

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Certification

This is to certify that Wagaye Chaka has carried out her thesis on the topic entitled: “The Effect of Training on Employee Performance: The Case of Selected Colleges in Addis Ababa University”. This work is original in nature and suitable for the submission in partial fulfillment of the requirement for the award of Masters of Arts (MA) in Human Resource Management.

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List of Acronyms

AAU - Addis Ababa University

CPVA - College of Performing and Visual Arts

CHLSJC - College of Humanities, Language Studies, Journalism and Communication

HRM – Human Resource Management

SPSS - Statistical Package for Social Sciences

ABSTRACT

Employee is a valuable asset of an organization. The survival of the organization depends upon its employee performance. Thus, AAU is investing on training for the employees of its Colleges. This study, therefore, tried to assess the effect of training on employee performance in the case of the selected Colleges namely - College of Humanities, Language Studies, Journalism and Communication; and College of Performing and Visual Arts. In order to get the real picture of the effect of training on employee performance, the research design was causal research design. The total population of the study was 240 and 150 sample respondents were selected by using proportionate stratified and simple random sampling techniques. Cross-sectional survey strategy was conducted to gather data from sample employees. The sources of data were primary and secondary. The primary data were collected via self-administered structured questionnaire and the secondary data were gathered from available relevant published as well as unpublished materials. The questionnaires were distributed to all 150 sample respondents in which 138 of them returned i.e. the response rate was 92%. To present and analyze data, descriptive and inferential statistic analysis was done using Statistical Package for Social Sciences (SPSS) Version 20. Pearson's product moment correlation coefficient was used to assess the relationship between training needs assessment, training design, training delivery, and training evaluation (training dimensions); and employee performance. The findings revealed that training needs assessment; training design; training delivery; and training evaluation have a statistically significant and positive relationship with employee performance. The study was also employed multiple regression analysis to identify the overall effect of training on employee performance. The result showed that 79.7% of variation in the employee performance can be explained by the training dimensions. Therefore, the study concluded that training has strong positive effect on employee performance in the two selected Colleges of AAU.

KEYWORDS: *Training, Training Needs Assessment, Training Design, Training Delivery, Training Evaluation, Employee Performance*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

An organization comes to an existence to achieve goals and objectives. To achieve its predetermined goals and objectives, it is a must an organization to have different resources such as human resource, money, machines and so on. Among these, human resource has a significant impact on success and survival of the organization. This resource can't be substituted by machine. It is a valuable intangible asset and a source of competitive advantage. According to Noe *et al.* (2008), intangible assets include human capital, customer capital, social capital and intellectual capital. Intangible assets are equally or even more valuable than financial and physical assets but they are difficult to duplicate or imitate. These intangible assets are responsible for an organization competitive advantage. According to Beardwell and Claydon, organization resources, including human resources give an organization its "uniqueness" and source of sustainable competitive advantage (2007). However, human resource fruitfulness depends upon the organization's employee management.

Human resource management (HRM) refers to the policies, practices, and systems that influence employees' behavior, attitudes and performance. Its practices include analyzing and designing work, human resource planning, recruiting, selection, training and development, compensation, performance management, and employee relations (Noe *et al.*, 2008). Only making careful recruiting and selecting employees do not guarantee the effective performance of the employees. Even high-potential employees can't do their jobs if they don't know what to do and how to do it. Thus, after acquiring employees, the next function of the organization has to be giving the necessary orientation to new employees and training to current employees on continuous basis. Continuous training ensures that employees get the right skills at the right time. Moreover, it motivates and retains employees and also encourages giving better service to customers.

Training, which is the concern of this study, is the process whereby people acquire capabilities to perform jobs. According to Mathis and Jackson, “Training provides employees with specific, identifiable knowledge and skills for use in their present jobs” (2011, p. 250). Training is a crucial part of the human resource development. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. It can also affect organizational competitiveness by aiding in the retention of employees. According to Mathis and Jackson (2011), training brings improvement in effectiveness and productivity, more profitability and reduced costs, improved quality, and social capital.

In this contemporary world, organizations in which they take place are facing ever changing environment. Technology changes so fast. So, it is necessary to deal with changes in order to achieve organization’s goals and objectives. According to Pynes (2009), as the demands on organizations keep changing; it is critical that the organizations implement training activities to ensure that their staffs have the requisite knowledge, skills, abilities, and other characteristics to confront these new challenges. Thus, training has a vital contribution to any organization whether it is private or public to cope with new challenges and changes.

1.2. Profile of the Organization

Addis Ababa University (AAU) which is the forerunner public university of Ethiopia has its own mission and vision. Its mission is to produce competent graduates, provide need-based community service and produce problem-solving research outputs through innovative and creative education, research and consultancy service to foster social and economic development of the country. And its vision is to be ranked among the top ten pre-eminent African graduate and research universities in 2023. At present the University has 10 Colleges, 4 Institutes that run both teaching and research, and 6 Research institutes that predominantly conduct research.

The study, therefore, focuses on assessing the effect of training on employee performance of selected Colleges of Addis Ababa University.

1.3. Statement of the Problems

The fulfillment of an organization vision, mission and objectives largely depend upon its employees. In this ever changing environment, the need for training employees is widely recognized to keep the employees in touch with the new technological developments. According to Mello (2011), training involves some kind of change for employees: Changes in how they can do their jobs, how they relate to others, the condition under which they perform, or changes in their job responsibilities. In order to keep employees with the changes, organizations are expected to make continuous investment in training.

Training programs are the vital human resource management practices which positively affect the quality of the workers knowledge, skills and capability and thus results in higher employee performance at work. It is directly related to employees' performance that also affects the organizational performance. As Noe *et al.* (2010), training is used to improve employee performance, which leads to improved business results. So, the goal of training programs of all organizations should be to maintain or improve the performance of individuals. In so doing, employees will have the required skills to implement the firm's strategy and ensure the success of the organization (Anthony, Kacmar and Perrewe, 2010).

It is necessary to have effective training practices that involve a systematic approach for developing training programs with the use of training design process that starts with a training needs assessment & ends with training evaluation. In this process, training needs analysis and training evaluation are significant (Noe *et al.*, 2008). Otherwise, they bring waste in significant financial resources, time and effort. Some of the benefits of employee training are job satisfaction; motivation; efficiencies in processes; financial gain; increase capacity to adopt new technology and methods; and reduce employee turnover.

AAU prepares training programs for all its Colleges' administrative employees by Central HRM and Development Office in order to have effective and qualified administrative employees who can satisfy the customers' needs. However, in general staff meetings conducted in the last consecutive three years (2014, 2015 and 2016), numbers of complaints raised from customers about the services that were provided by administrative staff (unpublished material). Furthermore, there are researches conducted on the effect of training on employee performance in other organizations but as far as the researcher's

knowledge no research has been undertaken to assess the effect of training on employee performance regarding AAU. Thus, the researcher sought to assess the effect of training on employee performance of the selected Colleges of AAU.

1.4. Research Questions

The study was guided by the following research questions:-

1. What is the relationship between training needs assessment and employee performance?
2. What is the relationship between training design and employee performance?
3. What is the relationship between training delivery and employee performance?
4. What is the relationship between training evaluation and employee performance?
5. What is the overall effect of training on employee performance of the case organizations?

1.5. Research Objectives

1.5.1. Main Objective

The main objective of the study was to assess the effect of training on employee performance of the selected Colleges of AAU in the light of the existing training theories and practices.

1.5.2. Specific Objectives

In addition, the study had the following specific objectives:-

1. To determine the relationship between training needs assessment and employee performance in the case organizations;
2. To assess the relationship between training design and employee performance in the case organizations;
3. To examine the relationship between training delivery and employee performance in the case organizations;
4. To determine the relationship between training evaluation and employee performance in the case organizations;

-
5. To identify the overall effect of training on employee performance of the case organizations; and
 6. To recommend possible solutions based on the findings.

1.6. Significance of the Study

The findings of the study will help AAU to know well the effect of its training efforts on employee performance and also use as an input to take an appropriate measure for its training practices. In addition, the results of the study will also be helpful for other researchers who would like to do further studies in the area of this study.

1.7. Scope of the Study

All training programs for administrative employees of AAU's Colleges are prepared by Central HRM and Development Office of the University. This shows that all the training programs for all ten Colleges' administrative employees emanate from the same source. Because of this, all colleges were homogenous for the purpose of this study. Therefore, in order to assess the effect of training on employee performance, two colleges were selected among ten colleges of AAU because of limitation of time and budget. The selected colleges were College of Humanities, Language Studies, Journalism and Communication (CHLSJC), and College of Performing and Visual Arts (CPVA). These two colleges were selected randomly using lottery method.

The study was only focused on the training aspect of the case organizations by emphasizing on specific variables - training needs assessment, training design, training delivery and training evaluation. In addition, the study was delimited by the data which were gathered via questionnaire from employees at one point in time.

Among the employees of AAU those are categorized into two, Academic and Administrative, based on the research issue which is mentioned in the statement of the problems, this study only focused on assessing the administrative employees training with particular emphasis on recent years training practices - the last three years of the time scope from 2014 – 2016.

1.8. Definition of Terms

Training - It is the process whereby people acquire capabilities to perform jobs. It provides employees with specific, identifiable knowledge and skills for use in their present jobs (Mathis and Jackson 2011, p. 250).

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

1.9. Organization of the Study

The study is organized into five chapters. The first chapter comprises the background of the study, profile of the organization, statement of the problems, research questions, research objectives, significance of the study, scope of the study, and definition of terms. The second chapter contains review of related literature. The third chapter is about the research methodology. The fourth chapter contains data presentation, analysis and interpretation; and the final chapter delivers summary, conclusions, and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Theoretical Literature

2.1.1. Training

An organization's human resources are the people it employs to carry out various jobs, tasks, and functions in exchange for wages, salaries and other rewards (DeNisi and Griffin 2008). These resources are very important intangible asset and the backbone of every organization whether it is public or private.

In this competitive world, organizations need well-adjusted, trained and experienced people to perform their activities. As jobs in today's dynamic organizations have become more complex, the importance of employee education has increased (DeCenzo, Robbins and Verhulst 2010). So, organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. The employees' performance depends on various factors. But, training is the most important factor in today's dynamic organizations.

Training is one of the major activities of human resource management. It refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein and Ford 2002).

As Armstrong, "training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It is one of several responses an organization can undertake to promote learning" (2009, p. 675). It is a planned effort to facilitate the learning of job-related knowledge, skills, and behavior by employees (Noe *et al.* 2010). According to DeNisi and Griffin, "training can be defined as a planned attempt by organization to facilitate employee training of job-related knowledge, skills and behavior" (2008, p. 45).

Training, therefore, can be considered as planned and systematic endeavor by an organization in improving or developing the existing skills, knowledge, exposure, and abilities of employees, in a direction that will achieve the organizational goals.

To implement training, top management, HR department, the immediate supervisor, and the employee share the major responsibilities (Wilson 2005).

2.1.2. Objectives of Training

Training can be designed to meet a number of objectives and can be classified in various ways.

As Mathis and Jackson, some common groupings include the following (2010):-

- ***Required and regular training***: Complies with various mandated legal requirements and is given to all employees (e.g., new employee orientation).
- ***Job/technical training***: Enables employees to perform their jobs well (e.g., product knowledge, technical processes and procedures, customer relations).
- ***Developmental and career training***: Provides longer-term focus to enhance individual and organizational capabilities for the future (e.g., business practices, executive development, organizational change, leadership).
- ***Interpersonal and problem-solving training***: Addresses both operational and interpersonal problems and seeks to improve organizational working relationships (e.g., interpersonal communication, managerial/supervisory skills, conflict resolution).

2.1.3. Systematic Training Design Process

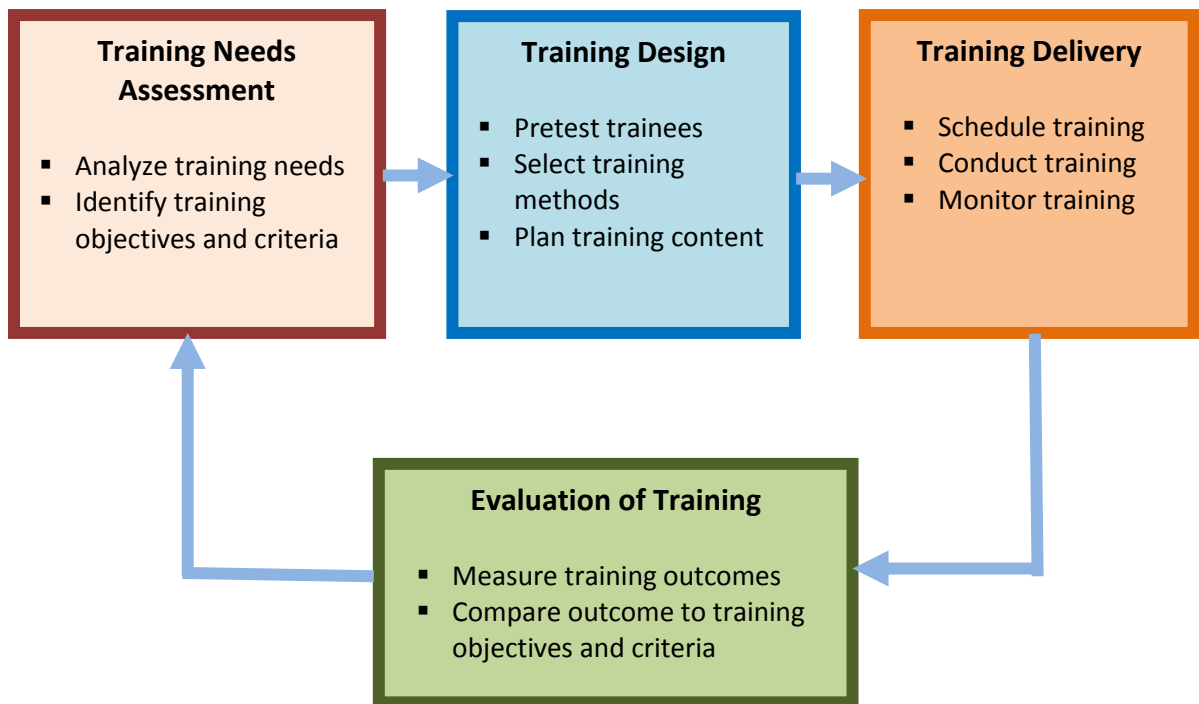
Training makes a vital contribution to the development of the organization's human resources and hence to the achievement of organization's aims and objectives. To achieve this contribution, According to Tyson and York, "training needs to be effectively managed so that the right training is given to the right people in the right form at the right time and at the right costs" (2002, p. 174).

It is very necessary for the organization to design the training program very carefully. According to Noe *et al.*, "training design process refers to a systematic approach for developing training programs" (2010, p. 275). Armstrong stated that "training should be

systematic in that it is specifically designed, planned and implemented to meet defined needs” (2009, p. 677). Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money. According to Gomez-Mejia, Balkin and Cardy (1995, p. 296), “effective training can raise performance, improve morale, and increase an organization’s potential. Poor, inappropriate, or inadequate training can be a source of frustration for everyone involved”. To maximize the benefits of training, managers must closely monitor the training process.

Effective training requires the use of a systematic training process. The four phases of a systematic approach are assessment, design, delivery, and evaluation. Using such a process reduces the likelihood that unplanned, uncoordinated, and haphazard training efforts will occur (Mathis and Jackson 2010).

Figure 2.1 - Systematic Training Process



Source: *Human Resource Management* (Mathis and Jackson, 2010, p. 260)

2.1.3.1. Training Needs Assessment

According to Mathis and Jackson, “assessing organizational training needs is the diagnostic phase of a training plan” (2010, p. 260). According to Mello (2011, p. 389), “need

assessment involves determining why specific training activities are required and placing the training within an appropriate organizational context”. Brown (2002) noted that needs assessment in training is fundamental and should be a continual process in order to determine the types of training which can help an organization to achieve its goals. Without needs analysis which usually leads to spent cost and time. Training needs analysis is the key activity of the systematic approach and essentially serves to identify any discrepancies, the training gap between existing knowledge, skill, and ability and those required in the present (Kavanagh and Thite 2009).

Analysis of Training Needs

Training needs assessment involves three distinct levels of analysis: Organizational, Task/Job and Individual/Person (Noe *et al.* 2010).

➤ Organizational Analysis

Training needs can be diagnosed by analyzing organizational outcomes and looking at future organizational needs. That means, the identification of the (Knowledge, Skill and Ability) KSAs that will be needed now and in the future as both jobs and the organization (Mathis and Jackson 2010). At organizational level, the training is considered within the context of the organization’s culture, politics, structure, and strategy.

This analysis considers how the training will assist the organization or unit in meeting its objectives and how the training may affect day-to-day workplace dynamics between and among different units (Mello 2011). As Noe *et al.*, organizational analysis involves determining the business appropriateness of training, given the company’s business strategy, its resources available for training, and support by managers and peers for training activities (2010).

According to Mathis & Jackson (2010), organizational analysis comes from various operational measures of organizational performance such as departments or areas with high turnover, customer complaints, high grievance rates, accidents, high absenteeism, low performance, and other deficiencies can be pinpointed. Following identification of such problems, training objectives can be developed if training is a solution. During

organizational analysis, focus groups of managers can be used to evaluate changes and performance that might require training.

➤ **Task/Job Analysis**

The second way of analyzing training needs is to review the jobs involved and the tasks performed in those jobs. By comparing the requirements of jobs with the Knowledge, skill and abilities of employees training needs can be identified (Mathis and Jackson 2010). According to Noe *et al.*, task analysis includes identifying the important tasks and knowledge, skill, and behaviors that need to be emphasized in training for employees to complete their tasks (2010).

Sources of task level need analysis may include employee KSAs, job specifications, benchmarks, effectiveness, efficiency data, and employees' surveys.

➤ **Individual/Person Analysis**

The third means of diagnosing training needs focuses on individuals and how they perform their jobs (Mathis and Jackson 2010). Individual level of assessment considers the people to be trained. It requires an analysis of their existing levels of knowledge and skills as well as factors relating to their preferred learning styles, personality, interpersonal styles in interacting with others, and any special needs individual employees might have (Mello 2011). As Noe *et al.*, "personal analysis is a process for determining whether employees need training, who needs training, and whether employee are ready for training" (2010, p. 277).

Sources of examples that are useful for individual analysis are performance appraisals, skill tests, individual assessment tests, records of critical incidents, assessment center exercises, questionnaires and surveys.

Establishing Training Objectives and Priorities

After training needs have been assessed, training objectives and priorities can be established by a "gap analysis," which indicates the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives and priorities are then

determined to close the gap. Three types of training objectives can be set (Mathis and Jackson 2010):-

- *Attitude*: Creating interest in and awareness of the importance of something.
- *Knowledge*: Imparting cognitive information and details to trainees.
- *Skill*: Developing behavioral changes in how jobs and various task requirements are performed.

The success of training should be measured in terms of the objectives that were set for it. Useful objectives are measurable. When the organizations have multiple training needs, prioritization is necessary. Prioritization can be based on organizational objectives.

According to Noe *et al.*, employees need to understand the purpose or objectives of the training program so as to know why they need training and what they are expected to accomplish (2010).

2.1.3.2. Training Design

Once training objectives and measures have been determined, training design can start. Whether job-specific or broader in nature, training must be designed to address the specific objectives.

So as to address the specific objectives, the training content must be meaningful and related the training objectives. As Noe *et al.*, motivation to learn is enhanced when training is related to helping learner such as related to current job tasks, problems, enhancing skills, or dealing with jobs or company changes. In addition the training context should be similar to the work environment (2010).

According to Mathis and Jackson, the following each of the elements must be considered for the training design to be effective and produce learning (2010).

- ✓ ***Learner Characteristics*** - Ability to learn, Motivation to learn, Self-efficacy, Perceived utility/value, and Learning styles.
- ✓ ***Instructional Strategies*** - Practice/feedback, Over learning, Behavioral modeling, Error-based examples, Reinforcement/immediate confirmation.
- ✓ ***Training Transfer*** - Strategic link, Support, Opportunity, and Accountability.

Learner Characteristics

For training to be successful, learners must be ready and able to learn. Learner readiness means that individuals have the ability to learn and also must have the motivation to learn, have self-efficacy, see value in learning, and have a learning style that fits the training.

As Noe *et al.*, it is necessary to ensure that the employees have the motivation and basic skills to master training content (2010).

Instructional Strategies

An important part of designing training is to select the right mix of strategies to fit the learners' characteristics. Practice/feedback, over learning, behavioral modeling, error-based examples, and reinforcement/immediate confirmation are some of the prominent strategies available in designing the training experience.

Training Transfer

According to Noe *et al.*, "transfer of training refers to on-the-job use of knowledge, skills, and behaviors learned in training" (2010, p. 291). Trainers should design training for the highest possible transfer from the class to the job. Transfer occurs when trainees actually use on the job what knowledge and information they learned in training.

Effective transfer of training meets two conditions:-

- ✓ **First**, the trainees can take the material learned in training and apply it to the job context in which they work.
- ✓ **Second**, employees maintain their use of the learned material over time.

A number of things can increase the transfer of training. Offering trainees an *overview of the training content* and how it links to the strategy of the organization seems to help with both short-term and longer-term training transfer.

As Mathis and Jackson (2010), one of the most consistent factors in training transfer is the *support* new trainees receive *from their supervisors* to use their new skills when they return to the job. Supervisor support of the training, feedback from the supervisor, and supervisor involvement in training are powerful influences in transfer of training.

Opportunity to use the training also is important. To be trained on something but never to have the opportunity to use it obviously limits transfer. Learners need the opportunity to use new skills on the job if the skills are to remain.

Finally, *accountability* helps transfer training from class to job. Accountability is the extent to which someone expects the learner to use the new skills on the job and holds them responsible for doing so. It may require supervisory praise for doing the task correctly and sanctions for not showing proper trained behavior, but making people accountable for their own trained behavior is effective.

2.1.3.3. Training Delivery

After training has been designed, the actual delivery of training can begin. Apart from type of training done, a number of approaches and methods can be used to deliver training. The key to successful training is to choose a method that would best to accomplish the objective of training (Noe *et al.* 2010). According to Mathis and Jackson (2010), there are internal and external training delivery options.

Internal Training

Internal training generally applies very specifically to the organization and its jobs. The types of internal training are (Mathis and Jackson 2010):-

- ***Informal Training*** – It occurs through interactions and feedback among employees.
- ***On-the-Job Training*** - The most common type of training at all levels in an organization is *on-the-job training (OJT)* because it is flexible and relevant to what employees do.
- ***Cross Training*** - It occurs when people are trained to do more than one job—their and someone else's.

External Training

External training, or training that takes place outside the employing organization, is used extensively by organizations of all sizes. As Mathis and Jackson (2010), types of external training are:-

- ***Outsourcing of Training*** - Many employers of all sizes outsource training to external training firms, consultants, and other entities.

-
- **Government-Supported Job Training** - Federal, state, and local governments provide a wide range of external training assistance and funding.
 - **Educational Assistance Programs** - Some employers pay for additional education for their employees. Typically, the employee pays for a course that applies to a college degree and is reimbursed upon successful completion of the course.

Cooperative Training - Cooperative training approaches mix classroom training and on-the-job experiences such as *internship*, *school-to-work transition*, and *apprentice training*.

E-Learning: Online Training - E-learning is use of the Internet or an organizational intranet to conduct training online.

According to Noe *et al.* (2010), when the training is delivered, it is essential to have good program coordination and administration such as eliminating distraction that could interfere with learning; making sure the training room is properly organized, comfortable, and appropriate for the training method; and also scheduling appropriate timetable for training and then monitoring the training schedule.

2.1.3.4. Training Evaluation

Evaluation of training compares the post-training results to the pre-training objectives of managers, trainers, and trainees. As Berman *et al.*, “training evaluation involves approaches that aim to assess the effectiveness of training, typically involving feedback from employees and managers” (2009, p. 295). Examining the outcomes (results) of a program helps in evaluating its effectiveness. These outcomes should be related to the program objectives. The key objectives of any evaluation process will be to assess the broad range of individual outcomes and organizational outcomes as well as return on investment (Kavanagh and Thite 2009). According to Noe *et al.* (2010), the reasons for evaluating training are:-

- ❖ To identify the program’s strengths and weaknesses. This includes determining whether the program is meeting the learning objectives, the quality of the learning environment, and whether transfer of training to the job is occurring.

-
- ❖ To assess whether the content, organizations, and administration of the program (including the schedule, accommodations, trainers, and materials) contribute to learning and the use of training content on the job.
 - ❖ To determine the financial benefits and costs of the program.
 - ❖ To compare the costs and benefits of different training programs to choose the best program.

As Pynes (2009), the potential benefits from evaluating training programs include improved accountability and cost-effectiveness for training programs, improved program effectiveness, improved efficiency, and information on how to redesign current or future programs.

A variety of approaches are available for evaluating training programs. One of the most widely accepted and used approach was developed by Donald Kirkpatrick. He identified four levels at which training should be evaluated. The results taken from all four levels provide a clear picture of the effectiveness of the training program (Wilson 2009). The four levels of evaluation comprise reaction, learning, behavior, and results.

- **Reaction** - Organizations evaluate the reaction levels of trainees by conducting interviews with or administering questionnaires to the trainees. It measures whether the employees liked the training, the trainer, and the facilities.
- **Learning** - Learning levels can be evaluated by measuring whether the employees know more than they did prior to undertaking the training.
- **Behavior** - Evaluating training at the behavioral level means measuring the effect of training on job performance through observing job performance.
- **Results** - Employers evaluate results by measuring the effect of training on the achievement of organizational objectives.

Cost–benefit analysis and return-on-investment (ROI) analysis are commonly used to measure training results, as are various benchmarking approaches (Mathis & Jackson 2010).

- **Cost–Benefit Analysis** - Training results can be examined through cost–benefit analysis, which is comparison of costs and benefits associated with training. There are four stages in calculating training costs and benefits:-

-
1. *Determine training costs* - Consider direct costs such as design, trainer fees, materials, facilities, and other administration activities.
 2. *Identify potential savings results* - Consider employee retention, better customer service, fewer work errors, quicker equipment production, and other productivity factors.
 3. *Compute potential savings* - Gather data on the performance results and assign dollar costs to each of them.
 4. *Conduct costs and savings benefits comparisons* - Evaluate the costs per participant, the savings per participant, and how the costs and benefits relate to business performance numbers.
- **Return-on-Investment Analysis and Benchmarking** - In organizations, training is often expected to produce an ROI. Still, too often, training is justified because someone liked it, rather than on the basis of resource accountability. ROI simply divides the return produced because of the training by the cost (or investment) of the training.

2.1.4. The Relationship between Training and Employee Performance

Employee is a valuable intangible asset and a source of competitive advantage. Intangible assets are equally or even more valuable than financial and physical assets (Noe *et al.* 2008). As Hameed and Waheed (2011), the most value adding possessions (assets) available to any firm, business, or organization are its workforce. According to Beardwell and Claydon, organization resources, including human resources give an organization its “uniqueness” and source of sustainable competitive advantage (2007). The core of any organization is its human resource; the strength or weakness of this resource is reflected in the overall performance of the organization. Thus, the performance of employees is crucial for any organization.

Employee performance is everything about the performance of employees in an organization (Elnaga and Imran 2013). Afshan *et al.* (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. There are a number of measures that can be taken into consideration when measuring employee performance. According to Mathis & Jackson

(2010), performance measures associated with many jobs include quantity output; quality output; efficiency and effectiveness of work completed.

The performance of employees' is affected by various factors. As Aktar *et al.* (2012), employee performance is influenced by many factors like company's overall policies; working conditions; training and development of employees; and etc. Among these factors, training is the most one.

Training of employees is the most important factor to improve the quantity output, quality output, efficiency and effectiveness of work completed of the employees. It has now taken center stage in today's organizations to ensure long-term competitiveness, excellence, quality, flexibility, and adaptability (Kavanagh and Thite 2009). As Noe *et al.* (2010), training is seen as one of the several possible solutions to improve performance. It supports to fill the gap between what performance required and what performance is happening, i.e. gap between desired performance and actual employee performance.

Training helps to create good result in employee performance if the training program is effective. As Wright and Geroy (2001), employee competencies change through effective training programs. It does not only improve the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Effective training is considered to be a key factor for improved performance; as it can enhance the level of employee and firm competency. It is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. According to Noe *et al.* (2008), effective training practices involve a systematic approach for developing training programs with the use of training design process that starts with a training needs assessment & ends with training evaluation. Otherwise, they bring waste in significant financial resources, time and effort.

2.1.5. The Outcomes of Training

The reason of training intervention is mainly to improve knowledge and skills, and to change attitudes or behavior of employee. According Noe *et al.*, the goal of training is for

employees to master the knowledge, skill, behaviors emphasized in training programs and to apply them to their day-to-day activities (2010). As Healy (2001), one of the main goals of training programs is to build strong, competent and qualified personnel in both the private and public sectors.

Training can lead to many possible benefits for both individuals and the organization. According to Appiah (2010) training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. It is transferring information to organization's members to positively improve the effectiveness and productivity of organizations.

Typical benefits of training are increase in production; reduction in errors and accidents; reduction in turnover; less supervision necessary; ability to use new capabilities and attitude changes (Mathis and Jackson 2010). As Aguinis and Kraiger, training improves the overall organization profitability, effectiveness, productivity, revenue and the quality of services (2009). According to Olaniyan and Ojo, training increases productiveness, improves the good quality of work; increases skills, knowledge, develop the attitude; enhance using tools; reduces waste, accidents, turnover, absenteeism and also other overhead costs; eradicates obsolescence in knowledge, technologies, methods; and so forth (2008). As Nel *et al.* (2004), the effects of training are increased success of quality projects; reduction of project failures and defects; reduction of staff turnover; and minimal supervision needs. According to Cole (2002,) through training can achieve:-

- ✓ High morale - employees who receive training have increased confidence and motivation;
- ✓ Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- ✓ Reduction in turnover and absenteeism – training creates a feeling of confidence in the minds of the employees and brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided;

- ✓ Job satisfaction – training makes the employees feel more satisfied with the role they play in the organization.
- ✓ Less supervision – training improves necessary skill sets in employees and empowers them to address tasks independently. In other words a well trained employee will be well acquainted with the job and hence they need less of supervision.
- ✓ Reduction in errors and accident – training reduces errors and accidents since the employee increases the desired knowledge and precise skills required for doing a particular job. and
- ✓ Help to improve the availability and quality of staff.

Table 2.1 – **Categories of Training Outcomes**

| <i>Outcomes</i> | <i>Details</i> | <i>Examples</i> |
|----------------------------|---|--|
| Individual outcomes | Cognitive (knowledge based) | Awareness of health and safety regulations or company policies and procedures |
| | Psychomotor (skills based) | Ability to use a new piece of machinery or software |
| | Affective (attitudinal) | Satisfaction, motivation |
| Organizational outcomes | Any measurable impact on measures of organizational performance | Quantity (e.g. sales) Quality (e.g. customer satisfaction) Business processes (e.g. machine downtime) Resources (e.g. wastage rates) Stakeholder perception (e.g. employee relations) HR (e.g. skills level of workforce) |
| Return on Investment (ROI) | Profits derived from training compared with costs | |

Source: *Human Resource Information Systems: Basics, Applications, and Future Directions* (Kavanagh and Thite, 2009)

2.2. Empirical Literature

A number of researches have been conducted regarding the effect of training on employee performance. The findings of the studies show that training has a positive effect on employee performance.

Sabir *et al.* (2014) examined the effects of training and development on employees' productivity by using correlation and regression and the finding was a positive relationship.

Ashikhube, KimaniChege and Musiega (2013) conducted a study on the effect of training dimensions on employee's work performance: a case of Mumias Sugar Company in Kakamega County. Results show that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positively and significantly.

Elnaga and Imran conducted a research aimed at studying the effect of training on employee performance and to provide suggestion as to how firm can improve its employee performance through effective training programs. The study found that those employees who receive periodical effective training sessions are more able to perform well on the job by increasing the quality of work (2013).

Philipina Ampomah conducted a study on the effect of training and development on employee performance in a private tertiary institution in Ghana: a case study of Pentecost University College. The study found that employees are motivated through training; and training and development results into higher performance (2016).

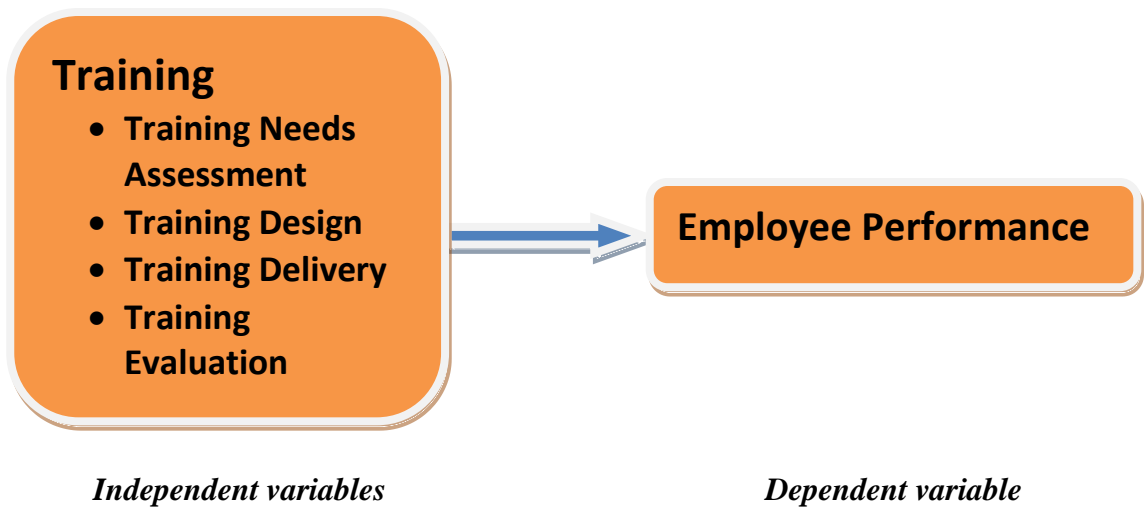
A study was conducted by Banzoussi (2015) regarding the impact of training practices on employees and organization performance in Congolese Telecommunication Companies. Following the empirical framework, a survey was developed and data collected from four telecommunication companies. The Results indicates that training practices have a positive linear relationship with employee and organization performance. Furthermore, training practices have positive and statistically significant effect on employees and organization performance.

Abeba, Mesele and Lemessa (2015) also conducted a study to determine the impact of training and development on the employees' performance and effectiveness at District Five Administration Office, Addis Ababa, Ethiopia. The finding was training and development had positively correlated and claimed statistically significant relationship with employee performance and effectiveness.

2.3. Conceptual Framework

The variables of this study are training dimensions (training needs assessment, training design, training delivery, and training evaluation) and employee performance. Training dimensions are independent variables while employee performance is dependent variable. Based on the research objectives, the following conceptual frame work is formulated.

Figure 2.2. Conceptual Framework of the Study



Source – *Literature reviewed*

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The purpose of this study is to assess the effect of training on employee performance of administrative staff of the two Colleges of AAU, namely College of Humanities, Language Studies, Journalism, and Communication (CHLSJC); and College of Performing and Visual Arts (CPVA). In order to get the real picture of the effect of training on employee performance, the researcher used causal research design. Concerning the time horizon, cross-sectional survey strategy was conducted to gather data from administrative employees by using quantitative approach. Quantitative approach enables the researcher to assess and describes cause and effect relationship between variables. As Creswell (2003), quantitative approach involves the processes of collecting, analyzing, interpreting, and writing the results of a study quantitatively (numerically).

3.2. Population, Sample Size and Sampling Technique

The total population of the administrative staff of the two Colleges (CHLSJC and CPVA) was 240. Out of 240 employees, CHLSJC's employees were 130 while the remaining 110 were employees of CPVA.

In order to determine the sample size of a population, the researcher used the following formula (Yamane 1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N = population size = 240

e = error limit or level of precision= 5%

$$n = \frac{240}{1 + 240(0.05)^2} = 150$$

Based on the above formula, the sample size of a population was 150 employees.

The sampling technique of this study was a probability sampling technique that gives an equal chance for administrative employees of the two colleges to be selected as sample. Among the probability sampling, the researcher employed proportionate stratified sampling technique so as to address and to get proportional sample size from each college.

Table 3.1. Proportionate Sample Size Determination

| Name of the College | No. of Employees | Sample size |
|----------------------------|-------------------------|---------------------------|
| CHLSJC | 130 | $130/240 \times 150 = 81$ |
| CPVA | 110 | $110/240 \times 150 = 69$ |

Then, the researcher used simple random sampling technique in order to draw sample from each college using lottery method. The sample was drawn according to colleges' sample size.

3.3. Sources of Data and Types

The sources of data were mixed approach, primary and secondary sources. The primary data were gathered by self-administered structured questionnaire as operational instrument to collect cross-sectional primary data from 150 respondents out of 240 administrative employees.

The questionnaire contains only closed-ended questions because closed-ended questions are easier to generate statistical analysis on a large number of respondents. The questions are divided into three parts. Part one focuses on general information about the respondents and contains only nominal data. Part two and three questions are concerning about training dimensions and the effect of training respectively. They are also five-point Likert-style rating scale type of questions (ordinal data) with the values: 1=Strongly Disagree; 2= Disagree; 3=Neutral; 4= Agree; and 5=Strongly Agree in order to test and examine the effect and relationship between the variables.

The secondary data were gathered from available relevant published and unpublished materials, and Website.

3.4. Data Collection of Procedures

The designed questionnaire was pilot tested and then amended before administering it to all sample of employees. The purpose of the pilot test is to refine the questionnaire that enabled the researcher to see the validity and the likely reliability of the instrument (Saunders, Lewis & Thornhill 2009). The refined questionnaire was handed to the sample respondents in their offices and collected within three days.

3.5. Validity and Reliability

Pilot testing was made to assess the validity and reliability of the data collection instrument of the study (questionnaire).

The assessment of the questions' validity was conducted by asking three training experts to receive their comments and suggestions on the representativeness and suitability of the questions to the research objectives and also regarding the structure of the questionnaire. After the necessary amendments made, piloting a questionnaire was made with 20 employees who are similar to the population of the study sample in order to assess the reliability of the questionnaire.

According to Saunders, Lewis & Thornhill (2009), reliability refers to the extent to which the data collection instruments will yield consistent findings, similar observations would be made or conclusions reached by other researchers. Among the variety methods for measuring internal consistency, of which one of the most frequently used is Cronbach's alpha (Saunders, Lewis & Thornhill 2009). Cronbach's alpha is a coefficient of reliability.

Table 3.2 Reliability Statistics

| Variables | Cronbach's Alpha | No. of Items |
|---------------------------|-------------------------|---------------------|
| Training Needs Assessment | 0.814 | 3 |
| Training Design | 0.831 | 6 |
| Training Delivery | 0.839 | 3 |
| Training Evaluation | 0.802 | 3 |
| Employee Performance | 0.914 | 12 |

The Table 3.2 shows the coefficients of reliability of the study's variables items (five-point Likert-style rating scale type of questions).

As Marczyk, DeMatteo and Festinger (2005), Cronbach's alpha coefficient should fall within a range of 0.80 to 1. As the Reliability Statistic Table 3.2 indicates, the reliability of the whole variables items is above 0.8. Therefore, the data collection instrument of the study is adequately reliable.

3.6. Ethical Consideration

The study was conducted by considering ethical issues. That is, respondents were informed the reason and intention of the study; their protections, and rights in participating the study. They were also told their responses will be handled confidentially.

3.7. Data Analysis

The collected data are analyzed according to the objectives of the study. First, the data were edited to assure that the data are accurate and consistent. That is, the collected raw data were examined to detect errors and omissions and to correct them when it is possible. Then, descriptive and inferential statistics analysis was done using Statistical Package for Social Sciences (SPSS) Version 20. The summary of the results are presented by using frequency distribution and percentages in order to describe the proportion of respondents' choosing the various responses. For easy understanding tables and charts are used. Correlation and regression analysis are used to identify the relationship between dependent and independent variables of the research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data that were gathered via questionnaire for the purpose of examining the effect of training on employee performance of the two selected Colleges of AAU.

The total population of the study was 240 and 150 questionnaires were administered to all sample employees. Out of 150 distributed questionnaires, 138 were properly filled and returned by sample respondents. Thus, these 138 questionnaires were included in the study for the response rate was 92%. The data analysis is made as per the study objectives using Statistical Package for Social Science (SPSS) Version 20.

4.1. General Information about Respondents

Table 4.1 Gender, Age group, and Educational Level of Respondents

| Gender of Respondents | | | | | | |
|---------------------------------------|------------------------------|------------------------|------------------------|-------------------------|---------------------------|--------------|
| | <i>Female</i> | | <i>Male</i> | | <i>Total</i> | |
| <i>Frequency</i> | 82 | | 56 | | 138 | |
| <i>Percent</i> | 59.4 | | 40.6 | | 100 | |
| Age Group of Respondents | | | | | | |
| | <i>18-25 years</i> | <i>26-35 years</i> | <i>36-45 years</i> | <i>46-55 years</i> | <i>56-60 years</i> | <i>Total</i> |
| <i>Frequency</i> | 10 | 50 | 53 | 19 | 6 | 138 |
| <i>Percent</i> | 7.2 | 36.2 | 38.4 | 13.8 | 4.3 | 100 |
| Education Level of Respondents | | | | | | |
| | <i>Below Certificate</i> | <i>Certificate</i> | <i>Diploma</i> | <i>First Degree</i> | <i>Masters Degree</i> | <i>Total</i> |
| <i>Frequency</i> | 7 | 30 | 54 | 40 | 7 | 138 |
| <i>Percent</i> | 5.1 | 21.7 | 39.1 | 29 | 5.1 | 100 |

Source: Own Survey, 2017

As the Table 4.1 indicates, out of 138 respondents the number of females was 82, while the rest 56 were male. In percentage, 59.4% were females, while 40.6% were males. So, the majority of respondents were females.

Regarding the age group of respondents, the majority of respondents 53(38.4%) are from 36-45 years. The rest 50(36.2%), 19(13.8%), 10(7.2) and 6(4.3%) respondents are from age of 26-35, 46-55, 18-25 and 56-60 respectively.

Concerning educational level of respondents, among the respondents, the majority 54(39.1%) of the respondents' educational level is diploma. The next percent 40(29%) and 30(21.7%) of respondents are first degree and certificate holders respectively. The rest below certificate and masters degree holders respondents' proportion is 7(5.1%) each. The data indicate that the majority of the respondents are diploma holders.

Table 4.2 Service Years of Respondents

| Service Years | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|---------------|------------|--------------|---------------|--------------------|
| Valid | 1 – 5 years | 29 | 21.0 | 21.0 | 21.0 |
| | 6 – 10 years | 25 | 18.1 | 18.1 | 39.1 |
| | 11 – 15 years | 34 | 24.6 | 24.6 | 63.8 |
| | 16 – 20 years | 22 | 15.9 | 15.9 | 79.7 |
| | 21 and above | 28 | 20.3 | 20.3 | 100.0 |
| | Total | 138 | 100.0 | 100.0 | |

Source: Own Survey, 2017

Regarding the service years of respondents, the above Table 4.2 shows that the respondents who have 1-5 years of service are 29 while the respondents who have 6-10 and 11-15 years are 25 and 34 respectively. The rest 22 and 28 respondents have 16-20 and 21 and above years of service in their order. This shows that the majority 109(79%) out of 138 respondents have more than 5 years of service in their respective college.

Table 4.3 Chance of Participation in Training and Frequency of Training within the Last three years

| Participation in Training | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|------------|--------------|---------------|--------------------|
| Valid | Yes | 138 | 100.0 | 100.0 | 100.0 |
| Frequency of Training within the last 3 years | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Once | 62 | 44.9 | 44.9 | 44.9 |
| | Twice | 40 | 29.0 | 29.0 | 73.9 |
| | Thrice | 17 | 12.3 | 12.3 | 86.2 |
| | Above three times | 19 | 13.8 | 13.8 | 100.0 |
| | Total | 138 | 100.0 | 100.0 | |

Source: Own Survey, 2017

As Table 4.3 shows, all 138 respondents have got a chance to participate in training program within the last three years. The participation of all 138 respondents in the training program was helpful to achieve the purpose of this study.

Concerning the frequency of training within the last three years, among the respondents, 62 (44.9%) of them who are the majority of the respondents have participated in training program only once while the others 40 (29%) and 17 (12.3%) respondents have got a chance to participate in training program twice and thrice respectively. The rest 19(13.8%) of them were trained above three times within the last three years. As the result shows, within the last three years, the majority of the respondents did not get enough opportunities to participate in training program. Giving employees frequent chance to participate in training program supports the business strategy and helps the organization to survive in this ever changing environment that it operates.

4.2. Descriptive Statistics of the Training Dimensions

The following sub sections deal with the data presentation, analysis and interpretation about training needs assessment, training design, training delivery, and training evaluation which are the dimensions of training that are taken as independent variables for the study.

4.2.1. Training Needs Assessment

This section deals with data that were collected from the employees regarding the training needs assessment of the training dimension.

Table 4.4 Identification of Training Needs at Individual Level

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|------------|---------------|--------------------|
| Training needs were identified by comparing your actual performance with the desired performance. | Strongly Disagree | 23 | 16.7 | 16.7 | 16.7 |
| | Disagree | 64 | 46.4 | 46.4 | 63.0 |
| | Neutral | 6 | 4.3 | 4.3 | 67.4 |
| | Agree | 21 | 15.2 | 15.2 | 82.6 |
| | Strongly Agree | 24 | 17.4 | 17.4 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

Table 4.4 describes the respondents' responses concerning the activities of training needs assessment at individual level that were performed before the training program was conducted. This question was asked to the respondents to know whether the training program was prepared based on performance deficiencies which were the result of lack of knowledge, skill, or ability. With regard to this, 6(4.3%) of the respondents' responses were neutral. Others 21(15.2%) and 24(17.4%) respondents agreed and strongly agreed respectively. Out of the remaining 87 respondents, 23 (16.7%) of them strongly disagreed and the rest 64(46.4%) of the respondents disagreed. These 87 respondents were large in number out of the total respondents (138). Thus, the data indicate that the organization did not conduct training needs assessment at individual level which means the training program was not to support to fill the gap between the actual and desired performance.

Table 4.5 Identification of Training Needs at Task Level

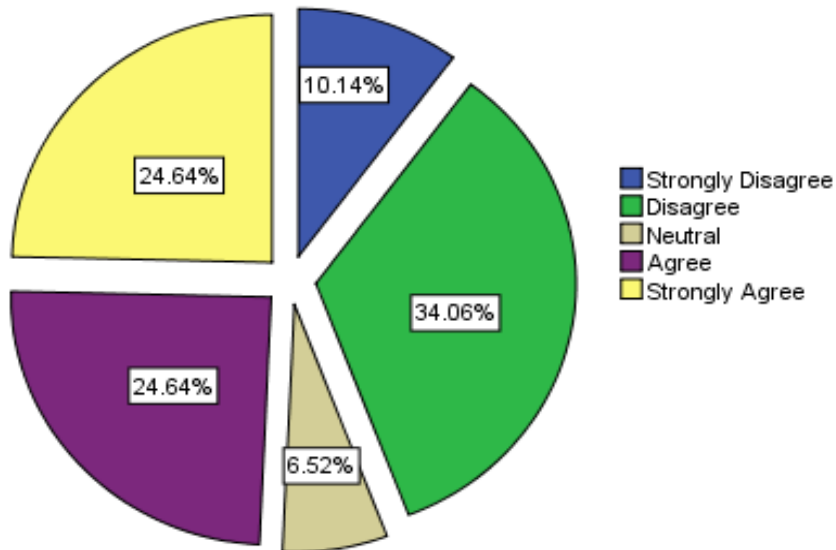
| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|------------|---------------|--------------------|
| Training needs were identified by comparing your current abilities with the new requirements of work. | Strongly Disagree | 28 | 20.3 | 20.3 | 20.3 |
| | Disagree | 58 | 42.0 | 42.0 | 62.3 |
| | Neutral | 8 | 5.8 | 5.8 | 68.1 |
| | Agree | 26 | 18.8 | 18.8 | 87.0 |
| | Strongly Agree | 18 | 13.0 | 13.0 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

As the above Table 4.5 depicts, 18 respondents (13%) strongly agreed regarding the identification of training needs were made at task level before the training program was designed. Others 26 (18.8%) respondents also agreed. But the rest who were the majority of the total respondents, 28 (20.3%) of them strongly disagreed and 58 (42%) disagreed. The remaining 8 respondents' responses were neutral.

Based on the Table 4.5 data, the training programs were conducted without the identification of needs at task level. This implies that the training program was not to provide relevant knowledge, skills, and abilities that are part of employees' specific jobs in order to the incumbents need to perform their jobs effectively. Making training needs assessment at this level helps to identify the important tasks and knowledge, skill, and abilities that need to be emphasized in training for employees to complete their tasks.

Chart 4.1 Objective of Training



Source: Own Survey, 2017

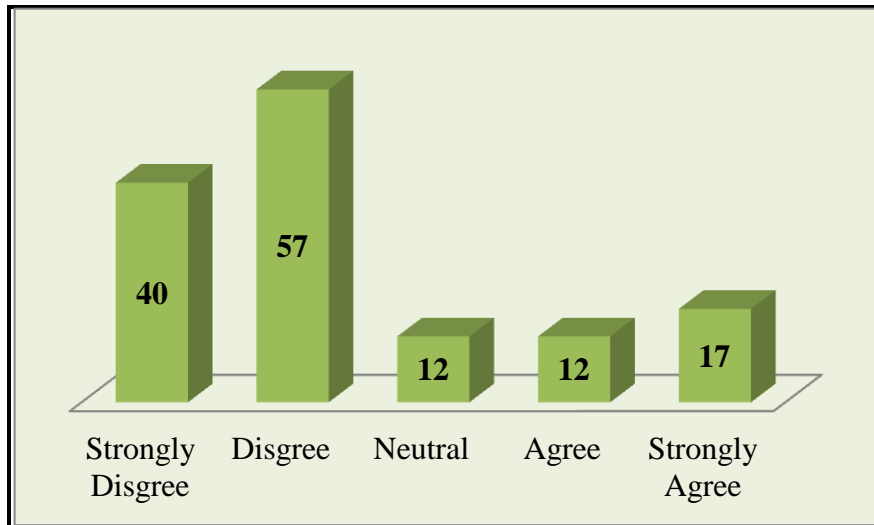
The respondents were asked whether the objectives of training were clear for them at the time of training. As Chart 4.1 shows, “strongly disagree”, “disagree” and “neutral” responses of the respondents were 10.4, 34.06 and 6.52 at percent respectively. The rest “agree” and “strongly agree” respondents’ responses proportions were 24.64% each. As the result of these responses, nearly half of the respondents (49.28%) know the training objectives for which they have participated.

The data imply that employees know the training objectives for which they have participated. Employees need to know the purpose or objectives of the training program that are prepared for them. Thus, making clear the objectives of the training program for trainees (employees) helps them to understand why they need training and what they are expected to accomplish. In addition, having training objectives provide the standard for measuring what has been accomplished and determining the level of accomplishment.

4.2.2. Training Design

This part deals with the data that were gathered concerning training design which is one of the training dimensions.

Chart 4.2 Ensuring Employees' Readiness for Training



Source: Own Survey, 2017

The above Chart 4.2 shows that the responses of the respondents concerning the statement that says “Before the training, your motivation and basic skills were ensured to master the training content.”

As the Chart indicates, out of the total 138 respondents, 17 strongly agreed and 12 respondents agreed. Others 12 respondents’ response was neutral and the remaining 40 and 57 respondents’ response was strongly disagreed and disagreed in that order. As the result shows, the majority of the respondents (97) disagreed regarding the issue.

Based on this information the training program was conducted without ensuring the employees’ readiness for the training. In order to be the training program successful, making evaluation is essential to know whether the employees have personal characteristics such as ability, attitudes, beliefs and motivation necessary to learn the program content and apply it on the job.

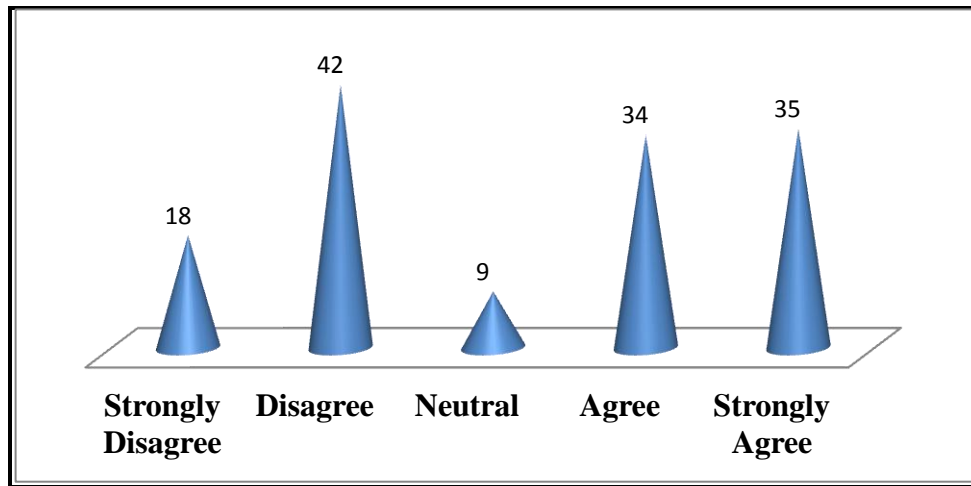
Table 4.6 Instructional Strategies

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|------------|---------------|--------------------|
| Instructional strategies of the training were appropriate. | Strongly Disagree | 13 | 9.4 | 9.4 | 9.4 |
| | Disagree | 39 | 28.3 | 28.3 | 37.7 |
| | Neutral | 10 | 7.2 | 7.2 | 44.9 |
| | Agree | 40 | 29.0 | 29.0 | 73.9 |
| | Strongly Agree | 36 | 26.1 | 26.1 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

Table 4.6 shows that the responses of the respondents regarding the appropriateness of training instructional strategies. Forty (29%) of the respondents agreed while 36(26.1%) strongly agreed to that assertion. Others 10(7.2%) were neutral and 39(28.3%) and 13(9.4%) did not agree and strongly disagreed respectively. Thus, more than half of the total respondents’ response (76) lies in the “Agree” and “Strongly Agree”. This implies that the instructional strategies such as practice/feedback, over learning, behavioral modeling, error-based example and so on that were selected for training were fitted to training participants’ characteristics.

Chart 4.3 Training Content



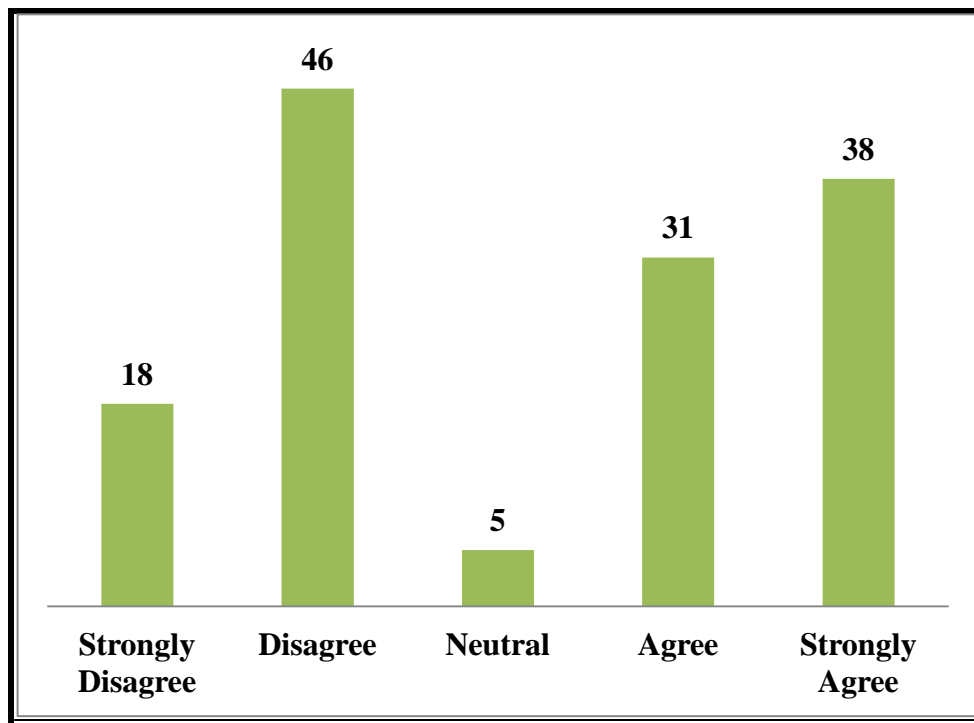
Source: Own Survey, 2017

Respondents were asked whether the training content was related to the training objective. The above Chart 4.3 describes out of 138 respondents 18(13.0%) strongly disagreed,

42(30.4%) disagreed while 9(6.5%) were neutral. The remaining 35(25.4%) and 34(24.6%) respondents strongly agreed and agreed on the issue correspondingly.

Based on the information in the above Chart, the majority of the respondents 69(50%) agreed on the relatedness of the training content with the training objective. This implies that the training content was meaningful to achieve training objectives.

Chart 4.4 Training Transfer



Source: Own Survey, 2017

Regarding the statement - “The training was designed in order to use on the job what knowledge and information that you have learned in the training”. As Chart 4.4 shows, out of 138 respondents, 31(22.5%) and 38(27.5%) respondents agreed and strongly agreed on the matter respectively. Others 64(46.4%) did not agree and 5(3.6%) respondents were neutral.

As the respondents’ response, fifty percent of the respondents (69) indicated that the training was designed in order to use on the job what knowledge and information they learned in the training. This result shows that the trainers were designed the training in order to transfer to the job what knowledge, skills and abilities the trainees acquired in training.

Table 4.7 Supervisor Support of the Training

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|------------|---------------|--------------------|
| Supervisor support of the training was available to transfer new knowledge, skills, and behaviors on the job. | Strongly Disagree | 4 | 2.9 | 2.9 | 2.9 |
| | Disagree | 24 | 17.4 | 18.1 | 21.0 |
| | Neutral | 24 | 17.4 | 17.4 | 38.4 |
| | Agree | 52 | 37.7 | 37.0 | 75.4 |
| | Strongly Agree | 34 | 24.6 | 24.6 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

As the Table 4.7 indicates, 86(62.3%) of the respondents agreed that supervisor support of the training was available to transfer new knowledge, skills, and behaviors on the job. Twenty-eight (20.3%) of them disagreed and the rest 24 (17.4%) were neutral. Based on these responses, the majority of the respondents 86(62.3%) agreed that the support of supervisor was available to use the knowledge, skills, and behaviors learned in the training on the job. This result indicates that there was the support of supervisor for employees in order to use their new skills when they returned to their jobs.

Table 4.8 Opportunity to Transfer Training on the Job

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|------------|---------------|--------------------|
| The opportunity was available to use newly learned knowledge, skill and behaviors from the training program on the job. | Strongly Disagree | 5 | 3.6 | 3.6 | 3.6 |
| | Disagree | 26 | 18.8 | 18.8 | 22.5 |
| | Neutral | 17 | 12.3 | 12.3 | 34.8 |
| | Agree | 52 | 37.7 | 37.7 | 72.5 |
| | Strongly Agree | 38 | 27.5 | 27.5 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

Out of the total 138 respondents, 90(65.2%) respondents agreed that the opportunity was available to use newly learned knowledge, skill and behaviors from the training program on the job while 31(22.4%) of them disagreed regarding the issue. The remaining 17(12.3%) of them were neutral. As Table 4.8 respondents' response, the majority 90(65.2%) of the respondents agreed that there was the opportunity to transfer training on the job. This result

indicates that the employees had a chance to apply the new skills on the job. Having a chance to transfer the skills that were acquired during training program to the job helps employees to remain the skills with them.

4.2.3. Training Delivery

This section deals with the data that were gathered concerning training delivery which is one of the training dimensions.

Table 4.9 Training Delivery Method

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|------------|---------------|--------------------|
| The training delivery method was appropriate to the training objective. | Strongly Disagree | 9 | 6.5 | 6.5 | 6.5 |
| | Disagree | 48 | 34.8 | 34.8 | 41.3 |
| | Neutral | 12 | 8.7 | 8.7 | 50.0 |
| | Agree | 32 | 23.2 | 23.2 | 73.2 |
| | Strongly Agree | 37 | 26.8 | 26.8 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

Table 4.9 presents the responses given by the respondents on the appropriateness of the training delivery method to training objective for which they have participated. Out of the total respondents, half 69(50%) of the respondents agreed and strongly agreed i.e. the responses of agreed were 23.2% and strongly agreed were 26.8%. Others 48 (34.8%) and 9 (6.5%) of respondents responses were disagree and strongly disagree respectively. Twelve (8.7%) of them were neutral. The data imply that the majority of the respondents agreed regarding the issue.

Thus, according to the information obtained from the respondents, the training delivery method that the organization used to train its employees was fitted to the training objective.

Table 4.10 Training Program Coordination and Administration

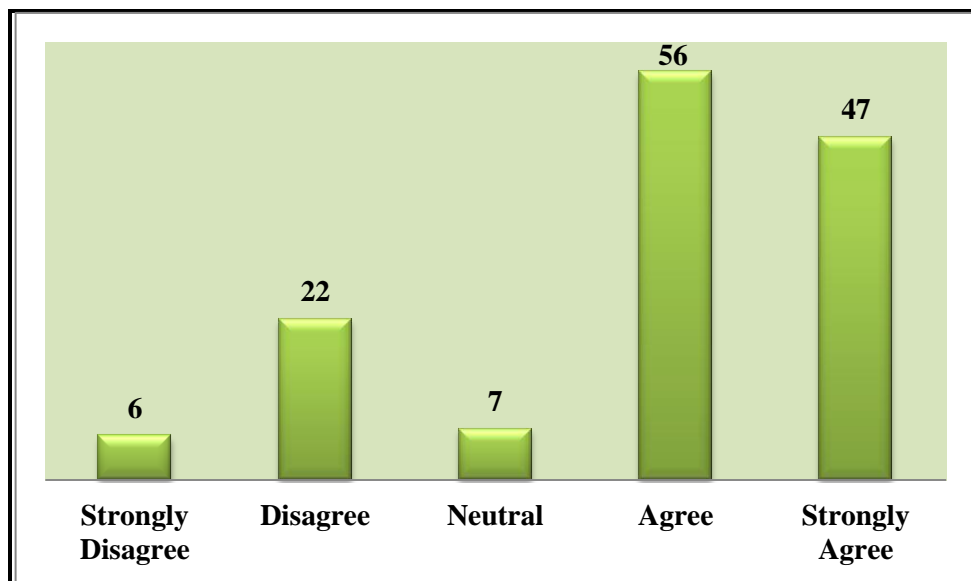
| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|------------|---------------|--------------------|
| The training room was properly organized, comfortable and appropriate for the training delivery. | Strongly Disagree | 9 | 6.5 | 6.5 | 6.5 |
| | Disagree | 31 | 22.5 | 22.5 | 29.0 |
| | Neutral | 21 | 15.2 | 15.2 | 44.2 |
| | Agree | 35 | 25.4 | 25.4 | 69.6 |
| | Strongly Agree | 42 | 30.4 | 30.4 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

As Table 4.10 depicts, 77(55.8%) of the respondents who were the majority of the respondents responded that the training room was properly organized, comfortable and appropriate for the training delivery. While others 40(29%) of respondents did not agree with regard to this issue. The rest twenty one respondents' response was neutral.

As the respondents' response, most of the respondents, they were 77 in number responded positively regarding the issue. This implies that the participants of the training were satisfied with the coordination and administration of the training program.

Chart 4.5 Training Schedule



Source: Own Survey, 2017

Respondents were asked whether the training was conducted as it is scheduled. As Chart 4.5 indicates, out of 138 respondents, 103 of them agreed while 28 disagreed. The remaining 7 respondents were neutral. Thus, the majority (103) of the respondents agreed regarding the issue. Based on this data, the training program was carried out by the organization as it is scheduled.

4.2.4. Training Evaluation

This section deals with the data that were gathered about training evaluation which is one of the training dimensions.

Table 4.11 Reaction

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|------------|---------------|--------------------|
| Interview with or a questionnaire to you was conducted to know your reaction levels whether you liked the training, the trainer, and facilities. | Strongly Disagree | 37 | 26.8 | 26.8 | 26.8 |
| | Disagree | 59 | 42.8 | 42.8 | 69.6 |
| | Neutral | 5 | 3.6 | 3.6 | 73.2 |
| | Agree | 17 | 12.3 | 12.3 | 85.5 |
| | Strongly Agree | 20 | 14.5 | 14.5 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

A total of 96(69.6%) participants disagreed concerning the training evaluation carried out by the organization at reaction level. Only 37(26.8%) participants agreed on the matter. The rest 5(3.6%) were neutral. The data indicate that the majority of the respondents in number 96(69.6%) were disagreed about the issue.

Thus, this implies that there was no training evaluation that was conducted by the organization in order to know the participants' reactions to the training program.

Table 4.12 Learning

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|------------|---------------|--------------------|
| Evaluation was conducted to know whether you have gotten more knowledge than you have before. | Strongly Disagree | 45 | 32.6 | 32.6 | 32.6 |
| | Disagree | 66 | 47.8 | 47.8 | 80.4 |
| | Neutral | 7 | 5.1 | 5.1 | 85.5 |
| | Agree | 13 | 9.4 | 9.4 | 94.9 |
| | Strongly Agree | 7 | 5.1 | 5.1 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

As the above Table 4.12 indicates, only twenty (14.5%) respondents agreed that the training evaluation was conducted to know whether the trainees have gotten more knowledge than before. While the large number of respondents who were 111(80.5%) disagreed in this regard. The rest 7(5.1%) were neutral. As the respondents' response, the organization did not make training evaluation at learning of training evaluation level. That means there was no action taken by the organization to measure whether learning occurred as a result of attending the training program.

Table 4.13 Behavior

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|------------|---------------|--------------------|
| Your job performance was observed in order to know the effect of training on job performance. | Strongly Disagree | 50 | 36.2 | 36.2 | 36.2 |
| | Disagree | 57 | 41.3 | 41.3 | 77.5 |
| | Neutral | 13 | 9.4 | 9.4 | 87.0 |
| | Agree | 14 | 10.1 | 10.1 | 97.1 |
| | Strongly Agree | 4 | 2.9 | 2.9 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

Based on the above Table 4.13, the majority of respondents who were a total of 107(77.5%) of respondents disagreed that their job performance were observed in order to know the effect of training on job performance. While only 18(13%) agreed on this regard. The remaining 13(9.4%) respondents were neutral. As the responses given by the respondents,

there was no training evaluation at behavioral level. That means no evaluation undertaken by organization to measure the extent to which on-the-job behavioral change has occurred due to the participants attended in the training program.

4.3. Descriptive Statistics of Employee Performance

This part deals with the data that were collected the perception of employees regarding the outcomes of training on employee performance.

Table 4.14 Improvement of Knowledge, Skill and Ability

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|------------|---------------|--------------------|
| The training helped me to improve my knowledge, skill and ability. | Strongly Disagree | 14 | 10.1 | 10.1 | 10.1 |
| | Disagree | 42 | 30.4 | 30.4 | 40.6 |
| | Neutral | 10 | 7.2 | 7.2 | 47.8 |
| | Agree | 36 | 26.1 | 26.1 | 73.9 |
| | Strongly Agree | 36 | 26.1 | 26.1 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

As Table 4.14 shows, the respondents who improved their knowledge, skill and ability due to the training were 72 out of the total 138 respondents. But, 56 respondents disagreed and few respondents (10) were neutral regarding this issue. The data indicate that the majority of the respondent (72) agreed about the matter.

Based on this result, employees have gained knowledge, skill and ability from the training program that was provided to them by the organization. Improving employees' knowledge, skill and ability is the main purpose of training.

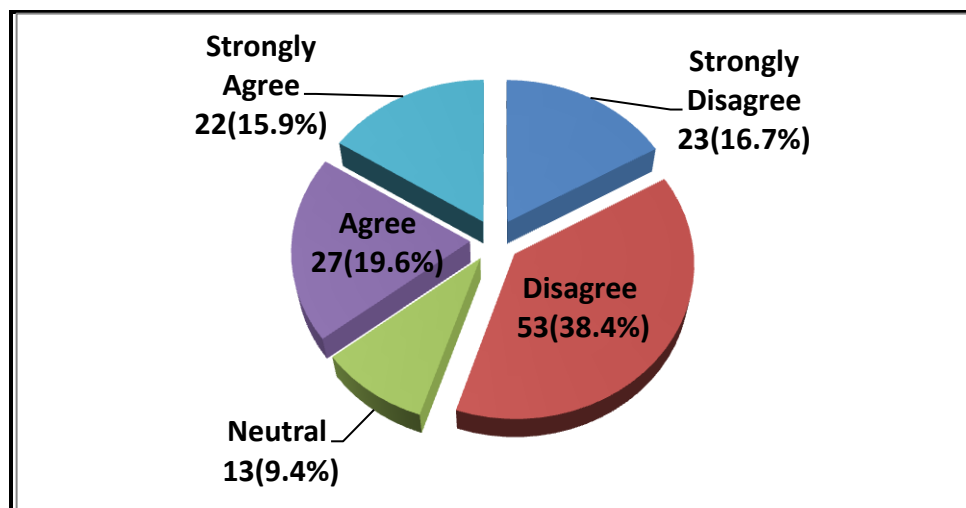
Table 4.15 Ability to use New technology and Attitude change

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|------------|---------------|--------------------|
| The training helped me to increase my ability to use new technologies and tools; and to have attitude change. | Strongly Disagree | 28 | 20.3 | 20.3 | 20.3 |
| | Disagree | 46 | 33.3 | 33.3 | 53.6 |
| | Neutral | 13 | 9.4 | 9.4 | 63.0 |
| | Agree | 28 | 20.3 | 20.3 | 83.3 |
| | Strongly Agree | 23 | 16.7 | 16.7 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

Based on the responses above Table 4.15, 74 respondents representing 53.6% of the total respondents did not agree regarding the increment of their ability to use new technologies and tools; having attitude change after they have participated in the training program. Thirteen (9.4%) were neutral in this matter. While the rest 51(37%) of the respondents agreed about the issue. According to the majority 74(53.6%) of the respondents’ response, the training didn’t have contribution to change their attitude and also to increase their ability that may help them to use new technologies. The nature of work and structure of the organization are rapidly changing. Technology changes so fast. So, in order to achieve the organization’s goals and objectives it is necessary to keep employees with changes.

Chart 4.6 Job Satisfaction



Source: Own Survey, 2017

The respondents were asked whether they feel more satisfied with their job after they have participated in the training program. The Chart 4.6 shows the respondents' responses concerning this issue. With this regard 53(38.4%) and 23(16.7%) of respondents replied disagree and strongly disagree respectively. Thirteen (9.4 %) of respondents were neutral. The rest cumulative strongly agree and agree are the responses of 49(35.5%) respondents. The responses indicate that the majority of the total respondents 76(55.1%) did not agree about the matter. Thus, this implies that the training couldn't contribute to increase the employees' job satisfaction. However, effective training makes the employees feel more satisfied with their present jobs.

Table 4.16 Motivation

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|---------|---------------|--------------------|
| Due to the training, my motivation to do the job is increased. | Strongly Disagree | 25 | 18.1 | 18.1 | 18.1 |
| | Disagree | 47 | 34.1 | 34.1 | 52.2 |
| | Neutral | 11 | 8.0 | 8.0 | 60.1 |
| | Agree | 25 | 18.1 | 18.1 | 78.3 |
| | Strongly Agree | 30 | 21.7 | 21.7 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

As Table 4.16 shows, out of 138, cumulative 72(52.2 %) respondents disagreed that due to training, their motivation to do the job is increased. Whereas 55(39.8%) of them agreed that their motivation to perform their job is increased after they took the training. Others small percent (8%) of them were neutral about the matter. The data show that the majority 72(52.2 %) respondents disagreed about the increment of their motivation to do job due to training. Training plays an important role in the motivation of employees. But, the result indicates that training did not contribute to increase the motivation of employees in their jobs.

Table 4.17 Performing the Job as Required

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|---------|---------------|--------------------|
| The training enabled me to do my job as required. | Strongly Disagree | 38 | 27.5 | 27.5 | 27.5 |
| | Disagree | 43 | 31.2 | 31.2 | 58.7 |
| | Neutral | 19 | 13.8 | 13.8 | 72.5 |
| | Agree | 22 | 15.9 | 15.9 | 88.4 |
| | Strongly Agree | 16 | 11.6 | 11.6 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

The above Table 4.17 presents the responses given by the respondents on the assistance of training to employees to do the job as required. Thirty-eight respondents at percent 27.5 agreed on the statement. But, 81 respondents representing 58.7% disagreed. The remaining 19(13.8%) of the total respondents were neutral. Accordingly, the majority of the respondents 81(58.7) disagreed concerning the assistance of training to do their job as required. Training supports to fill the gap between the actual and desired performance if the training program is properly developed. Based on the result obtained from the above table, training did not contribute to employees to do the job as required by the organization.

Table 4.18 Punctuality and Reduction in Absenteeism

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------------------|-----------|---------|---------------|--------------------|
| The training has made me get excited to be punctual and present at workplace. | Strongly Disagree | 23 | 16.7 | 16.7 | 16.7 |
| | Disagree | 42 | 30.4 | 30.4 | 47.1 |
| | Neutral | 11 | 8.0 | 8.0 | 55.1 |
| | Agree | 29 | 21.0 | 21.0 | 76.1 |
| | Strongly Agree | 33 | 23.9 | 23.9 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

Table 4.18 shows that the total of 65(47.1%) respondents indicated “Strongly Disagree” and “Disagree”, while 62(44.9%) indicated “Strongly Agree” and “Agree”. The rest 11(8%) indicated Neutral. The data indicate that the majority of the respondents 65(47.1%) disagreed regarding the contribution of training to make them punctual and present at workplace. Based on the information given above, the training did not have the contribution to employees to be punctual and present at workplace. One of the outcomes of training is reduction in absenteeism and to make employees punctual.

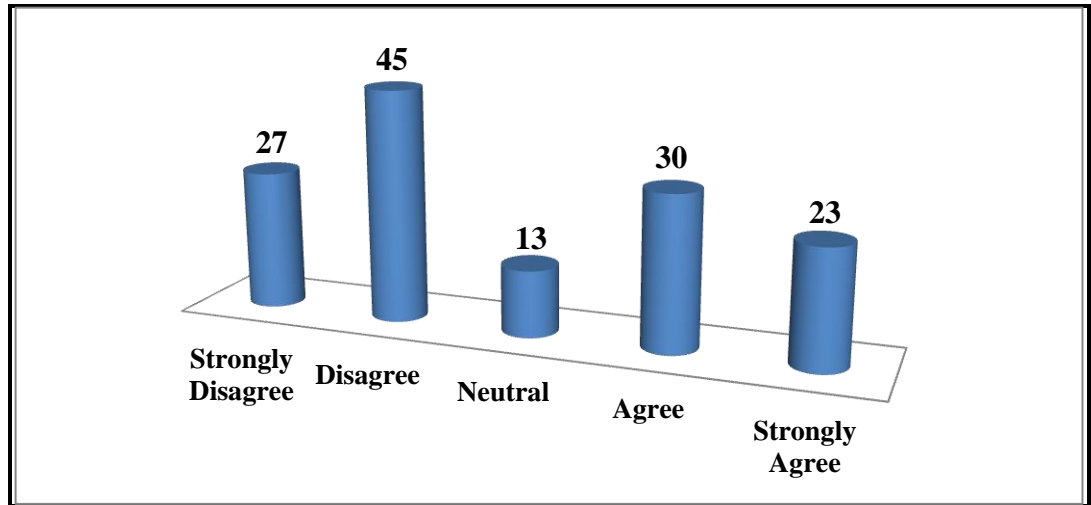
Table 4.19 Sense of Security at Job

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|------------|---------------|--------------------|
| After the training, I feel a strong sense of security at my job. | Strongly Disagree | 48 | 34.8 | 34.8 | 34.8 |
| | Disagree | 26 | 18.8 | 18.8 | 53.6 |
| | Neutral | 12 | 8.7 | 8.7 | 62.3 |
| | Agree | 21 | 15.2 | 15.2 | 77.5 |
| | Strongly Agree | 31 | 22.5 | 22.5 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

As the above Table 4.19 indicates, most of the responses are in the “Disagree” & “Strongly Disagree” criteria i.e. out of the 138 respondents, responses of 48 (34.8%) indicate “Strongly Disagree” and 26 (18.8%) show “Disagree” for the statement that says “I feel a strong sense of security at my job after training”. Others respondents who put their responses in the criteria “Strongly Agree” were 31(22.5%) and “Agree” were 21 (15.2%). Twelve (8.7%) respondents were neutral. So, from the responses, we may conclude that the statement was responded negatively by most 74(52.6%) respondents. Thus, based on this data, the training did not have the contribution to employees to feel a strong sense of security at their job.

Chart 4.7 Improvement of the Quantity of work



Source: Own Survey, 2017

Respondents were asked whether the training helped them to improve the quantity of their work. Out of the total 138 respondents, 72 disagreed while 53 agreed. The remaining 13 respondents were neutral. According to the information obtained from the data, the majority of the respondents (72) responded negatively about the issue. Thus, this result shows that the training did not help them to get the quantity of their work better.

Table 4.20 Reduction in Errors and Occupational Accidents

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|------------|---------------|--------------------|
| After the training my errors and occupational accidents are reduced. | Strongly Disagree | 44 | 31.9 | 31.9 | 31.9 |
| | Disagree | 32 | 23.2 | 23.2 | 55.1 |
| | Neutral | 11 | 8.0 | 8.0 | 63.0 |
| | Agree | 31 | 22.5 | 22.5 | 85.5 |
| | Strongly Agree | 20 | 14.5 | 14.5 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

Based on the Table 4.20, only 37% of respondents agreed that their errors and occupational accidents are reduced due to the training, 8% of respondents were neutral. Most of the respondents who represent 55.1% of the total respondents disagreed on this issue. The majority (76) of respondents' response shows that the training did not have the contribution to reduce their errors and occupational accidents.

According to the information obtained from the Table 4.20, training did not help employees to reduce their errors and occupational accidents. Reduction in error and occupational accidents is one of the benefits of training.

Table 4.21 Accomplishment of Activities with Minimum Resource

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|------------|---------------|--------------------|
| Because of the knowledge, skills and ability that I received from the training I accomplish the job activities with minimum resources. | Strongly Disagree | 37 | 26.8 | 26.8 | 26.8 |
| | Disagree | 34 | 24.6 | 24.6 | 51.4 |
| | Neutral | 9 | 6.5 | 6.5 | 58.0 |
| | Agree | 36 | 26.1 | 26.1 | 84.1 |
| | Strongly Agree | 22 | 15.9 | 15.9 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

As the Table 4.21, out of the total respondents, 37(26.8%) and 34(24.6%) said strongly disagree and disagree correspondingly. Whereas the responses of 36(26.1%) and 22(15.9%) are agree and strongly agree on this matter respectively. The rest 9(6.5%) were neutral. Based on this information, the majority of the respondents 71(51.4%) disagreed with the statement that says “I accomplish the job activities with minimum resources due to knowledge, skills and ability that I received from the training”. Thus, this result implies that training did not assist the employees to use the minimum resources in their jobs.

Table 4.22 Reduction in Frequency of Supervision

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|------------|---------------|--------------------|
| After training, the frequency of supervision is reduced. | Strongly Disagree | 47 | 34.1 | 34.1 | 34.1 |
| | Disagree | 48 | 34.8 | 34.8 | 68.8 |
| | Neutral | 19 | 13.8 | 13.8 | 82.6 |
| | Agree | 9 | 6.5 | 6.5 | 89.1 |
| | Strongly Agree | 15 | 10.9 | 10.9 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

As Table 4.22 shows, out of 138, cumulative 95(68.9 %) respondents disagreed that after the training, the frequency of supervision is reduced. Whereas 24(17.4%) of them agreed that the frequency of supervision is reduced because of the training which they have participated. The remaining 19(13.8%) of them were neutral regarding the matter. According to this information, the majority of the respondents 95(68.9%) disagreed on reduction of the frequency of supervision after the training. This indicates that the training did not have the contribution to minimize the supervision of supervisors. If the training is effective, it empowers the employees to address their tasks independently.

Table 4.23 Provision of Better Quality of Services

| Question | Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------------------|-----------|------------|---------------|--------------------|
| The training helped me to provide better quality of services to customers. | Strongly Disagree | 46 | 33.3 | 33.3 | 33.3 |
| | Disagree | 47 | 34.1 | 34.1 | 67.4 |
| | Neutral | 17 | 12.3 | 12.3 | 79.7 |
| | Agree | 15 | 10.9 | 10.9 | 90.6 |
| | Strongly Agree | 13 | 9.4 | 9.4 | 100.0 |
| | Total | | 138 | 100.0 | 100.0 |

Source: Own Survey, 2017

The Table 4.23 presents the responses given by the respondents about the help of the training to provide them better quality of services to customers. Twenty-eight respondents at percent 20.3 agreed on the statement. But, 93 respondents representing 67.4% disagreed. The remaining 17(12.3%) of the total respondents were neutral. Accordingly, the majority of the respondents 93(67.4%) disagreed concerning the assistance of training to provide better quality of services to customers.

The importance of giving training to employees is to have well qualified employees who are able to provide the quality of services to customers. Based on the Table 4.23 data, the training that was provided to employees did not help the employees to give the quality of services to their customers.

4.4. Correlation Analysis

According to Marczyk, DeMatteo and Festinger (2005), Correlations provide information about the direction of the relationship (either positive or negative) and the intensity of the relationship (-1.0 to +1.0). In addition, tests of correlations will provide information on whether the correlation is statistically significant. A value +1 represents a perfect positive correlation whereas a value of -1 represents a perfect negative correlation. A positive correlation between variables means that both variables change in the same direction. That is, either both increase or both decrease. While a negative correlation between two variables means that as one variable increases, the other variable decreases. As Saunders, Lewis & Thornhill (2009), correlation coefficients between -1 and +1 represent weaker positive and negative correlations, a value of 0 means the variables are perfectly independent.

Therefore, in order to assess the relationship between the four independent variables - training needs assessment, training design, training delivery, and training evaluation, and the dependent variable employee performance in the case organizations, the study employed Pearson's product moment correlation coefficient.

Table 4.24 Correlation between Training Dimensions and Employee Performance

| | | Training Needs Assessment | Training Design | Training Delivery | Training Evaluation | Employee Performance |
|---------------------------|---------------------|---------------------------|-----------------|-------------------|---------------------|----------------------|
| Training Needs Assessment | Pearson Correlation | 1 | .823** | .697** | .588** | .810** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 |
| | N | 138 | 138 | 138 | 138 | 138 |
| Training Design | Pearson Correlation | .823** | 1 | .769** | .607** | .823** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 |
| | N | 138 | 138 | 138 | 138 | 138 |
| Training Delivery | Pearson Correlation | .697** | .769** | 1 | .505** | .807** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 |
| | N | 138 | 138 | 138 | 138 | 138 |
| Training Evaluation | Pearson Correlation | .588** | .607** | .505** | 1 | .622** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 |
| | N | 138 | 138 | 138 | 138 | 138 |
| Employee Performance | Pearson Correlation | .810** | .823** | .807** | .622** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 138 | 138 | 138 | 138 | 138 |

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

Source: Own Survey, 2017

As the above Table 4.24, the Pearson Correlation indicates, the relationship between training needs assessment and employee performance is strong positive at correlation coefficient of 0.810. This indicates that if training needs assessment increase, employee performance will increase. Their relationship is statistically significant at 0.01 level – a 99% degree of confidence ($p < 0.01$).

The association between training design and employee performance is strong positive at correlation coefficient of 0.823. This coefficient shows that both variables' change is in the

same direction. Their relationship is statistically significant because the p-value is less than 0.01.

There is statistically significant at the 0.01 level ($p < 0.01$); and strong positive relationship between training delivery and employee performance at correlation coefficient of 0.807. This shows that the two variables of training delivery and employee performance change in the same direction i.e. if one is higher, then so is the other.

The relationship between training evaluation and employee performance is positive at correlation coefficient of 0.622 and statistically significant at the 0.01 level ($p < 0.01$). This indicates that the change of the two variables is in the same direction.

As the information obtained from the Table 4.24, we can concluded that all training dimensions (training needs assessment, training design, training delivery, and training evaluation) and employee performance variables are positively correlated and statistically significant at the 0.01 level ($p < 0.01$).

4.5. Multiple Regression Analysis

Linear Regression analysis is a method of estimating or predicting the values of a dependent variable given the values of one or more independent variables by calculating a regression equation. The coefficient of determination (represented by r^2) can take on any value between 0 and +1. It measures the proportion of the variation in a dependent variable that can be explained statistically by the independent variable or variables.

Multiple regression analysis is the process of calculating a coefficient of multiple determination and regression equation using two or more independent variables and one dependent variable (Saunders, Lewis & Thornhill 2009).

Therefore, to assess the cause-and-effect relationship between independent variables (training needs assessment, training design, training delivery, and training evaluation) and the dependent variable (employee performance), the study employed multiple regression analysis.

As Table 4.25 indicates, The R^2 and adjusted R^2 values are 0.797 and 0.791 respectively. The R^2 indicates that 79.7 per cent of variation in the employee performance can be

explained by the training dimensions (training needs assessment, training design, training delivery, and training evaluation).

The F-test is used to detect the overall probability of the relationship between the dependent variable and all the independent variables occurring by chance. According to Table 4.26, the F-test result was 130.504 with significance ('Sig.') of .000. This means that the probability of these results occurring by chance was less than 0.0005. Therefore, a significant relationship was present between the training dimensions and employee performance.

Based on the information obtained from R^2 value of 0.797 in the Table 4.25 and F-test result which indicates 130.504 with significance ('Sig.') of .000 in the Table 4.26, it can be concluded that both indicated that there was a high degree of goodness of fit of the study regression model.

Table 4.25 Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|-------------------|----------|-------------------|----------------------------|
| 1 | .893 ^a | .797 | .791 | 6.848 |
| a. Predictors: (Constant), Training Evaluation, Training Delivery, Training Needs Assessment, Training Design | | | | |

Source: Own Survey, 2017

Table 4.26 ANOVA^a

| Model | Sum of Squares | df | Mean Square | F | Sig. | |
|---|----------------|-----------|-------------|----------|---------|-------------------|
| 1 | Regression | 24481.223 | 4 | 6120.306 | 130.504 | .000 ^b |
| | Residual | 6237.356 | 133 | 46.897 | | |
| | Total | 30718.580 | 137 | | | |
| a. Dependent Variable: Employee Performance | | | | | | |
| b. Predictors: (Constant), Training Evaluation, Training Delivery, Training Needs Assessment, Training Design | | | | | | |

Source: Own Survey, 2017

Table 4.27 Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| (Constant) | -9.571 | 2.067 | | -4.629 | .000 | | |
| Training Needs Assessment | 1.296 | .302 | .305 | 4.289 | .000 | .302 | 3.308 |
| Training Design | .515 | .195 | .213 | 2.645 | .009 | .236 | 4.233 |
| Training Delivery | 1.612 | .274 | .365 | 5.877 | .000 | .395 | 2.533 |
| Training Evaluation | .661 | .257 | .129 | 2.568 | .011 | .606 | 1.651 |
| a. Dependent Variable: Employee Performance | | | | | | | |

Source: Own Survey, 2017

The coefficient of determination (R^2) is used to indicate the proportion of variation in the employee performance that can be explained by the training dimensions. Whereas standardized coefficients (beta coefficients) are used to measure the relative strength of each training dimension.

As Table 4.27 shows, $\beta=0.365(36.5\%)$, $\beta=0.305(30.5\%)$, $\beta=0.213(21.3\%)$, and $\beta=0.129(12.9\%)$ are the independent contribution of training delivery, training needs assessment, training design, and training evaluation to employee performance respectively. Among them the highest contributor to employee performance is training delivery while the training evaluation is the least contributor to employee performance in the case organizations of the study.

The study was examined whether the probability of the relationship between each of the individual independent variables and the dependent variable occurring by chance. As Table 4.27 indicates, the t values of all variables occurring by chance are less than 0.05. This means that the regression coefficients of these variables are statistically significant at $p < 0.05$ level. In other word, it can be asserted the individual coefficients as true with a 95% level of confidence.

Collinearity diagnostics was made to know whether highly collinearity exists between the variables. If the collinearity exists between the independent variables, it will be difficult to determine the separate effects of individual variables. Regarding collinearity, Hair *et al.* (2006) recommend that a very small tolerance value (0.10 or below) or a large variance inflation factor (VIF) value (10 or above) indicates high collinearity. As Table 4.27 shows, all independent variables (training dimensions) tolerance values are above 0.10 and VIF values were less than 10. Based on the Collinearity Statistics data, there is no high collinearity between the training dimensions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Based on the data presented, analyzed, and interpreted in chapter four of this study, this chapter presents summary; conclusion; recommendation; and limitation and areas of future research.

5.1. Summary

The purpose of this study was to assess the effect of training on employee performance in the case of selected two Colleges namely College of Humanities, Language Studies, Journalism, and Communication; and College of Performing and Visual Arts in Addis Ababa University.

The study focused to answer the relationship between training dimensions and employee performance, and the overall effect of training on employee performance. The research selected 150 samples out of 240 administrative employees of the two colleges. The questionnaire was distributed to all the samples and 138 were filled and returned to the researcher. Out of these 138 respondents 109(79%) have more than 5 years services in their respective college.

As per the study objectives the major findings of the study based on the data gathered from these respondents are summarized and presented below.

1. Findings Derived from Descriptive statistics

Findings in Related to Training Needs Assessment, Training Design, Training Delivery, and Training Evaluations:-

- The majority of the 87 and 86 respondents out of the total respondents (138) were not in agreement that the training programs were conducted after the identification of training needs at individual and task level respectively. However, nearly half of them (49.28%) agreed that the objectives of training were clear which they have participated.

-
- It was found that the majority of the respondents (97) disagreed that the training program was conducted after ensuring their readiness for the training. Regarding the instructional strategic, more than half of the total respondents (76) agreed that the instructional strategies of the training were fitted to their characteristics; and 69(50%) respondents said that the training content was also related to the training objective. Half of the total respondents' responses also showed that the training was designed in order to transfer training on the job. Moreover, the majority of the respondents 69(50%) agreed that the support of the supervisor and opportunity were available to use of knowledge, skills, and behaviors learned in the training on the job.
 - Most of the respondents agreed regarding the appropriateness of the training delivery method to training objective, the coordination, administration and the schedule of the training program.
 - With regard to the training evaluation, most of the respondents 96(69.6%), 111(80.5%) and 107(77.5%) disagreed the statement that says the organization conducted the training evaluation at reaction, learning, and behavior level respectively which help the organization to know the clear picture of the effectiveness of the training program.

Findings in Related to Employee Performance:-

- The majority of the respondents (72) expressed their agreement that the training helped them to improve their knowledge, skill and ability. However, 74(53.6%) respondents said that the training didn't have contribution to change their attitude and also to increase their ability that helps them to use new technologies. Furthermore, 76(55.1%) indicated that they did not agree regarding the contribution of the training to their job satisfaction and motivation.
- The majority of the respondents disagreed about the contribution of the training to do the job as required by the organization, to be punctual and present at workplace, and to create the feeling of sense of security at their job.

-
- According to the result obtained from the majority (72) of the respondents' response, the training did not help them to make the quantity of their work better.
 - The result of the majority (76) respondents' response shows that the training did not have contribution to reduce their errors and occupational accidents.
 - More than half of the respondents 71(51.4%) disagreed that they accomplish the job activities with minimum resources due to knowledge, skills and ability that they received from the training. Further 95(68.9%) and 93(67.4%) were not in agreement in reduction of frequency of supervision and providing quality of service to customers respectively.

2. Findings Derived from Correlation Statistics Regarding the Relationship Between Training Dimensions and Employee Performance

This section deals with presenting the study findings from correlation statistics regarding the relationship between employee performance and training dimensions, namely training needs assessment, training design, training delivery, and training evaluations

Pearson Correlation reported that the association between training design and employee performance is a statistically significant and strong positive correlation ($r = 0.823$, $p < 0.01$). Training needs assessment is the second dimension of training that strongly positive and statistically significant correlate to employee performance ($r = 0.810$, $p < 0.01$). There is also statistically significant at the 0.01 level ($p < 0.01$) and strong positive relationship between training delivery (the third dimension of training) and employee performance ($r = 0.807$, $p < 0.01$). The last dimension of training is training evaluation that positively and statistically significant correlate to employee performance ($r = 0.622$, $p < 0.01$).

3. Findings from Multiple Regression Analysis Regarding the Effect of Training on Employee Performance -

The result of this analysis shows that the value of R -square is 0.797. This means, 79.7 per cent of variation in the employee performance can be explained by the training dimensions (training needs assessment, training design, training delivery, and training evaluation).

Regarding the relative strength (contribution) of each training dimension to employee performance, the beta coefficients indicate that the contribution of training delivery is 0.365 (36.5%). The second 0.305(30.5%) contributor is training needs assessment. Next, training design's contribution is 0.213(21.3%). The last 0.129(12.9%) contributor is training evaluation. Their contribution is statistical significant. Among them, the highest contributor to employee performance is training delivery while the training evaluation is the least contributor in the two Colleges of AAU.

5.2. Conclusion

Based on the findings, the researcher presents the following conclusions.

- AAU did not conduct formal training needs assessment on these two colleges before providing training for administrative employees even if it made the objectives of training clear for trainees. Training needs assessment is important to determine what knowledge, skills and abilities are required for employees to commit themselves to the organization and to perform well in their work tasks.
- For training to be successful, learners must be ready and able to learn. Before training, AAU did not ensure the employees' readiness for the training. But, it had good practice in considering instructional strategies and training transfer of the training design elements.
- The key to successful training is to choose a method that would best to accomplish the objective of the training. In this regard, the organization selected appropriate

method to conduct training. In addition, the coordination, administration and keeping the schedule of the training program was acceptable by employees.

- It is necessary to identify the training program's strengths and weaknesses. This includes determining whether the program is meeting the learning objectives, the quality of the learning environment, and whether transfer of training to the job is occurring. As findings revealed, training evaluation was not conducted at reaction, learning and behavioral level of evaluation.
- Training can lead to many possible benefits for both individuals and the organization. However, the result of the study reflected that training programs were not successful to generate number of benefits for employee performance of the colleges.
- Training needs assessment, training design, and training delivery have statistically significant and strong positive relationship with employee performance in the two Colleges of AAU. Even if, the relationship between training evaluation and employee performance is not strong positive as other dimensions. The relationship between them is also positive and statistically significant. Accordingly, all training dimensions have a positive and statistically significant relationship with employee performance. Therefore, higher employee performance is associated with higher training needs assessment, training design, training delivery, and training evaluation; and
- Training has a statistically significant and strong positive effect on employee performance in the two Colleges of AAU.

5.3. Recommendation

In this contemporary world the organizations in which they take place are facing ever changing environment. In order to cope with new challenges and changes, providing training to employees is essential. But, it demands to have effective training practices. Without effective training practices, it brings significant waste in financial resources, time and effort in investing on training.

Based on the research findings, the following possible recommendations are put forward by the researcher:-

- ✚ To achieve AAU's intended objectives; it is known that the administrative employees' support in learning and teaching process is essential. But, in order to be their support valuable, the administrative employees have to be effective and efficient in their respective jobs. Therefore, to have effective employees, AAU should consider training as other important activities in achieving organizational objectives since training has significant and strong positive effect on employee performance.
- ✚ Since the four phases of a systematic approach (training needs assessment, training design, training delivery, and training evaluation) for developing training program have positive association with employee performance in the two colleges of AAU. AAU should use a systematic training program design process that starts with training needs assessment and ends with training evaluation for developing training program in order to attain a positive change in its employees' performance.
- ✚ The study observed the problems in phases of training needs assessment, training design and training evaluation in the two colleges of AAU. Therefore:-
 - ✓ Before conducting training programs, AAU have to carry out formal training needs assessment at individual level by comparing actual employee performance with the desired performance or at task level by comparing employee's current abilities with the new requirements of work. The training needs analysis is the key activity of the systematic approach in developing training program.
 - ✓ In order to have successful training, ensuring employees' readiness for training is useful. Thus, AAU must take this activity into consideration before designing training program.
 - ✓ To assess whether the employees liked the training, the trainer, and the facilities; whether employees know more than they did prior to undertaking the training; and to measure the effect of training on job performance, AAU must consider training evaluation as integral part of the overall training program and

evaluate its training efforts at reaction, learning and behavioral level of evaluation by conducting interviews with or administering questionnaires to the trainees, testing and observing job performance.

Limitation and Areas of Future Research

This study concluded that training has a strong positive effect on employee performance. But, this study is limited by four training variables namely; training needs assessment, training design, training delivery and training evaluation. Thus, it is recommended for future research to include other variable like training commitment and training frequency.

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Appendixes

Appendix 1 – Questionnaire - English

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MA PROGRAM IN HUMAN RESOURCE MANAGEMENT
Research Questionnaire**

To be filled by employees

Dear Respondent,

My Name is Wagaye Chaka. I am a graduating class student in Department of Human Resource Management at Addis Ababa University School of Commerce. This questionnaire is prepared to gather data in order to conduct a research on the topic: **The Effect of Training on Employee Performance the case of the two selected Colleges of AAU - College of Humanities, Language Studies, Journalism and Communication; and College of Performing and Visual Arts.** Regarding the collected data using this questionnaire, I would like to assure you that the data will be applied purely for academic purpose. Your genuine, complete, and timely responses are highly valuable and very supportive for the study and there are no identified risks from participation in this survey. Participation is completely voluntary and your responses will be confidential.

Thank you for your participation in advance!!!

General Instructions

- No need of writing your name.
- Please indicate your answer by putting “✓” mark.
- Please return the completed questionnaire within three days as much as possible.
- If you need further explanation, you can contact me through the address indicated below:-

Wagaye Chaka

Mobile – 0911353549

E-mail Address – wagacha2@yahoo.com

Part One: General Information

1. Gender: A) Female B) Male

2. Please indicate your age group?

A) 18-25 B) 26-35 C) 36-45

D) 46-55 E) 56-60 F) Above 60

3. What is your highest educational level?

- A) Below Certificate B) Certificate C) Diploma
 D) First Degree E) Masters Degree F) Above Masters Degree

4. For how long have you been working at this organization?

- A) Less than 1 year B) 1 – 5 years C) 6 – 10 years
 D) 11 – 15 years E) 16 – 20 years F) 21 and above

5. Did you get a chance to participate in any form of training program which was prepared by your organization within the last 3 years?

- A) Yes B) No

6. If your reply for question No. 5 is “Yes”, how many times did you participate in the training program?

- A) Once B) Twice C) Thrice D) Above three times

Part Two: Training Dimensions

If your reply for question 5 is “Yes”, please indicate your level of agreement by putting “✓” for each sentences concerning the training dimensions.

Note: 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

| Q. No. | Training | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--------|---|----------------|-------|---------|----------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| | Training Needs Assessment | | | | | |
| 7 | Training needs were identified by comparing your actual performance with the desired performance. | | | | | |
| 8 | Training needs were identified by comparing your current abilities with the new requirements of work. | | | | | |
| 9 | The objectives of the training were clear. | | | | | |
| | Training Design | | | | | |
| 10 | Before the training, your motivation and basic skills were ensured to master the training content. | | | | | |

| Q. No. | Training | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--------|--|----------------|-------|---------|----------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| 11 | Instructional strategies of the training were appropriate. | | | | | |
| 12 | The training content was related to the training objective. | | | | | |
| 13 | The training was designed in order to use on the job what knowledge and information that you have learned in the training. | | | | | |
| 14 | Supervisor support of the training was available to transfer new knowledge, skills and behaviors on the job. | | | | | |
| 15 | The opportunity was available to use newly learned knowledge, skill and behaviors from the training program on the job. | | | | | |
| | Training Delivery | | | | | |
| 16 | The training delivery method was appropriate to the training objective. | | | | | |
| 17 | The training room was properly organized, comfortable and appropriate for the training delivery. | | | | | |
| 18 | The training was conducted as it is scheduled. | | | | | |
| | Evaluation of Training | | | | | |
| 19 | Interview with or a questionnaire to you was conducted to know your reaction levels whether you liked the training, the trainer, and facilities. | | | | | |
| 20 | Evaluation was conducted to know whether you have gotten more knowledge than you have before. | | | | | |
| 21 | Your job performance was observed in order to know the effect of training on job performance. | | | | | |

Part Three – The Effect of Training

If your reply for question 5 is “Yes”, please indicate your level of agreement by putting “✓” for each sentences concerning the outcomes of training.

Note: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

| Q. No. | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--------|--|----------------|-------|---------|----------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| 22 | The training helped me to improve my knowledge, skill and ability. | | | | | |
| 23 | The training helped me to increase my ability to use new technologies and tools; and to have attitude change. | | | | | |
| 24 | After the training, I feel more satisfied with my job. | | | | | |
| 25 | Due to the training, my motivation to do the job is increased. | | | | | |
| 26 | The training enabled me to do my job as required. | | | | | |
| 27 | The training has made me get excited to be punctual and present at workplace. | | | | | |
| 28 | After the training, I feel a strong sense of security at my job. | | | | | |
| 29 | The training helped me to improve the quantity of my work. | | | | | |
| 30 | After the training my errors and occupational accidents are reduced. | | | | | |
| 31 | Because of the knowledge, skills and ability that I received from the training I accomplish the job activities with minimum resources. | | | | | |
| 32 | After training, the frequency of supervision is reduced. | | | | | |
| 33 | The training helped me to provide better quality of services to customers. | | | | | |

Again, thank you for your participation!!!

3. ከፍተኛው የትምህርት ደረጃዎ የቱ ነው?

- ሀ) ከሰርተፊኬት በታች ለ) ሰርተፊኬት ሐ) ዲፕሎማ
 መ) የመጀመሪያ ዲግሪ ሠ) ማስተርስ ዲግሪ ረ) ከማስተርስ ዲግሪ በላይ

4. በዚህ መሥሪያ ቤት የአገልግሎት ዘመንዎ በየትኛው ዓመታት ክልል ውስጥ ነው?

- ሀ) ከ1 ዓመት በታች ለ) 1-5 ዓመታት ሐ) 6-10 ዓመታት
 መ) 11-15 ዓመታት ሠ) 16-20 ዓመታት ረ) ከ21 ዓመታት በላይ

5. ባለፉት ሦስት ዓመታት ጊዜ ውስጥ መሥሪያ ቤቱ ባዘጋጀው በማንኛውም ዓይነት የሥልጠና ፕሮግራም ላይ ተሳትፈው ያውቃሉ?

- ሀ) አዎ ለ) አይደለም

6. ለአምስተኛው ጥያቄ መልስዎት “አዎ” ከሆነ ስንት ጊዜ ተሳትፈዋል?

- ሀ) አንዴ ለ) ሁለቱ ሐ) ሶስቱ መ) ከሦስት ጊዜ በላይ

ክፍል ሁለት: ሥልጠና

ለአምስተኛው ጥያቄ መልስዎት “አዎ” ከሆነ እባክዎን ሥልጠናን በተመለከተ ለእያንዳንዱ ዓረፍተ ነገር “✓” ምልክት በማድረግ የስምምነትዎን ደረጃ ያሳዩ፡፡

ለየስምምነት ደረጃው የተሰጠው ነጠብ:- 5 = በጣም እስማማለሁ 4 = እስማማለሁ 3 = ገለልተኛ ነኝ
 2 = አልስማማም 1 = በጣም አልስማማም

| ጥ. ቁ. | ሥልጠና | በጣም እስማማለሁ | እስማማለሁ | ገለልተኛ ነኝ | አልስማማም | በጣም አልስማማም |
|-----------------------|---|------------|--------|----------|--------|------------|
| | | 5 | 4 | 3 | 2 | 1 |
| የሥልጠና ፍላጎት ዳሰሳ | | | | | | |
| 7 | የሥልጠና ፍላጎቶች ተለይተው የነበሩት የሚታየውን የእርስዎን የሥራ አፈፃፀም ከሚፈለገው የሥራ አፈፃፀም ጋር በማነፃፀር ነበር፡፡ | | | | | |
| 8 | የሥልጠና ፍላጎቶች ተለይተው የነበሩት ያለዎትን ችሎታ ከአዲስ ሥራው ከሚጠይቀው ችሎታ ጋር በማነፃፀር ነበር፡፡ | | | | | |
| 9 | የሥልጠናው ዓላማዎች ግልጽ ነበሩ፡፡ | | | | | |
| የሥልጠና አቀራረብ | | | | | | |
| 10 | የሥልጠናውን ፍሬ ነገር እንዲጨብጡ ያለዎትን መሰረታዊ ችሎታ እና ለመሠልጠን መነሳሳትዎን ተረጋግጦ ነበር ሥልጠናው ላይ የተሳተፉት፡፡ | | | | | |
| 11 | የሥልጠናው የትምህርት አሰጣፍ ስልቶች ተሰማሚ ነበሩ፡፡ | | | | | |
| 12 | የሥልጠናው ፍሬ ነገር ከሥልጠናው ዓላማ ጋር ተዛማጅ ነበር፡፡ | | | | | |

| ጥ. ቁ. | ሥልጠና | በጣም እስማማለሁ | እስማማለሁ | ገለልተኛ ነኝ | አልስማማም | በጣም አልስማማም |
|-------------------|---|------------|--------|----------|--------|------------|
| | | 5 | 4 | 3 | 2 | 1 |
| 13 | ሥልጠናው የተዘጋጀው በሥልጠና የቀሰሙትን እውቀትና መረጃ በሥራ ላይ ለመተግበር እንዲያስችል ተደርጎ ነበር። | | | | | |
| 14 | በሥልጠናው የተገኘውን እውቀት በሥራ ላይ ለመተግበር እንዲያስችል የአለቃ ድጋፍ ነበር። | | | | | |
| 15 | በሥልጠናው የተገኘውን እውቀት በሥራ ላይ ለመተግበር እንዲያስችል ምቹ ሁኔታዎች ነበሩ። | | | | | |
| የሥልጠና አሰጣጥ | | | | | | |
| 16 | የሥልጠና አሰጣጥ ዘዴው ከሥልጠናው ዓላማ ጋር ተስማሚ ነበር። | | | | | |
| 17 | የሥልጠናው ክፍል ለሥልጠናው አሰጣጥ እንዲስማማ ተደርጎ የተደራጀና ምቹ ነበር። | | | | | |
| 18 | ሥልጠናው በተቀመጠለት የጊዜ ፕሮግራም ተካሄዷል። | | | | | |
| የሥልጠና ግምገማ | | | | | | |
| 19 | ሥልጠናውን፣ አሰጣጥንና አጠቃላይ አቅርቦትን በተመለከተ መውደድዎን ወይም አለመውደድዎን ለማወቅ ቃለ መጠይቅ ከእርስዎ ጋር ወይም መጠይቅ እንዲሞሉ ተደርጎ ነበር። | | | | | |
| 20 | በሥልጠናው ከነበርዎት የበለጠ እውቀት ማግኘትዎን ለማወቅ ግምገማ ተካሂዶ ነበር። | | | | | |
| 21 | ሥልጠናው በሥራ አፈጻጸም ላይ ያመጣውን ውጤት ለማወቅ የሥራ አፈጻጸም ታይቶ ነበር። | | | | | |

ክፍል ሦስት - የሥልጠና ውጤት

ለአምስተኛው ጥያቄ መልስዎን “አዎ” ከሆነ እባክዎን ሥልጠና የሚያስገኘውን ውጤት በተመለከተ ለእያንዳንዱ ዓረፍተ ነገር “✓” ምልክት በማድረግ የስምምነትዎን ደረጃ ያሳዩ።

ለየስምምነት ደረጃው የተሰጠው ነጠብ:- 5 = በጣም እስማማለሁ 4 = እስማማለሁ 3 = ገለልተኛ ነኝ
2 = አልስማማም 1 = በጣም አልስማማም

| ጥ. ቁ. | የሥልጠና ውጤት | በጣም እስማማለሁ | እስማማለሁ | ገለልተኛ ነኝ | አልስማማም | በጣም አልስማማም |
|-------|--|------------|--------|----------|--------|------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 22 | በሥልጠናው የነበረኝ እውቀት፣ ሙያ እና ችሎታ ተሻሽሏል። | | | | | |
| 23 | የወሰድኩት ሥልጠና የአስተሳሰብ ለውጥ እንዲኖረኝ፣ አዳዲስ ቴክኖሎጂዎችና መሣሪያዎች እንድጠቀም አድርጓል። | | | | | |
| 24 | ከሥልጠናው በኋላ በምሰራው ሥራ የበለጠ እርካታ ተሰምቶኛል። | | | | | |
| 25 | ከወሰድኩት ሥልጠና የተነሳ የሥራ ተነሳሽነቴ እንደ ጨመረ ይሰማኛል። | | | | | |
| 26 | ሥልጠናው ሥራዬን እንደሚፈለገው እንዳከናውን ረድቶኛል። | | | | | |

| ጥ. ቁ. | የሥልጠና ውጤት | በጣም እስማማለሁ | እስማማለሁ | ገለልተኛ ነኝ | አልስማማም | በጣም አልስማማም |
|-------|---|------------|--------|----------|--------|------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 27 | ሥልጠናው የሥራ ሰዓት እንዳከብርና በሥራ ገበታዬ ላይ እንደገኝ አነቃቅቶኛል። | | | | | |
| 28 | ከሥልጠናው በኋላ በሥራዬ ላይ የመረጋጋት ጠንካራ ስሜት ተሰምቶኛል። | | | | | |
| 29 | ሥልጠናው የሥራዬ ብዛት መጠን እንዲሻሻል አግዞኛል። | | | | | |
| 30 | ከሥልጠናው የተነሳ ስህተቶች እና የሥራ ላይ አደጋዎች ቀንሰዋል። | | | | | |
| 31 | በሥልጠናው ባገኘሁት እውቀት፣ ሙያና ችሎታ ምክንያት አስፈላጊ ግብዓቶችን በጥቂቱ በመጠቀም ሥራዬን እፈጽማለሁ። | | | | | |
| 32 | ከሥልጠና በኋላ በአለቃ የሚደረገው የቁጥጥር ድግግሞሽ ቀንሷል። | | | | | |
| 33 | ሥልጠናው ለደንበኞቼ ጥራቱን የጠበቀ አገልግሎት እንድሰጥ ረድቶኛል። | | | | | |

በድጋሚ ስለትብብርዎ አመሰግናለሁ!

Appendix 3: Descriptive Statistics of the Study's Variables

| Descriptive Statistics of Training Needs Assessment | | | |
|--|----------|-------------|-----------------------|
| Items | N | Mean | Std. Deviation |
| Identification of Training Needs at Individual Level | 138 | 2.70 | 1.380 |
| Identification of Training Needs at Task Level | 138 | 2.62 | 1.347 |
| Objective of Training | 138 | 3.20 | 1.398 |
| <i>Valid N (listwise)</i> | 138 | | |

| Descriptive Statistics of Training Design | | | |
|--|----------|-------------|-----------------------|
| Items | N | Mean | Std. Deviation |
| Ensuring Employees' Readiness for Training | 138 | 2.34 | 1.315 |
| Instructional Strategies | 138 | 3.34 | 1.375 |
| Training Content | 138 | 3.19 | 1.438 |
| Training Transfer | 138 | 3.18 | 1.471 |
| Supervisor Support of the Training | 138 | 3.64 | 1.120 |
| Opportunity to Transfer Training on the Job | 138 | 3.67 | 1.174 |
| <i>Valid N (listwise)</i> | 138 | | |

| Descriptive Statistics of Training Delivery | | | |
|--|----------|-------------|-----------------------|
| Items | N | Mean | Std. Deviation |
| Training Delivery Method | 138 | 3.29 | 1.357 |
| Training Program Coordination and Administration | 138 | 3.51 | 1.308 |
| Training Schedule | 138 | 3.84 | 1.185 |
| <i>Valid N (listwise)</i> | 138 | | |

| Descriptive Statistics of Training Evaluation | | | |
|--|----------|-------------|-----------------------|
| Items | N | Mean | Std. Deviation |
| Reaction | 138 | 2.45 | 1.383 |
| Learning | 138 | 2.07 | 1.102 |
| Behavior | 138 | 2.02 | 1.063 |
| Valid N (listwise) | 138 | | |

| Descriptive Statistics of Employee Performance | | | |
|---|----------|-------------|-----------------------|
| Items | N | Mean | Std. Deviation |
| Improvement of Knowledge, Skill and Ability | 138 | 3.28 | 1.397 |
| Ability to use New technology and Attitude change | 138 | 2.80 | 1.410 |
| Job Satisfaction | 138 | 2.80 | 1.362 |
| Motivation | 138 | 2.91 | 1.457 |
| Performing the Job as Required | 138 | 2.53 | 1.352 |
| Punctuality and Reduction in Absenteeism | 138 | 3.05 | 1.467 |
| Sense of Security at Job | 138 | 2.72 | 1.603 |
| Improvement of the Quantity of work | 138 | 2.83 | 1.407 |
| Reduction in Errors and Occupational Accidents | 138 | 2.64 | 1.484 |
| Accomplishment of Activities with Minimum Resource | 138 | 2.80 | 1.481 |
| Reduction in Frequency of Supervision | 138 | 2.25 | 1.290 |
| Provision of Better Quality of Services | 138 | 2.29 | 1.291 |
| <i>Valid N (listwise)</i> | 138 | | |